

RELS5329 Buddhism, Right Mindfulness and Meditation
佛教、正念與禪修
Second Semester, 2024-25
Instructor: Dr Tong Sau Lin (唐秀連)
(Email address: saulintong@cuhk.edu.hk tongsaulin@hotmail.com)
Time and Venue: Friday 7:00-9:30 pm

Course Description

Centering on the notion of “mindfulness”, this course aims to introduce students to the core topics on the Buddhist way to inner peace and happiness. The course will therefore address subjects such as affliction, self and no-self, the middle way, right mindfulness, and etc. Furthermore, the course will touch upon some common issues in modern life, and will investigate how they can gain inspirations from Buddhist perspectives, whether theoretical or practical. Towards the middle and the end of the course, students will learn essential methods of meditation based on Buddhist mindfulness. Students will thereby acquire an initial experience of meditation and take the benefits of meditative concentration into every aspect of their life.

本課程圍繞「正念」為中心，講授佛教探尋內在平靜和終極快樂之道。課程兼重理論和實踐，除了介紹基本的佛教人生哲學，諸如「煩惱」、「無我」、「中道」、「正念」等課題，並會探討這些古老的人生智慧，對現代人的生命究竟有何裨益和價值。在課程的中段和尾段，將教授正念禪修的基本觀念和方法，並引導學員將禪修心法融入日常生活中，隨時體會身心自在的禪悅與法樂。

Learning Outcomes

※ Knowledge Outcomes:

Upon completion of the subject, students will be able to:

- (1) enlarge and refine their understanding of the fundamental doctrines of the Buddhist way to liberation;
- (2) understand the key concepts and principles in Buddhist meditation techniques;
- (3) experience an initial grasp of insight meditation exercise;
- (4) demonstrate critical reflections on the relation between the Buddhist ultimate truth and worldly truth.

※ Attitude Outcomes:

- (1) nurture a larger sensitivity to the value of religious practice in human life;
- (2) relate their personal growth and everyday life to Buddhist meditation practice so

as to develop a sense of mindfulness and cultivate a constructive outlook on the self, life and the world.

Assessment Scheme and Learning Activities

Students have to attend all lectures to ensure their sufficient grasp of the subject. They will read assigned writings pertinent to the lecture before the class meets. In-class discussions are also highly encouraged as active participation in lecture is the key for the success of the course.

Task nature	Weight
Group Presentation:	40%
Group performance	20%
Individual performance	20%
Term paper	60%
Total weight	100%

(1) Group presentation: 40%

Groups of students (3-4 students per each group) will work on a project relevant to the course subject and give brief in-class oral presentation in the last session summarizing their views on that specific topic. The project can be conducted in any of the following formats: written essay, survey, video recording, interview, photos, etc. Oral presentation is used to assess level of understanding and how well the student can convey his or her points to fellow students.

Presentation time for each group: 30 mins + 5 mins Q & A

(2) Term Paper OR reflective journal: 60%

By the end of the term, students will write a term paper OR a reflective journal in **4,000-5000 words** (either in Chinese or English).

a. A term paper of substantial research will be decided early in the semester and the instructor will monitor students' progress and teach them skills for independent research. In this final paper, students are required to demonstrate a proper command of essential knowledge delivered in the lectures and reading materials. Besides, they need to digest what they have learned and reconstruct all that into their ideas by a perspective of critical understanding.

b. A reflective journal is a steadily growing document where learners record their reflections and thoughts on what they are learning and how it is changing their belief system. Students may write the journal in a freeflowing essay form or respond to some entries/open-ended questions that may apply for a particular session.

Journals should be submitted in **both hard and soft copy**.

Soft copy and VeriGuide submission onto Blackboard is due by **11:59 pm on April 21, 2025 (Monday)**. Delayed submission of assignment without reasonable

explanation may result in grade deduction.

Hard copy submission: Due by **4:30pm on April 25, 2025 (Thursday)**, details on the submission arrangement to be announced later.

Lecture (hr) in/out class		Class Discussion (hr) in/out class		Reading (hr) in/out class		Group project & Presentation (hr) in/out class		Written assignment (hr) in/out class	
2.25		0.25			3	0.5/1			3
M		M			M	M			M

M: Mandatory Activity; O: Optional Activity

NA: Not Applicable

Course Schedule

Lecture 1 (Jan 10): An Overview: Buddhist Perspective of Spiritual Growth and Happiness

Readings:

Charles S. Prebish and Damien Keown, *Introducing Buddhism*, ch. 1,2,3. New York : Routledge, 2006.

印順：《學佛三要》，頁 195-241，台北：正聞，1983(民 72)。

Lecture 2 (Jan 17): Affliction and Impermanence

Readings:

Ajahn Sumedho, *The Mind and the Way: Buddhist Reflections on Life*. ch.5,6,10. Boston: Wisdom, 1995.

Sarah Shaw, *Introduction to Buddhist Meditation*. pp. 41-66. London and New York: Routledge. 2009.

Thict Nhat Hanh, *The Heart of the Buddha's Teaching: Transforming Suffering into Peace, Joy and Liberation*. pp. 28-46. New York : Broadway Books, 1999.

Lecture 3 (Jan 24): The Idea of No-Self: What Buddhism Teaches about the Self?

Readings:

Peter Harvey, *The Selfless Mind*. ch 1-4, Surrey : Curzon Press, 1995.

Pérez Remón, Joaquín, *Self and Non-Self in Early Buddhism*. Ch. 3, 13. The Hague: Mouton, 1980.

Jan 31: Lunar New Year Holiday

Lecture 4 (Feb 7): Enlightened Truth, Worldly Truth and Wisdom of the Middle Way

Readings:

Leslie Kawamura, "The Middle Path According to the *Kāśyapaparivarta-sūtra*".

ed. Jonathan A. Silk, *Wisdom, Compassion, and the Search for Understanding: The Buddhist Studies Legacy of Gadjin M. Nagao*. Honolulu: University of Hawai'i Press, 2000.

Phra Thēpwēthī (Prayut), trans. Grant A. Olson, *Buddhadhamma : natural laws and values for life*. pp. 181-200. Albany : State University of New York Press, 1995.

印順：《中觀今論》，頁 205-263，台北：正聞，1971(民 60)。

Lecture 5 (Feb 14): Karma and Reincarnation

Readings:

Richard Gombrich, *How Buddhism Began: the conditioned genesis of the early teachings.*, Ch. II. Atlantic Highlands, N.J. : Athlone Press, 1996.

平川彰：《印度佛教史》，pp. 61-68。臺北市：商周出版，2002。

印順法師：《佛法概論》，第十一章。上海：上海古籍出版社，1998。(electronic resource)

Lecture 6 (Feb 21): Secular Mindfulness and Buddhist View of Right Mindfulness

Readings:

Tse-fu Kuan, *Mindfulness in early Buddhism : new approaches through psychology and textual analysis of Pali, Chinese and Sanskrit sources*. Ch 1-2, London ; New York : Routledge, 2008.

Thich Nhat Hanh, edited by Arnold Kotler, *Peace is every step : the path of mindfulness in everyday life*. New York, N.Y. : Bantam Books, 1991.

Lecture 7 (Feb 28) : Psychotherapy in Buddhism

Readings:

Alvin Lai Oon Ng, Ee Mun Hon, Ming Tik Chia, "Buddhist Approaches to Counseling and Psychotherapy: Exploratory Discussions From Different Traditions," Jegathesan, Anasuya Jegathevi, Abdullah, Siti Salina eds., *Multicultural Counseling Applications for Improved Mental Healthcare Services*. Hershey: IGI Global, 2019.

陳玉璽：〈西方佛教修行與身心靈療癒〉，《新世紀宗教研究》第十七卷第二期(2018年12月)：1-32。

Lecture 8 (March 7): Buddhist view of Self-Actualisation and Desires

Readings:

Dales S. Wright, *The Six Perfections: Buddhism and the Cultivation of Character*. Oxford ; New York : Oxford University Press, 2009.

David Webster, *The philosophy of desire in the Buddhist Pali canon*. London ; New York : RoutledgeCurzon, 2005.

Lecture 9 (Mar 14): Buddhist Meditation

Readings:

Susan Blackmore, *Ten Zen Questions*. Oxford: Oneworld, 2009.

阿姜查著，賴隆彥譯：《阿姜查的禪修世界·慧》，頁 58-92，台北：橡樹林，2004(民 93)。

Lecture 10 (Mar 21): Group Presentation

Lecture 11 (Mar 28): Group Presentation

April 4: Ching Ming Festival

Lecture 12 (April 11): Group Presentation

Other Learning resources for students

Ajahn Sumedho, *The Mind and the Way: Buddhist Reflections on Life*. Boston: Wisdom, 1995.

Ayya Khema, *Who Is My Self? A Guide to Buddhist Meditation*. Boston: Wisdom, 1997.

Charles S. Prebish and Damien Keown, *Introducing Buddhism*. New York : Routledge, 2006.

Dales S. Wright, *The Six Perfections: Buddhism and the Cultivation of Character*. Oxford ; New York : Oxford University Press, 2009.

Damien Keown, *Buddhist Ethics: A Very Short Introduction*. Oxford ; New York : Oxford University Press, 2005.

(ed.) Damien Keown, *Contemporary Buddhist Ethics*, Richmond : Curzon, 2000.

David Webster, *The philosophy of desire in the Buddhist Pali canon*. London ; New York : Routledge Curzon, 2005.

His Holiness The Dalai Lama of Tibet, (ed.) Donald S. Lopez, Jr., *The joy of living and dying in peace*. San Francisco : Harper SanFrancisco, 1997.

John W. Schroeder, *Skillful Means: The Hearts of Buddhist Compassion*. Honolulu: University of Hawai'i Press, 2001.

Leslie Kawamura, "The Middle Path According to the *Kāśyapaparivarta-sūtra*". ed. Jonathan A. Silk, *Wisdom, Compassion, and the Search for Understanding: The Buddhist Studies Legacy of Gadjin M. Nagao*. Honolulu: University of Hawai'i Press, 2000.

Lobsang Gyatso, *Bodhicatta: Cultivating the Compassionate Mind of Enlightenment*. Ithaca, New York: Snow Lion, 1997.

Peter Harvey, *The Selfless Mind*. Surrey : Curzon Press, 1995.

Pérez Remón, Joaquín, *Self and Non-Self in Early Buddhism*. The Hague: Mouton, 1980.

- Phra Thēpwēthī (Prayut), trans. Grant A. Olson, *Buddhadhamma : natural laws and values for life*. Albany : State University of New York Press, 1995.
- Sarah Shaw, *Buddhist meditation : an anthology of texts from the Pāli canon*. London ; New York : Routledge, 2006.
- Sarah Shaw, *Introduction to Buddhist Meditation*. London and New York: Routledge. 2009.
- Susan Blackmore, *Ten Zen Questions*. Oxford: Oneworld, 2009.
- (ed.) Susan M. Orsillo and Lizabeth Roemer. *Acceptance and mindfulness-based approaches to anxiety : conceptualization and treatment*. New York ; London : Springer, 2005.
- Thict Nhat Hanh, *The Heart of the Buddha's Teaching: Transforming Suffering into Peace, Joy and Liberation*. New York : Broadway Books, 1999.
- Thich Nhat Hanh, edited by Arnold Kotler, *Peace is every step : the path of mindfulness in everyday life*. New York, N.Y. : Bantam Books, 1991.
- Tse-fu Kuan, *Mindfulness in early Buddhism : new approaches through psychology and textual analysis of Pali, Chinese and Sanskrit sources*. London ; New York : Routledge, 2008.
- Yongey Mingyur Rinpoche, with Eric Swanson, *Joyful Wisdom: Embracing Change and Finding Freedom*. New York : Three Rivers Press, 2009.
- 一行禪師：《一行禪師釋佛：正念，從現在開始》，北京：中國長安，2005。
- 一行禪師：《正念的奇蹟》，臺北：橡樹林，2004。
- 王仲堯：《慈善喜捨：佛教財富觀》，北京：宗教文化，2004。
- 印順：《學佛三要》，台北：正聞，1983(民 72)。
- 印順：《中觀今論》，台北：正聞，1971(民 60)。
- 辛世俊：《人圓佛成——佛教人生觀》，北京：宗教文化，2006。
- 阿姜查著，賴隆彥譯：《阿姜查的禪修世界·慧》，台北：橡樹林，2004(民 93)。
- 吳怡：《公案禪語》，台北：東大，1991(民 80)。
- 波卡仁波切著，吳嘉真等譯：《照見清淨心：禪修入門指引》，台北：張老師，1999。
- 愚子：《五戒現代觀·上》、《五戒現代觀·下》，北京：宗教文化，2004。
- 喬·卡巴金(Jon Kabat-Zinn)等著，石世明譯：《禪修的療癒力量：達賴喇嘛與西方科學大師的對話》，台中市：晨星出版，2012。
- 聖嚴法師：《公案 100》，台北：法鼓文化，2001。
- 聖嚴法師：《法鼓全集》七之十四〈八正道〉，台北：法鼓文化，2005(民 94)。
- 聖嚴法師：《是非要溫柔》，台北：法鼓文化，1999(民 88)。
- 傑克·康菲爾德(Jack Kornfield)著，周和君譯：《智慧的心：佛法的心理健康學》，台北：張老師文化，2010。

Academic Honesty and Plagiarism

Students must submit their papers in soft copy via VeriGuide. Relevant information on academic honesty and plagiarism can be allocated at:
<http://www.cuhk.edu.hk/policy/academichonesty>.

When you use other writer's ideas or findings, you are advised to represent them in your own words. Simply copying of full sentences or parts of sentences from the source article is not allowed.

Use of AI tools: allowed with explicit acknowledgement and proper citation

Students may use some AI tools in some class activities and assignments on the condition that they **make explicit acknowledgement** and **proper citations** of the input from AI tools.

Acknowledging support from AI tools: Students are required to acknowledge all functional uses of a generative AI tool and **cite it when they paraphrase, quote, or incorporate into their own work any content** (whether it is text, image, data, or other format) that was created by it.

- ◆ **An example of acknowledgement**

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ◆ **An example of citation**

OpenAI. (2023). *ChatGPT (Mar 20 version)*. <https://chat.openai.com/chat>

- ◆ **An example of including texts generated by an AI tool in work**

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- ◆ **An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool**

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

Default Teaching mode: On-site face-to-face