

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS104
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE
COURSE/PROGRAM TITLE RS 370 Religions of China + Japan
DEPARTMENT Philosophy + REL Studies
CONTACT PERSON Benjamin Chan

II. THIS COURSE IS BEING PROPOSED FOR:

- Course Approval Only
 Course Approval and Liberal Studies Approval
 Liberal Studies Approval only (course previously has been approved by the University Senate)

III. APPROVALS

S. Montgomery 4-13-89
Department Curriculum Committee

Mack J. Hasy
College Curriculum Committee

C. Dahl
Director of Liberal Studies
(where applicable)

S. Montgomery 4-13-89
Department Chairperson

Mack J. Hasy
College Dean*

Provost
(where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. TIMETABLE

Date Submitted
to LSC _____
to UWUCC _____

Semester/Year to be
implemented Fall 89

Date to be published
in Catalog ASAP

Revised 5/88

[Attach remaining parts of
proposal to this form.]

COURSE SYLLABUS

ES 370 Religions of China and Japan

3 credits

no prerequisites

I. CATALOG DESCRIPTION

A study of Confucianism, Taoism, Buddhism, Shinto and popular religion in China and Japan, including historical and theological foundations, development of thought, contemporary expressions, and encounters with the modern world.

II. COURSE OBJECTIVES

1. The students will be introduced to the major religious tradition of China and Japan.
2. Will examine many of the traditional values in China and Japan and see how these values are being preserved and transformed as these two countries become industrialized and urbanized.
3. How religions had shaped the culture and influenced the way the Chinese and Japanese people live. Also what impact do religions have on the Chinese and Japanese Americans as minority in this country.
4. Chinese and Japanese religions emphasize family relationships. Women played a significant role in all levels in the society. This course will point out the women's place in Chinese and Japanese Society.

III. COURSE OUTLINE

What is religion?

 Cross-Cultural definition

Religion in China

 Perspectives on Chinese religion

 The historical context of Chinese religion

 The Chinese Classics

 The religion of the Shang and Chow

Confucianism

 The life of Confucius and the development of his cult

 Confucius' philosophy of human relations

 Interpreters of Confucius: Mencius and Hsun-tzu

 Later developments in Confucian tradition

 Neo-Confucianism

Taoism

 The teaching of Lao-tzu and Chuang-tzu

 Neo-Taoism

 Religious Taoism

Buddhism

- Foundations of Buddhism
- The assimilation of a foreign tradition
- The schools of Chinese Buddhism
- Buddhism in Chinese society

Religion in Japan

- The Japanese perspective on religion
- Religion in Japanese history
- Shinto
- Kami: myth and ritual in traditional Shinto
- Buddhist and Confucian accommodations
- Shinto- patriotism or religion?
- Buddhism in Japan

IV. EVALUATION METHODS

There will be three examinations which will cover materials assigned from the text books as well as class lectures.. Each exam. will be counted equally.

Type of exam: objective, essay, explanation of terms, concepts, school of thought, etc.

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Chinese Religion: An Introduction, 3rd. ed. by Laurence G. Thompson
Japanese Religion: A Cultural Perspective, by Robert Ellwood and Richard Pilgrin

Supplemental readings

Zen and the Art of Motorcycle maintenance, by Robert Pirsig
The Dancing of Wu Li Masters, by Gary Zukov

In addition to the textbooks, students will read at least one primary source book from the supplemental list.

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone, 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? World Lit Intro to Rel

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	✓ _____	_____
2. Literacy--writing, reading, speaking, listening	✓ _____	_____
3. Understanding numerical data	_____	_____
4. Historical consciousness	✓ _____	_____
5. Scientific inquiry	_____	_____
6. Values (ethical mode of thinking or application of ethical perception)	✓ _____	_____
7. Aesthetic mode of thinking	_____	_____
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person	✓ _____	_____
C. Understanding the Physical Nature of Human Beings	_____	_____
D. Certain Collateral Skills:		
1. Use of the library	_____	_____
2. Use of computing technology	_____	_____

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

CHECK LIST -- NON-WESTERN CULTURES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Non-Western Culture Criteria which the course must meet:

- Develop an understanding of contemporary cultures that differ substantially from the prevailing cultures of the United States, Canada, Western Europe, New Zealand, and Australia.
- Present cultures on their own terms with an appreciation of their dimensions, going beyond mere description of a culture. Those dimensions may include religion, economics, politics, art, language, literature, ethics, as well as other dimensions of the cultural milieu.
- Address, where appropriate, the experience of women and/or the roles of men and women.

Additional Non-Western Culture Criteria which the course should meet:

- Encourage the use of indigenous material whenever possible rather than rely on secondary instructional material, reviews of the literature, or textbooks exclusively.
- Encourage the student to acquire cultural appreciation and understanding, and provide students with an opportunity to demonstrate the ability to analyze and synthesize information about the culture.

(OVER)

These additional Non-Western Cultures guidelines indicate the various forms which appropriate courses may take; check all that apply.

- Although a course may deal with a single culture, . . .
- . . . comparative courses addressing relationships among cultures are encouraged.
- A course may present one or more cultures by emphasizing a single dimension, e.g. art, music, dance, politics, religion. Such a course is appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- A variety of perspectives or methodologies—anthrological, geographical, histoical, sociological, and so forth—may be employed, so long as the course emphasizes the cultural phenomena, issues, and values in contemporary society.
- Literature courses, either in translation or in the language of the culture(s), can be appropriate if the dimension is represented in its cultural context, emphasizing cultural ideals, norms, and issues.
- An approved exchange/study abroad program, which meets the general criteria of the non-Western requirements, may meet the requirements of the Liberal Studies program.
- An internship can meet the requirements for a non-Western course. A research paper or a report should be required that demonstrates learning appropriate to the Non-Western Culture criteria.
- Interdisciplinary courses that treat cultural issues apart from the dominant United States, Canada, Western Europe, New Zealand, and Australian cultures are encouraged.

RS 370 RELIGIONS OF CHINA AND JAPAN

PART ONE: BASIC INFORMATION

Please refer to items checked.

PART TWO: LIBERAL STUDIES GOALS

- A 1. The students are introduced to various systems of religio-philosophic thought in China and Japan. They are encouraged to critically evaluate these systems and make comparison with their own tradition where appropriate.
- A 2. Literacy is enhanced through lecture, presentation, discussion, reading.
- A 4. A great part of the history of China and Japan was shaped by their religions. The understanding of their religious tradition would greatly enhance the historical consciousness of the students.
- A 6. Ethics and religion are inseparable in the Chinese and Japanese mode of thinking. To study their religions would help to understand the value system of these countries.
- B. It is essential for an educated person to be familiar with non-Western cultures. Whatever his/her career goal might be, the student will encounter people around the world. This course would help them to achieve a better understanding of China and Japan.

PART THREE: GENERAL CRITERIA FOR LIBERAL STUDIES

- A. This is not a multiple-section course. Periodic meetings at least once a semester will occur among instructors to assume commonality in the context of a generic syllabus.
- B. Please see the syllabus.
- C. Please see the syllabus.
- D. This course is not designed as the first course in a major sequence. We do not offer any higher level course in the area of China and Japan. It is designed to meet the need of general students.

- E 1. Many ethical issues will be discussed in this course. The students will see how these issues are dealt with in the Chinese and Japanese society and their rational basis for making ethical choices.
- E 2. Please see A 1.
- E 3. Please see A 2.
- E 4. Students are introduced to the teaching of the great thinkers in China and Japan. They are encouraged to critically evaluate these teachings and see in what way these teachings are relevant to them in the twentieth century America.
- E 5. To be sure the Chinese and Japanese culture will continue to make impact on America. The students will meet the challenge of the East throughout their lives.
- E 6. The students will see how the traditional religions-Confucianism, Taoism, Buddhism and Shinto- had shaped the Chinese and Japanese culture and these systems of thought continue to impact their current events, institutions and thought.

PART FOUR: MEETING THE CRITERIA FOR THE CURRICULUM CATEGORY

The attached syllabus does indicate how this course meets each criterion checked.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional, or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or professional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in the Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Beginning French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.