

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

LSC Use Only
Number LS103
Action _____
Date _____

UWUCC Use Only
Number _____
Action _____
Date _____

I. TITLE/AUTHOR OF CHANGE

COURSE/PROGRAM TITLE RS 311 Eastern philosophy
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
Mark J. Hasy
College Curriculum Committee
CP Dashdell
Director of Liberal Studies
(where applicable)

S. Montgomery 4-13-89
Department Chairperson
Mark 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

COURSE SYLLABUS

RS 311 Eastern Philosophy

3 credits

no prerequisites

I. CATALOG DESCRIPTION

An examination and critique of the philosophies which have shaped Eastern world views and ways of life as found in a representative sampling of Chinese, Japanese, and Indian thought.

II. COURSE OBJECTIVES

1. To understand the major philosophical traditions of India, China and Japan.
2. To see how these systems of thought have impacted millions of lives in Asia throughout the past two and one half millenniums, and influenced the ways of life of the Indian, Chinese and Japanese Americans as minority in this country.
3. In striking contrast to Western thought where male concept is predominant, i.e. God as father and son, the Eastern philosophy emphasizes the polarity between males and females. This attitude is reflected in the religious symbolism: i.e. Shiva and Kali in Hinduism; Izanagi and Izanami in Shinto; ~~Yin and~~ Yin and Yang in Taoism.
This course will discuss the gender balance issue in Eastern philosophic reflection.
4. To compare and contrast the similarities and differences between Eastern and Western thought.

III. COURSE OUTLINE

The Hindu Philosophies

Dominant Features of Indian Philosophy
The Vedas
The Upanishads
The Bhagavad Gita
The Laws of Manu
Nyaya
Vaisheshika
Samkhya
Vedanta
Theistic Development
Contemporary thought

The Buddhist Philosophies

Buddhism as a philosophy
The Documents
The Buddha

The Four Noble Truths
Nature of Reality and Self
~~Zen Buddhism~~
Is Buddhism Pessimistic?
Is Buddhism Atheistic?
Buddhism and the Modern World

~~Chinese Philosophies~~

The Chinese Philosophies

The basic characteristics of Chinese philosophy
Confucianism
Mo Tzu
Mencius
~~Faicism~~
Hsun Tzu
Taoism
The Legalists
Buddhism and Neo-Confucianism
Recent Chinese thought

The Japanese Philosophies

Shinto
Zen

IV. EVALUATION METHODS

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

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

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook:

John M. Koller, Oriental Philosophies, 2nd. edition, Charles Scribner's Son, New York, 1985

.Supplemental reading:

Fritjof Capra, Tao of Physics, 2nd. ed., Bantam Books
Eugen Herrigel, Zen in the Art of Archery, Vintage
Ram Dass, The Only Dance There Is, Doubleday
Alan Watts, The Book: On the Taboo Against knowing who you are, Vintage
Joseph Campbell, Myths to live by, Bantam Book

In addition to the textbook, students will read at least one primary source book from the supplemental reading 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 Religion 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—anthropological, geographical, historical, 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 311 EASTERN PHILOSOPHY

PART ONE: BASIC INFORMATION

Please refer to items checked.

PART TWO: LIBERAL STUDIES GOALS

- A 1. Students are introduced to the variety of philosophical systems of the Orient. They are encouraged to compare and evaluate the Eastern mode of thought which is radically different from that of the West.
- B 2. Literacy is enhanced through lecture, discussion, reading, presentation.
- C 4. Eastern philosophy had shaped the lives of millions of people in Asia throughout the past two and one half millennia. The student's historical consciousness will be greatly increased by understanding of these perennial teachings.
- A 6. All Eastern philosophies have a practical concern. Value judgement is the primary emphasis in Eastern thoughts. This course would help the students understand the ethical systems of Asia.
- B. It is important for an educated person to have some knowledge of non-Western culture. This course would help to provide a global dimension in liberal education.

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. The department does not offer any higher level courses in the area of Eastern philosophy. It is designed to meet the need of general students.

- E 1. Since ethics is the primary concern of Eastern philosophies, many moral issues will be explored. This will give the students a rational basis for making choices.
- E 2. Please see A 1.
- E 3. Please see A 2.
- E 4. Students will learn the great philosophical systems of the East, i.e., Buddhism, Taoism, Vedanta, etc., and see the reason why American are attracted to these systems of thought.
- E 5. No doubt the dialogue and exchange between the East and the West will continue in the future. The students will be exposed to the Eastern culture and thought throughout their lives.
- E 6. The students will see how these ancient systems of thought-Confucianism, Buddhism, Hinduism-continue to make impact on current events, institutions in Asia.

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.