Dharma Realm Buddhist University
International Institute for the Translation of Buddhist Texts
Certificate Program in Buddhist Translation
TRNC 51 – Buddhist Chinese
Spring 2022

Time: 2:00 pm to 4:00 pm, Thursday
Units: 2 units
Classroom: Hybrid (#223 +Zoom)
Instructor: Yi-Huan Shih

Course Description:
Buddhist Chinese (佛教漢語) refers to the language of early Chinese Buddhist literature, including all Chinese translations of Buddhist scriptures, Chinese Buddhist Shastra writings, and literary works containing or diffusing Buddhist teachings. Buddhist Chinese is also known as Buddhist Hybrid Chinese (fó jiào hùnhé Hàn yǔ 佛教混合漢語) because the Buddhist Chinese (language) is influenced by Sanskrit language, Indian culture, Buddhist scriptures and classical Chinese linguistic components.

Therefore, the manifestation of Buddhist Chinese basically has threefolds: First is the syntactic features imitation of literary form (or stylistic pattern) of Sanskrit Sutra, such as the mixture of verse and prose components in the Chinese translations of Buddhist scriptures. Second, there are a large number of transliteration words and loan words (claque). For example, 佛 Buddha, 比丘 monk (bhikkhu), 比丘尼 nun (bhikkhuni), 刹那 an instant (Skt. kṣaṇa), 玻璃 crystal (Skt. sphaṭika), 塔 pagoda (Skt. stūpa), 彌勒 Maitreya, 方便 expedient means (Skt. upaya), 茉莉 Jasmine flower (Skt. mallikā) and 苹果 apple (Skt. bimbā). Second, Buddhist scriptures that led to the development of Chinese vocabulary. That is to say, the spreading of Buddhist scriptures not only adds new words, new idioms, new thoughts, new aesthetics to the Chinese language but also profoundly enrichs Chinese literature and culture. The third manifestation is the mixture of classical Chinese and the use of colloquial vernacular language in the Buddhist Sutra, shastra writings and literary works. This expression can be found particularly in the Chan school’s texts and Gongan (公案).

For those who want to study and translate Buddhist Chinese, it is necessary to supplement the knowledge of Indian studies and Buddhism. It is also fundamental to master the classical Chinese language as its initial step. Therefore, this course attempts to solidify learners’
foundation for classical Chinese. We begin with a series of lessons that introduce principal rules behind Chinese characters, basic grammars and commonly seen structures in Chinese Buddhist scriptures. Basic Buddhist technical vocabularies, Chinese Buddhist Idioms will be investigated as means of accessing texts and lay basic foundations for reading texts easily. A variety of Buddhist texts including Indian traditional texts that were translated in China, texts composed in China will be introduced. Each lesson has practice exercises involving both translation from classical Chinese into English. Selected passages from those texts will be used as transition exercises and practices.

The impact of Buddhism or Buddhist sacred texts on Chinese culture is exemplified through Buddhist art, Buddhist material culture, Buddhist music and Buddhist cuisine...etc. Therefore, the artistic and cultural elements of Chinese Buddhist arts will be introduced as a means of embracing the language and nourishing the language learners’ cultural sentiments too.

Program Learning Outcomes
TRNC PLO 1 - Exercise ethical sensibility
TRNC PLO 3 - Create clear, accurate, nuanced translations adapted to various audiences

Course Learning Outcomes

Language Proficiency

- Students will acquire practical understanding of the basic syntax, grammatical relationships among words and particles of Classical Chinese.
- Students will apply theoretical knowledge of grammar and syntax to real examples through translation practices.
- Students will demonstrate the ability to explain Chinese characters’ etymology and widen their range of vocabulary.
- Students will improve their pronunciation and reading ability in Chinese both in terms of fluency and comprehensibility.
- Students will acquire competence in writing traditional Chinese characters.
- Students will memorize and identify Buddhist technical terms in Chinese and will be able to heighten their awareness of correct usage/translation of Buddhist technical terms.
- Students will develop skills in the use of language tools and the craft of translation from Classical Chinese to English.

Cultural Competence
• Students will attain knowledge of the historical and cultural contexts necessary to understanding texts.

Course Requirements:

Course Materials

1) Buddhist Chinese Spring 2022 Course Folder (Online)
2) A Primer in Chinese Buddhist Writings By John Kieschnick (Online)
3) Outline of Classical Chinese Grammar by Edwin G. Pulleyblank (Online)
4) Du’s Handbook of Classical Chinese Grammar (DRBU library & Amazon)
5) A Student’s Dictionary of Classical and Medieval Chinese by Paul W. Kroll
6) Supplemental handouts and lab practice sheets will be given out in class

Course Grading:

Final grade consists of the following components:

1. Attendance: 30%
2. Class participation & Preparation: 30%
   - Participation
     • Listening and Attention: Closely read class materials and listen respectfully and actively to instructors and peers.
     • Quality of Contribution: Thoughtful, relevant comments and questions.
     • Impact on Class: Student’s conduct and comments enhance everyone’s experiences of the class and have a positive influence on the class learning.
     • Frequency of Participation: Actively remains engaged in class and contributes in a timely and appropriate manner.
   - Preparation
     • The success of language class mainly depends on the conscientious and timely preparation of all students. To be fully prepared, students are expected to have completed the tasks or homeworks before each class.

3. Homework, quizzes(or midterm exam) 20 %
4. Final Project Presentation 20%

*The instructor will evaluate a student’s work holistically, taking into account the student’s effort and improvement over the course of the semester.
Tentative Weekly Schedule: This schedule is tentative and subject to revise.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Wk 1- Jan 20: Foundation | ● Course introduction  
● Greetings/Self-Introduction  
● Introduce Tang dynasty “Seat-setting text” (押座文)  
● Basic Features of Buddhist Chinese  
● Chinese Four Tones/Pinyin/Typing  
● Chinese Writing System (Radical/Stroke order/Calligraphy)  
● Buddhist Chinese Idioms: 皆大歡喜¹ by Lokakṣema (支婁迦讖, 147-189), was the earliest known Buddhist monk to have translated Mahayana sutras into the Chinese language. | ● Recitation practice: The Sutra of the Buddha's Discourse on Impermanence (Anityatā-Sūtra 佛說無常經)  
● On some Basic Features of Buddhist Chinese – Zhu Qingzhi  
● Classical Chinese One reader, lesson 3 |

¹皆大歡喜 is used as Chinese translation for Shakespeare's As You Like It.
| Wk 2- Jan 27: Foundation | ● Chinese character formation methods  
● Chinese Etymology (as spiritual practice)  
● Classical Chinese Grammar: Grammatical flexibility in word classes. Word order. Implicit subject  
● Buddhist Chinese Idioms: “惡有惡報, 善有善報” by Tripitaka Master Kumārajīva (鳩摩羅什, 344－413)  
● Translation seminar  |
|--------------------------|----------------------------------------------------------------------------------------------------------------|
| Wk 3- Feb.03: Foundation | ● Chinese character formation methods  
● Chinese Etymology (as spiritual practice)  
● Classical Chinese Grammar: Word order  
● Buddhist technical terms: 五陰 (Wǔ yīn)  
● Buddhist Chinese Idioms: “惡有惡報, 善有善報” by Tripitaka Master Kumārajīva (鳩摩羅什, 344－413)  
● Translation seminar  |
| Wk 4- Feb.10: Foundation | ● Chinese etymology (as spiritual practice)  
● Classical Chinese Grammar: Implicit subject, time words, negation  
● Buddhist Chinese Idioms: 吉祥如意 by a Parthian Buddhist monk & translator An Shigao (安世高, 148－180 CE)  
● Translation seminar  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk5- Feb.17: Foundation</td>
<td></td>
</tr>
</tbody>
</table>
- Chinese etymology (as spiritual practice)
- Classical Chinese Grammar: Empty words, question mark, negation
- **Buddhist Chinese Idioms:** 不知不覺 By Indian Buddhist monk Buddhabhadra (佛陀跋陀羅, 359–429)
- Translation seminar  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk5- Feb.17: Foundation</td>
<td></td>
</tr>
</tbody>
</table>
- Recitation practice: Anityatā-sūtra 佛說無常經
- Classical Chinese One 2022 Spring reader
- A Primer in Chinese Buddhist Writings Volume One
- Ekottarik Āgama Ch. 12 增一阿含經 第12卷
- Sutra of the Appearance of Light (Udānavarga)出曜經 |

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk6- Feb.24</td>
<td><strong>CEI WEEK</strong> NO CLASS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk7- March 3:</td>
<td></td>
</tr>
</tbody>
</table>
- Chinese etymology (as spiritual practice)
- Classical Chinese Grammar:
- **Buddhist Technical Term:** 觀世音
- **Buddhist Chinese Idioms:** 行住坐臥 by a north-west India monk Narendrayaśas (那連提耶舍, 517-589)
- Translation seminar  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk7- March 3:</td>
<td></td>
</tr>
</tbody>
</table>
- Recitation practice: Anityatā-sūtra 佛說無常經
- Classical Chinese One 2022 Spring reader
- The *Universal Door Chapter* (Pu Men Pin 普門品) |

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk8 - March 10</td>
<td></td>
</tr>
</tbody>
</table>
- Chinese etymology (as spiritual practice)
- Classical Chinese Grammar:
- **Buddhist Chinese Idioms:** 無窮無盡 by Dharmaraksa (Ch: 竺法護, 233–316) was one of the greatest translators of Mahayana Buddhist scriptures into Chinese.
- Translation seminar  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk9 - March 17</td>
<td></td>
</tr>
</tbody>
</table>
- Recitation practice: Anityatā-sūtra 佛說無常經
- Classical Chinese One 2022 Spring reader
- The *Universal Door Chapter* (Pu Men Pin 普門品) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Wk10  | Buddhist Chinese Idioms: 手忙腳亂 by Huangbo Xiyun Chan Master (黃檗希運禪師, ?–850)  
       | Translation seminar                                                    | Spring reader                             |
|       | Chinese etymology (as spiritual practice)                             | The *Universal Door* Chapter (Pu Men Pin 普門品) |
|       | Classical Chinese Grammar:                                             |                                            |
|       | Buddhist Chinese Idioms: 如人飲水，冷暖自知 by Bodhidharma(菩提達摩, 382–536)  
       | Translation seminar                                                    |                                            |
|       | Guanyin session (3/20-3/26)                                            |                                            |
| Wk11  | Chinese etymology (as spiritual practice)                             | Recitation practice: Anityatā-sūtra 佛說無常經 |
|       | Classical Chinese Grammar:                                             | The *Universal Door* Chapter (Pu Men Pin 普門品) |
|       | Buddhist Chinese Idioms: 入寶山空手回 by by Tripitaka Master Kumārajiva (鳩摩羅什,344－413)  
       | Translation seminar                                                    |                                            |
|       | Guanyin session (3/20-3/26)                                            |                                            |
| Wk12  | Mid-term exam (*4/7 or 4/8)                                            | Recitation practice: Anityatā-sūtra 佛說無常經 |
| Wk13  | Chinese etymology (as spiritual practice)                             | Recitation practice: Anityatā-sūtra 佛說無常經 |
|       | Buddhist Chinese Idioms: 如人飲水，冷暖自知 by Bodhidharma(菩提達摩, 382–536)  
       | Classical Chinese Grammar:                                             | Classical Chinese One 2022 Spring reader |
|       | Translation seminar                                                    | Sutra on the Eight Kinds of Attentiveness of Great Persons (佛說八大人覺經 Fú shuō bā dàrén jué jīng) |
| Wk14  | Chinese etymology (as spiritual practice)                             | Recitation practice: Anityatā-sūtra 佛說無常經 |
|       | Buddhist Chinese Idioms: 牛頭馬面 by the Indian monk Pramiti (般剌密帝,7th–8th centuries)  
       | Classical Chinese Grammar:                                             | Classical Chinese One 2022 Spring reader |
|       | Translation seminar                                                    | Sutra on the Eight Kinds of Attentiveness of Great Persons (佛說八大人覺經 Fú shuō bā dàrén jué jīng) |
| Wk15  | Chinese etymology (as spiritual practice)                             | Recitation practice: Anityatā-sūtra 佛說無常經 |

**Notes:**
- Spring Break (3/27-4/02)
- No Class
- Spring reader
- Classical Chinese One 2022 Spring reader
- Sutra on the Eight Kinds of Attentiveness of Great Persons (佛說八大人覺經 Fú shuō bā dàrén jué jīng)
Electronics policy

While technology (computers, cell phones, tablets) use is generally not allowed in DRBU classes, students in this course will be allowed to use devices in the lab section and in class for research and communication only for the purposes of translation-related activities. Please respect guest lecturers and those speaking in class discussions by paying full attention and not misusing technology.

---

2 Zhu Fonian assisted Saṅghabhūti (僧伽跋澄) and Dharmanandi (曇摩難提) in translating Sanskrit texts into Chinese. It was said that he also translated Ekottarikāgama 增壹阿含經.
Academic Dishonesty and Plagiarism
Plagiarism includes copying passages from someone else’s work, using someone else’s insights without acknowledgement, or paraphrasing another’s original phrases without acknowledgement. Using someone else’s words or ideas without proper citations will affect your grade or result in failing the course. Be sure that you provide complete citations for any material that helps shape your translations, even if you are paraphrasing another person’s text in your own words. Papers that do not meet academic standards for citation may not be credited for the course and, if plagiarism is a concern, may be reported to the Program Director.

Disability Services
The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. Your professors will hold any information you share with them in the strictest confidence unless you give them permission to do otherwise. If you have not contacted the Office of Disability Services and need accommodations, your professors will be happy to refer you.

Use key resources such as dictionaries, the electronic Tripitaka, and online databases. Learn to create glossaries of terms and expressions.

To reliet with the tools in order to help the learner become an independent Buddhist texts learners and translators.