



**Instructor:** Prof. Richard K. Payne  
email: rkpayne1@mac.com  
Office Hours: on Zoom by appointment on Thursday mornings

### Course Description

This course is an examination of the development of psychological theories in the abhidharma, and Yogācāra systems of thought, through the reading of both introductory secondary sources, and primary sources in translation. May be repeated for credit when different primary texts are being studied. May be upgraded for doctoral students. Auditors with faculty permission only. Course will be run as a directed readings course—students read materials as per schedule, write a summary of each reading that will be posted for all class members, and write a term paper on a topic of their choice that is related to the course content. Discussion and questions via Moodle website.

### Student Learning Outcomes and Assessment

At the end of this course students will be able to:

Outcome	Assessment
1. students will develop substantive knowledge of Buddhist psychological thought, specifically the central concepts, categories and concerns of the abhidharma, and Yogācāra schools of Indian Buddhist thought, such as, dharma, <i>kusala/akusala, samskrta/asamskrta, ignorance/awakening, valid cognition (pramana), path structure, bijas, alayavijnana, tathāgatagarbha</i>	1. this will be demonstrated by proper use of these terms in their writing assignments for the course
2. students will be able to articulate the historical development of Buddhist thought from abhidharma to Yogacara, as well as the basics of the literary history involved in that development	2. demonstrated by contextualizing the information in their term paper properly
3. students will demonstrate analytical skills	3. by summarizing key issues and arguments of each weeks' readings during in class discussion and in written summary
4. students will develop writing and research skills	4. by producing a term paper that adheres to academic standards, such as clarity of argument and relation to structure of paper, grammar, spelling, and diacritics; and scholarly paraphernalia as per Turabian (annotations, bibliography, etc.)

### Course Requirements

1. Assessment 1 summaries of readings outlining the main points and/or argument of reading, 250 to 300 words/summary, post by Friday of each week, to Moodle course page forum for week (50% of grade)—review of other class members' summaries is expected, this will improve your ability to understand what is important in each reading. There are two translations of the MSG, one by Keenan and one by Lamotte. In the following, reading assignments are noted as parallel for both. Lamotte includes a commentary that is to be read as well as the translation, but the notes to each chapter in Lamotte are heavily philological in nature and, while they can be referred to for answering technical questions such as translation terms, they need not be read as such.
2. Assessment 2: term paper, 2,000 +/- 250 words, on a topic of student's choosing (50% of grade)—this will require additional research and reading beyond the reading list; it is *mandatory* that you follow Turabian note-bibliography style, failure to do so will result in paper being returned to student for rewriting and require student to petition for incomplete
3. Assessment 3: optional: inclass participation, evidence of having prepared for reading and class discussion, up to an additional 10% of grade (total to be prorated)

### Required Readings

Texts (all will be posted on the class Moodle page):

*translations:*

John Keenan, tr. *The Summary of the Great Vehicle* Numata Center for Buddhist Translation and Research, 2003 (available as digital download at: <http://bdkamerica.org/bdk-tripitaka-digital-downloads>)

Etienne Lamotte, tr. *Mahāyānasamgraha (La Somme du Grand Véhicule D'Asaṅga)*, trans. from French to English by Gelongma Karma Migme Chodron, privately published (Scribd).

*introductory readings:*

Dan Lusthaus, "What Is and Isn't Yogācāra"

([https://www.academia.edu/647512/What\\_Is\\_and\\_Isnt\\_Yogacara](https://www.academia.edu/647512/What_Is_and_Isnt_Yogacara))

Alan Sponberg, "Dynamic Liberation" (*Journal of the International Association of Buddhist Studies*, 5.1/1982: <https://journals.ub.uni-heidelberg.de/index.php/jiabs/article/view/8560>)

### Weekly Schedule: Date as of Wednesday of Week

post weekly reading summaries, comments, discussion, questions by end of Friday of each week—  
reading assignment for weeks noted by date of Zoom meeting on Wednesdays:

1. Sept. 9:

introduction to course

readings: Lusthaus, "What Is and Isn't Yogācāra"

Sponberg, "Dynamic Liberation"

2. Sept. 16:

K: Translator's Introduction, Preface, & Introduction, xiii–xvii, 3–11

L: Foreword, & Introduction, 13–18, 19–31

3. Sept. 23:

K: Ch. I, §1 (¶ 1–13) & I, §2 (¶ 14–28), 13–23

L: Ch. I (¶ 1–28), 32–72

4. Sept. 30:

K: Ch. I, § 3 (§ 29–57) & I, § 4 (§ 58–62), 24–36

L: Ch I (§ 29–62), 72–115

- inform instructor of your choice of topic for term paper, including additional reading and research

5. Oct. 7:

K: Ch. II, § 1 (§ 1–14), 37–44

L: Ch. II (§ 1–14), 128–150

6. Oct. 14:

K: Ch. II, § 2 (§ 15–34), 44–59

L: Ch. II (§ 15–34), 150–203

7. Oct. 21:

K. Ch. III, 61–70

L. Ch. III, 211–241

8. Oct. 28: GTU READING WEEK, no class meeting

9. Nov. 4:

K. Chs. IV & V, 71–77, 79–83

L. Chs. IV & V, 248–270, 271–288

10. Nov. 11:

K. Chs. VI & VII, 85–86, 87–90

L. Chs. VI & VII, 292–298, 301–317

11. Nov. 18:

K. Chs. VIII & IX, 91–98, 99–101

L. Chs. VIII & IX, 320–351, 350–360

12. Nov. 25: Thanksgiving Break, no class meeting

13. Dec. 2:

Ch. X (§ 1–26), 103–110

L. Ch. X (§ 1–26), 363–409

14. Dec. 9:

K: Ch. X (§ 27–39), 110–119

L. Ch. X (§ 27–39), 409–453

15. Dec. 16: submit term paper

## Assessment

### Final Course Grade

- weekly written summaries, 50%
- final paper = 50%
- optional: in-class participation, up to an additional 10% of grade (total to be prorated: 45, 45, 10)

### Assignment Rubrics

Criteria	Exceeds Expectations	Meets Expectations	Progressing	Not There Yet
written weekly summaries	clear and accurate summary of each section, with informed comments based on commentarial material available in L.	clear and accurate summary of each section	accurate summary of each section	summary does not accurately represent the material in the section
in class participation	evidences preparation such as having read both translations, and the commentarial material in L.	evidences preparation such as having read both translations	evidences preparation such as having read K. translation	lack of preparation evident in hesitant reading or irrelevant discussion

### Final Paper Rubric

Final research papers will be evaluated on the following criteria:

Criteria	Exceeds Expectations (A)	Meets Expectations (A-/B)	Below Expectations (C)	Problematic (D)
<b>Thesis/argument</b>	Excellent. This is an ambitious, perceptive project that grapples with complex ideas. The thesis is clearly stated and contextualized in the introduction. The essay presents more than a summary of existing ideas, and is not simply repeating what the student has read or learned in class.	The project reaches high and achieves its aim. The thesis is stated clearly but perhaps with less contextualization. The author does more than summarize existing ideas, but some areas may require more depth or the essay includes stray, irrelevant ideas.	The project has conceptual problems. The thesis may be unclear or poorly stated. The essay lacks an argument but is merely a summary of existing ideas or a personal reaction to the topic (i.e., mere opinion).	The project is incoherent or is extremely problematic in any of the areas mentioned.
<b>Organization</b>	The essay is clearly and explicitly organized. The introduction lays out the	The essay is well organized, the introduction states	The essay is poorly organized; the introduction	The essay is not organized

	structure of the essay, and essay sections include transitions and summaries of ideas. The conclusion both summarizes the essay's argument and points toward potential research vistas.	the essays structure and intent. Some connections may still need to be made, especially in regards to transitions between sections. The conclusion summarizes the essay's argument.	does not state what the author is going to do; there are no transitions or summaries of ideas.	in any logical fashion.
<b>Evidence</b>	The author employs appropriate and relevant primary and critical secondary sources. Evidence is both contextualized and related explicitly to the thesis or argument.	The author employs appropriate and relevant primary and critical secondary sources. Evidence is contextualized; however, there may not be enough evidence or it is not thoroughly engaged.	Evidence provided is irrelevant or culled from inappropriate or unreliable sources. What (good) evidence is supplied is not engaged, contextualized, explained or related to the thesis/argument.	Evidence is either not presented or is wholly irrelevant and unreliable.
<b>Writing/style</b>	Language is clean, precise, elegant, and jargon-free. Ideas and terms are introduced and explained appropriately. The author uses the correct citation format, and typos and other errors are at a minimum (or nonexistent).	Language is adequate and clear, and the author has used the correct citation format. Vernacular language is avoided, and typos and grammatical errors are minimal.	Language and word choice is unclear; sentences are awkward, illogical, or contradictory; punctuation, grammar, etc., are problematic. There is an over-reliance on vernacular language. Correct citation format is not used.*	The essay contains an overabundance of grammatical and stylistic errors, or inappropriate language.

*\*Note: non-native English speakers are strongly encouraged to seek help from peers when writing papers to check for errors. Please see me if you have concerns.*