**Dharma Realm Buddhist University**

**International Institute for the Translation of Buddhist Texts**

**Certificate Program in Buddhist Translation**

**TRNC 51 – Buddhist Chinese**

**Spring 2023**

**Time:** 2: 30 pm to 4: 30 pm, Tuesday (Pacific time)

**Units:** 2 units

**Classroom**: Zoom <https://us02web.zoom.us/s/87350144769>

**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 (*fójiào hùnhé Hànyǔ* 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 threefold: 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), 剎那 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 蘋果 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 enriches 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 necessary to have a basic foundation for 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 to lay basic foundations for reading texts easily. A variety of Buddhist texts including Indian traditional texts that were translated in China will be introduced. Each lesson has translation exercises involving translating those texts from classical Chinese into English. Through reading and translating texts in their original Chinese, students experience a more direct voicing of the ideas of Buddhist Chinese.

The impact of Buddhism or Buddhist sacred texts on Chinese culture is exemplified throughBuddhist art, Buddhist material culture, Buddhist music and Buddhist cuisine…etc. Therefore, the artistic and cultural elements of Chinese Buddhism 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. Classical Chinese Fall and Spring course Folder (Online)
2. A Student’s Dictionary of Classical and Medieval Chinese by Paul W. Kroll (Optional)
3. 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 homework before each class.

3. Homework **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.

| Week | Topics | Readings |
| --- | --- | --- |
| Wk 1- Jan 17 | 1) Course introduction   * What is Buddhist Chinese? Basic features of Buddhist Chinese * Buddhist impact on Chinese Language * Introduce classical Chinese * Introduce online language learning resources * Buddhist Chinese snack   2) Pinyin & Pronunciation:   * Consonants & Vowels   3)Tang dynasty music or musical instrument | * The Language of Chinese Buddhism: From the perspective of Chinese historical linguistics by Zhu Qingzhi and Bohan Li * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師(635-713) * Introduce classical Chinese reader |
| Wk 2- Jan 24 | 1)Chinese Characters: Part One   * Character evolution * Chinese radicals * The Six Principles for Composing Chinese Characters(六書): Part one   2)Pinyin & Pronunciation:   * Four Common Mandarin Phonetic Systems * Consonants & Vowels   Four tones   * Fanqie Spelling (反切): an ancient method in Chinese phonology toindicate the pronunciation of a character by using two other characters   3) Tang dynasty music or musical instrument | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Introduce classical Chinese * Classical Chinese One Fall reader   **❏ Chinese Lunar New Year 1/22** |
| Wk 3- Jan 31 | 1)Chinese Characters: Part Two   * The Six Principles for Composing Chinese Characters(六書): Part Two   2)Classical Chinese Grammar Part One: Four types of word order  3)Buddhist Chinese Idioms惡有惡報，善有善報 by Tripitaka Master Kumārajīva (鳩摩羅什,344－413)  3)Buddhist Term: 惡報Èbào, 善報Shànbào  4)Chinese etymology: 善(Shàn)  5) Tang dynasty music or musical instrument | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師(635-713) * Classical Chinese Ⅰ Fall reader |
| Wk 4- Feb.07 | 1)Classical Chinese Grammar Part Two:   * 7 Types of phrase * Set phrase (Parallelism)   2)Ekottarik Āgama ch.12 增一阿含經第十二卷 (云何比丘諸根寂靜?)  2)Buddhist term: 細滑Xìhuá  3)Chinese etymology: 法(Fǎ)  4)Tang dynasty music or musical instrument | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese Ⅰ Fall reader |
| Wk 4- Feb.14 | 1)Classical Chinese Grammar Part Three:   * Linking verbs usage: 是,為   2)Ekottarik Āgama ch.6 增一阿含經 第六卷 (云何為二十一結?)   * Buddhist Term: 睡眠(Shuìmián)   3)Buddhist Chinese idioms耳根清淨 by Zhu Fonian[[1]](#footnote-0) (竺佛念, 4th–5th)  4)Chinese etymology: 疾(Jí)  5)Tang dynasty music or musical instrument | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese reader |
| Wk5- Feb.21 | 1)Classical Chinese Grammar Part Four:   * Real words and Empty words (之乎者也) * Negate word * Chinese plural indicator “眾”   2)Dharmapada 法句經(Fǎ jù jīng) (慈仁品)  3)Chinese etymology: 慈 (Cí)  4) 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  5)Tang dynasty music or musical instrument | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese reader |
| Wk6- Feb.28 | **CEI WEEK** | **NO CLASS** |
|  | 1) Classical Chinese Grammar Part Five:   * Empty words   2)Buddhist sacred object: Septer(如意Ruyi)  3)Buddhist Chinese Idioms: “吉祥如意” by Indian monk Bodhiruci (菩提流志, –535 AD)  4)Buddhism and Chinese Buddhist Poetry: Lay Buddhist poet Bái Jūyì 白居易 (772–846)’s poem “*Poem on Being Fond of Chanting* 愛詠詩”  5)Chinese etymology | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師(635-713) * The Buddha speaks of Forty-two Sections四十二章經》(206 B.C-A.D. 220) * The Impact of Buddhism on Chinese Material Culture by John Kieschnick |
| Wk8 - March 07 | 1)Classical Chinese Grammar Part Six:  2)Buddhist Chinese Idioms:手忙腳亂 by Huangbo Xiyun Chan Master (黃檗希運禪師, ?-850)  3)Translation seminar: *The Buddha speaks of Forty-two Sections* 四十二章經 | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * The Buddha speaks of Forty-two Sections四十二章經(206 B.C-A.D. 220) or Sutra on the Eight Kinds of Attentiveness of Great Persons (佛說八大人覺經Fú shuō bā dàrén jué jīng) * Classical Chinese reader |
| Wk9 - March 14 | 1)Buddhist Technical Term: 觀世音  2)Chinese etymology  3)Translation seminar: The Buddha speaks of Forty-two Sections四十二章經 | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * The Buddha speaks of Fouty-two Sections 四十二章經》(206 B.C-A.D. 220) * Classical Chinese reader |
| Wk10- March 21 | 1)Classical Chinese Grammar Part Seven  2)Chinese etymology (as spiritual practice)  3)Buddhist Chinese idioms:入寶山空手回 by Tripitaka Master Kumārajīva (鳩摩羅什,344－413)  4)Translation seminar: The Buddha speaks of Forty-two Sections 四十二章經 | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * The Buddha speaks of Fouty-two Sections 四十二章經(206 B.C-A.D. 220) |
| Wk11- March 28 | **Spring Break**  (3/26-4/01) | **No Class** |
| Wk12- April 04 | 1)Classical Chinese Grammar Part Eight  2)Chinese etymology  3)Buddhist Chinese idioms: 心心相印  4)Buddhist scriptures and symbolism: sugarcane 甘蔗 (Gānzhè)  5)Translation seminar: The Triple Jewel Song 三寶歌  6)Buddhist term | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * The Triple Jewel Song 三寶歌 (1930) by Great Master Taixu (太虛) and Great Master Hongyi (弘一) |
| Wk13- April 11 | 1) Classical Chinese Grammar Part Nine  2) Chinese etymology  3) Buddhist Chinese idioms: 如人飲水，冷暖自知 by Bodhidhar ma(菩提達摩, 382－536)  4) Translation seminar: The Triple Jewel Song 三寶歌  5)Buddhist term: 三界火宅 | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese reader * The Triple Jewel Song 三寶歌(1930) by Great Master Taixu(太虛)and Great Master Hongyi(弘一) |
| Wk14- April 17 | 1)Classical Chinese Grammar Part Nine  2)Chinese etymology  3)Buddhist Chinese idioms: 牛頭馬面 by the Indian monk Pramiti (般剌密帝,7th–8th centuries)  4)Translation seminar: The Triple Jewel Song 三寶歌  5)Buddhist term: 二諦 | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese reader   The Triple Jewel Song 三寶歌(1930) by Great Master Taixu(太虛)and Great Master Hongyi(弘一) |
| Wk15- April 25 | 1)Classical Chinese Grammar Part Ten  2)Chinese etymology  3)Translation seminar: Translation seminar: The Triple Jewel Song 三寶歌  4)Buddhist term: 三學 | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese reader * The Triple Jewel Song 三寶歌(1930) by Great Master Taixu(太虛)and Great Master Hongyi(弘一) Classical Chinese reader |
| Wk16- May 02 | 1)Chinese etymology (as spiritual practice)  2) Buddhist Chinese Idioms:  念念不忘 by a Parthian Buddhist monk & translator An Shigao (安世高, 148-180 CE) , the earliest known translator of Buddhist scriptures into Chinese  3)Translation seminar: Translation seminar: The Triple Jewel Song 三寶歌  4)Buddhist term: 功德 | * Recitation practice:Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713)   * Classical Chinese reader   The Triple Jewel Song 三寶歌(1930) by Great Master Taixu(太虛)and Great Master Hongyi(弘一) |
| Wk17- May 09 | * **Final project presentation** | * Recitation practice: Poem of Obtaining the Sutras from the Western Countries 西域取經詩 by Tripitaka Dharma Master Yi Jing 義淨三藏法師   (635-713) |
| Wk18-  May 16-19 | **Spring Student Conferences** |  |

**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.

**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.

1. 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. [↑](#footnote-ref-0)