



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
PHI 210	Eastern Philosophy	3.0
Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite ENG-101	Implementation Semester & Year FA 2022

Catalog description:

Introduction to the major philosophical traditions of India, China and other non-Western traditions. Concentrating on the core issues of epistemology, metaphysics and ethics, study involves such major thinkers as Shankara, Ramanuja, Laozi and Confucius. Topics include indigenous and colonial influences as well as critical comparison with Western philosophies.

**General Education
Category:**

Goal 6: Humanities
**Goal 8: Diversity and Global
Perspective**

Course coordinator:

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Required texts & Other materials:

Introduction to World Philosophy, Daniel Bonevac & Stephen Phillips, Oxford, 2009, ISBN: 978-0195152319

How the World Thinks, Julian Baggini, Granta, 2019, ISBN:9781783782307

The Philosopher's Toolkit, 3rd Edition, Julian Baggini & Peter S. Fosl, Wiley-Blackwell, 2020, ISBN: 9781119103219

Handouts & Websites as directed; for updated editions/similar text-check bookstore

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Identify and describe key philosophical issues and approaches of major Asian traditions including the major periods and the major figures in the history of philosophy and critically contrast them with key Western ideas and philosophers (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
2. Employ critical thinking and evincing methods with and to determine and critique the major non-Western traditions' approach to knowledge & belief as related to the nature of

- reality and ethical life. (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
3. Employ critical thinking and evincing methods with and to the positions and practices of the studied traditions with respect to contemporary global and cultural issues (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
 4. Summarize and interpret critically the arguments and positions on major philosophical issues of key philosophers and their works, including then challenges of reading original works in translation (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)
 5. Frame and present their own moral views clearly, logically, concisely and coherently, both orally and in writing, particularly in relation to the central ideas of the philosophies studied (ILGs 1, 5, 6, 7, 8, 9, 10, 11) (PLOs 1, 2, 3, 4)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge Understand the vocabulary, methods, and major concepts present in the humanities, the social sciences, and the natural sciences
2. Communication Articulate complex ideas clearly and effectively, both verbally and in writing
3. Critical Thinking Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning)
4. Research Methods Utilize research materials and methodologies

Units of study in detail – Unit Student Learning Outcomes:

Units of Study Summary

Unit One: Introduction and Philosophy Primer

Unit Two: South Asian Philosophies:

Unit Three: Western Asian Philosophies:

Unit Four: East Asian Philosophies:

Unit Five: Southern Philosophies:

Units of Study in Detail

Unit I: Introduction and Philosophy Primer (SLO# 1, 2, 3, 4, 5)

Learning Objectives

The student will be able to...

1. Identify reasons for studying philosophy, particularly Asian and other philosophies
2. Distinguish between the major fields of philosophy and their central concerns
3. Explain key philosophical concepts such as objectivity, subjectivity, autonomy, being, etc.
4. Identify and use the principles and practices of reasoning, arguments and judgment

Unit Two: South Asian Philosophies: (SLO# 1, 2, 3, 4, 5)

Learning Objectives

The student will be able to...

1. Understand the basic history, distinctions, major figures, and textual sources of Hinduism, including the issues involving how to refer the traditions
2. Identify and critically explain key terms such as dharma, karma, Brahman, atman, ahimsa, etc.
3. Critically compare and contrast the major orthodox schools (darshanas), including the Nyaya, Vaisheshika, Sankhya, Yoga, Mimamsa and Vedanta in terms of their respective positions on epistemology, metaphysics and ethics.
4. Critically compare and contrast the major heterodox schools, particularly Jainism, Carvaka and Buddhist schools, in terms of their respective positions on epistemology, metaphysics and ethics.
5. Explicate the relationship between religious and philosophical ideas, the varna (caste) and ashrama (life-stages) systems, and the roles of oral traditions and key philosophical, religious and literary texts

Unit Three: Western Asian Philosophies: (SLO# 1, 2, 3, 4, 5)

Learning Objectives

The student will be able to...

1. Understand the basic differences, histories, major figures, and textual sources of Arabic, Persian and Muslim traditions
2. Critically compare and contrast the major pre-Islamic Arabic philosophies in terms of their respective positions on epistemology, metaphysics and ethics
3. Critically compare and contrast the major Persian philosophies in terms of their respective positions on epistemology, metaphysics and ethics.
4. Critically compare and contrast the major Islamic philosophies in terms of their respective positions on epistemology, metaphysics and ethics.
5. Explicate the relationship between religious and philosophical ideas, the Pillars, the Sufis, the Sikhs and the roles of oral traditions and key philosophical, religious and literary texts

Unit Four: East Asian Philosophies: (SLO# 1, 2, 3, 4, 5)

Learning Objectives

The student will be able to...

1. Understand the basic differences, histories, major figures and textual sources of indigenous and imported East Asian
2. Critically compare and contrast the ancient influences on later Chinese philosophies, including the *I Ching*, Confucian, Daoist, Mohist, Legalist and Buddhist in terms of their respective positions on epistemology, metaphysics and ethics
3. Critically compare and contrast the Japanese philosophies, including in relation to Shinto and zen traditions, in terms of their respective positions on epistemology, metaphysics and ethics
4. Critically compare and contrast the Korean philosophies in terms of their respective positions on epistemology, metaphysics and ethics
5. Critically compare and contrast the other key Chinese philosophies, including Moism, Legalism and the synthesis with Buddhism in terms of their respective positions on epistemology, metaphysics and ethics
6. Explicate the relationship between religious and philosophical ideas, dao, ren, wu-wei, etc., and the roles of oral traditions and key philosophical, religious and literary texts

Unit Five: Southern Philosophies: (SLO# 1, 2, 3, 4, 5)

Learning Objectives

The student will be able to...

1. Understand the basic differences, histories, major figures and textual sources of indigenous and external influences on sub-Saharan African, American and other traditions
2. Critically compare and contrast the different facets of African and Africana philosophies, in terms of their respective positions on epistemology, metaphysics and ethics.
3. Critically compare and contrast the Native & Latin American (North, Central & South) philosophies, in terms of their respective positions on epistemology, metaphysics and ethics
4. Explicate the relationship between religious and philosophical ideas, such as sage & ethno-philosophy, colonialism, etc., and the roles of oral traditions and key philosophical, religious and literary texts

Evaluation of student learning:

In pursuit of the foregoing objectives, the course is based upon the reading and discussion of primary and secondary source materials by philosophers; liberal use of timely, germane handouts articles, news reports, and literature will be used to supplement the course's main text. Several passages from primary sources, in translation, will be assigned and closely read together in class. The basic principles and methods of logical, ethical and other sorts of reasoning are introduced with a focus on assessing and developing sustained arguments; the techniques of scholarly research and writing are reviewed; and students are required to do a substantial amount of expository and critical writing. Student learning of relevant materials and methods will be assessed in two general areas: content knowledge and reasoning. A range of different assessments is employed to measure each of the five course objectives, particularly #5. The small group work will contribute to the student's ability and competence to work with others on ethical matters (e.g., ethics panels, ethics boards, etc.).

- Citizenship:* Course-long assessment of how students demonstrate philosophical literacy and practice through their contributions to the class learning environment, that may include such factors as attendance, the amount and manner of class participation, helpfulness to other students' understanding, oral presentations (may be broken out as a separate grading category), etc.
- Homework:* 6 or more short assignments aimed at having the student demonstrate that they did the assigned reading assignment and can address the issues covered in their own words.

- Quizzes: 2 or more brief assessments to allow students to demonstrate philosophical literacy in a specific unit of instruction*
- Tests: 1 or more class-length assessments to allow students to demonstrate content knowledge/philosophical literacy in covered units of instruction*
- Examinations: 2 or more class-length assessments to allow students to demonstrate philosophical practices (and literacy) as applied to units of instruction; at least includes one comprehensive in-class final exam*
- Essays: 1 or more assessments to allow students to demonstrate philosophical literacy and practices as applied to units of instruction. Well-argued papers are the first goal here, as a demonstration of philosophical reasoning, though assigning and assessing, in part, a research dimension to the assignment is fitting, though more for 200-level courses.*

Course Grade Breakdown:

Citizenship	10-15% (not more than this) (includes 'participation')
Homework	10-15%
Quizzes	5-10%
Tests/Exams	30-50% (no one test/exam worth more than 20%)
<u>Essays</u>	<u>30-50%</u> (no one paper worth more than 25%)
Course =	100%

The particular grading breakdown is to be determined by each instructor in line with above and listed clearly in her/his syllabus.