1. **Title of the module**

RSST6550 (TH655) – Critical Issues in the Study of Buddhism

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Prerequisite: RSST3310 (Introduction to Hinduism and Buddhism)

1. **The programmes of study to which the module contributes**

Optional for: BA Religious Studies (Single and Joint Honours); BA Asian Studies (Joint Honours); BA Global Philosophies (Single Honours).

Also available as a ‘wild’ module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Outline, critically analyse and discuss key themes and issues related to the historical and modern study of Buddhism;

8.2 Demonstrate a detailed and in-depth understanding of the philosophical, social and historical context of early Buddhism;

8.3 Demonstrate a detailed and in-depth understanding of early Buddhist teachings in relation to issues of gender, politics and society;

8.4 Outline and critically analyse contemporary interpretations of Buddhist teachings in relation to their longer historical development.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate advanced writing and organising skills;

9.2 Demonstrate advanced ability in the use of appropriate IT resources, including word processing and critical evaluation of online material;

9.3 Analyse and evaluate the strengths and weaknesses of various theories and methods pertinent to historical, textual and social studies.

1. **A synopsis of the curriculum**

This module will examine classical and contemporary interpretations of Buddhist thought in relation to the issues of origins, gender, politics and colonialism. We will begin with a critical exploration of the usefulness of the designations ‘Theravada’ and ‘Mahayana,’ before examining early Buddhist literature (in translation) in its historical, social and philosophical context, paying close attention to the question of the relationship of early Indian Buddhism to Vedic Brahmanism, gender representations and the exploration of political themes in early Buddhist literature and history. The module will also explore the impact of colonialism on the emergence of modern Buddhism and the development of engaged Buddhism and Buddhist responses to the environmental crisis.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Derris K and N. Dummer (2007), *Defining Buddhism. A Reader.* London: Equinox

Lopez, D (2005), *Critical Terms for the Study of Buddhism*. Chicago: University of Chicago Press

Moore, M. (2016), *Buddhism and Political Theory.* Oxford: Oxford University Press

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 50%
* Essay 2 (1,500 words) – 50%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  |  | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module explores the teachings and traditions of Buddhism in Asia and a global context therefore in its content is reflective of an internationalisation of SECL curricula beyond the European.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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