



International Buddhist College
วิทยาลัยพุทธศาสนานานาชาติ

Course Specification

Name of the Institute	International Buddhist College
Campus/Faculty/Department	Korat Education Center Faculty of Buddhist Study

Section I General Information

1. Course code and title

ME6102 Mahāyāna Buddhism

2. Credit

3 credits (3-0-3)

3. Program and category of course

Program name	Master of Arts (Buddhist studies)
Discipline	Buddhist Philosophy
Course category	Core Subject

4. Faculty member responsible for the program

Dean, Faculty of Graduate School	Prof. Tilak Kariyawasam
Instructor	Dr. Fa Qing

5. Semester / year of studies

Second semester of 2013/14 Academic Year/ First year of studies

6. Pre-requisite

None

7. Co-requisite

None

8. Place of study

International Buddhist College

9. Date of last modification of the course

November 30, 2013

Section II Objectives

1. Course objectives

Upon completion of this course the student will be expected to gain a general overview of the origins, nature, special features and importance of the Mahayana in Asian religious culture, and acquire a basic grasp of the Mahayana: its evolution, its relation to the Theravada, its diversity and its influence on Asian civilization.

2. Objectives of course improvement/development

- 1) Updating content of the course.
- 2) Supplementing new materials from different sources.

Section III Characteristics and Operation

1. Course description

This course aims at students without previous knowledge of Mahāyāna Buddhism. It provides an introduction to Mahāyāna Buddhism in the widest sense. After a brief look at the development of Buddhism in India after the death of the Buddha, this course concentrates on the historical, philosophical and religious origins of Mahāyāna Buddhism in India. These include the Bodhisattva ideal; Buddhological developments; the philosophical systematizations of the Mādhyamaka and Yogācāra schools; the reasons for the dominant position of Mahāyāna Buddhism in China and an investigation on the features of the newly emerged Mahāyāna modernism (i.e., Japanese Buddhism).

2. Study hour per a semester

Lecture	Additional teaching	Training/field study/apprenticesh ip	Self-instruction
45 hours a semester	none	none	3 hours a week

3. The number of hours that lecturer gives his/her individual students academic advice and suggestions.

- 1) Lecturer provides advice and suggestion in his normal teaching hours.
- 2) By request the appointments are arranged.
- 3) Students can use the Course web-page to communicate with the instructor:
<http://korat.ibc.ac.th/lecture/>

Section IV Students Learning Development

1. Virtue and Ethics

1.1 Virtue and ethics to be developed

Students are encouraged to develop and nurture good qualities by

1. Learning to be punctual and responsible
2. Observing guidelines of academic ethics
3. Integrating Buddhist ethics into their lives

1.2 Method of teaching

1. Lecture
2. Meet individual students after class.
3. On-line guidelines will be provided. <http://korat.ibc.ac.th/student-guide>

1.3 Evaluation method

1. Class attendance and punctuality of assignment submission.
2. Reliability of assignment and accuracy of reference.
3. Personal contact with students
4. Overall estimation of combined work and attitude

2. Knowledge

2.1 Knowledge to be received

1. The basic Mahayana doctrine
2. The main teachers of Mahayana
3. The main Mahayana texts
4. The application of Mahayana in Modern world

2.2 Method of teaching

1. Lecture
2. Class discussion
3. Weekly reading assignment
4. Write a term paper
5. Course web-page will be provided: <http://korat.ibc.ac.th/lecture/>

2.3 Evaluation method

1. Class participation in discussion
2. Term Paper: the format and style, contents and contrition to the knowledge
3. Oral presentation
4. Final class examination

3. Cognitive skills

3.1 Cognitive skills to be developed.

1. Analytical and logical thinking.
2. Ability to understand the subject and present it verbally or in writing.

3.2 Teaching method.

1. Discussions in the Class.
2. Giving guidelines for research.
3. Reading scholastic articles (assigned weekly).

3.3 Evaluation method

1. Term paper writing

2. Presentation
3. Final examination

4. Interpersonal relations and accountability

4.1 Interpersonal relations and accountability to be developed

1. Mutual understanding between the students.
2. Respect for each others' opinions and traditions.
3. Building confidence in one's own capability in learning and its follow-up.

4.2 Teaching method

1. Discussion
2. Team work
3. Giving opportunity to assess each other

4.3 Evaluation method.

1. Outcome of the discussion.
2. Attitudes towards fellow students.

5. Skill in numerical analysis, communication and Information technology

5,1 Skill in numerical analysis, communication, and Information technology to be developed.

1. Skill in comprehension upon listening and writing.
2. Skill in communication and writing.
3. Skill in using Internet to do research.
4. Implementing above said skills for academic writing and presentation.

5.2 Teaching method

1. Discussion in the class.
2. Develop those skills by writing a term paper and oral presentation based on their findings
3. providing e-books and all reference books, audio and videos:
<http://korat.ibt.ac.th/lecture/>

5.3 Evaluation method.

1. Participation in the discussion
2. Term paper
3. Oral presentation

Section V Teaching plan and evaluation

1. Lesson plan

Week	Content	Duration (hour)	Instruction activities
1	Historical, philosophical and religious development of Buddhist thought in India from the Parinirvana of the Buddha to the emergency of the Mahayana at the beginning of the Common Era.	3	Lecture and discussion
2	Development of the Bodhisattva ideal	3	Lecture and discussion

Week	Content	Duration (hour)	Instruction activities
3	Buddhological developments (Buddhas and Buddha Lands)	3	Lecture and discussion
4	Mahayana Literature I	3	Lecture and discussion
5	Mahayana Literature II	3	Lecture and discussion
6	Madhyamaka School, its origin.	3	Lecture and discussion
7	Madhyamaka principal tenets and influence on the further development of the Mahayana in India .	3	Lecture and discussion
8	Yogacara School, its origin.	3	Lecture and discussion
9	Yogacara principal tenets.	3	Lecture and discussion
10	Later development of Mahayana Buddhism in India I	3	Lecture and discussion
11	Later development of Mahayana Buddhism in India II	3	Lecture and discussion
12	Introduction and development of Buddhism in China.	3	Lecture and discussion
13	Latest developments in Japanese Buddhism, “Buddhism modernism”.	3	Lecture and discussion
14	Oral Presentation.	3	Presentation by students
15	Review	3	Review

3. Assessment of Learning

No.	Evaluation method	Week	Evaluation portion
1	Final Examination	As determined	60 %
2	Presentation	-	10 %
3	Term Paper	-	30 %
Total			100%

Section VI Instructional resource

1. Main texts and documents

Conze, Edward. *Buddhist Thought In India: Three Phases of Buddhist Philosophy*. London: George Alien & Unwin. 1983. pp.195-302.

Nagao, Gadjin M. *Mādhyamika and Yogācāra*. Tran. L. Kawamura. Delhi: 1992.

2. Important documents and information

Dayal, Har. *The Bodhisatva Doctrine in the Buddhist Sanskrit Literature*. Delhi: 1975.

Kenneth K. Inada. "The Chinese Doctrinal Acceptance of Buddhism." *Journal of Chinese Philosophy*, vol 24:1 (1991), PP. 5-17.

Nakamura, H. "Historical Studies of the coming into existence of Mahāyāna sutras" *Final Bulletin of the Okuvayama Oriental Institute*, No. 2, 1957.

Warder, A. K. *Indian Buddhism*. New Delhi: Motilal Banarsidass, 1980.

Williams, Paul. *Mahāyāna Buddhism: The doctrinal foundations*. New York: Routledge, 1996.

Zürcher, Erik. *The Buddhist Conquest of China: The Spread and Adaptation of Buddhism in Early Medieval China*, 2 vols. Leiden, Netherlands: Brill, 1959.

3. Suggested documents and information

More reference books: <http://korat.ibt.ac.th/lecture/>

Term Paper writing guide: <http://ibt.ac.th/faqing/essayguide>

Thesis Style guide: <http://korat.ibt.ac.th/Thesis-Guide>

Section VII Assessment and improvement of course operation

1. Strategy of course effectiveness assessment by students

1. Students give their feedback of the Lecturer and the Course via 'Assessment Form' supplied by the Academic Office.
2. Students assess lecturer via email, and visit lecturer's office. Or post questions and comments on the course webpage and course forum page.

2. Strategy of teaching assessment

1. Lecturer keeps track of progress of the students
2. Lecturer comes out with a report of student achievement

3. Teaching improvement.

1. Lecturer appreciates students' feedback of the course and makes necessary improvements.
2. Lecturer improves the course to suit the students' abilities as well as their needs.

4. Operation of Courses Revision and effectiveness.

1. Lecturer acknowledges students' feedback
2. Keeping in mind students' feedback and teacher's own assessment, to improve the course accordingly.
3. The course is revised and improved every semester.