



# COURSE OUTLINE

Course Number	Course Title	Credits
<b>PHI 210</b>	<b>Eastern Philosophy</b>	<b>3.0</b>
<b>Hours: lecture/Lab/Other</b>	<b>Co-requisite ENG-101</b>	<b>Implementation sem/year</b>
<b>3/0/0</b>	<b>None</b>	<b>Spring 2014</b>

### **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.

**Is course New, Revised, or Modified?** Revised

### **Required texts/other materials:**

Asian Philosophies, John M. Koller, 6th Edition, Pearson, 2012, ISBN:9780205168989  
From Africa to Zen: An Invitation to World Philosophy, Ed. Robert C. Solomon & Kathleen M. Higgins, 2003, Rowman & Littlefield, ISBN: 9780742513505

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts.html>

Websites (listed below) and handouts as directed

### **Suggested texts:**

Introduction to Classical Chinese Philosophy, Bryan W. Van Norden, Hackett, 2011, ISBN: 978-1603844680  
Readings in Classical Chinese Philosophy, Philip J. Ivanhoe & Bryan W. Van Norden, Hackett, 2003, ISBN: 9780872207806  
An Introduction to Indian Philosophy, Bina Gupta, Routledge, 2012, ISBN: 9780415800037  
Sourcebook in Asian Philosophy, John M. Koller & Patricia Koller, 1991, Prentice Hall, ISBN: 9780023658112  
Being Logical, D.Q. McInerney, Random House, 2004, ISBN: 0-8129-7115-9

**Revision date:** 1/15/14      **Course coordinator:** Ken Howarth, ext. 3809 [howarthk@mccc.edu](mailto:howarthk@mccc.edu)

### **Information resources:**

Classic Asian Philosophy: A Guide to Essential Texts, Joel J. Kupperman, 2001, Oxford University Press, ISBN: 9780195133358  
World Philosophy, Robert C. Solomon & Kathleen M. Higgins, 1995, McGraw-Hill, ISBN:

9780070596743

A Source Book in Indian Philosophy, Ed. Sarvepalli Radhakrishnan, Charles A. Moore, 1967, Princeton University Press, ISBN: 9780691019581

A Source Book in Chinese Philosophy, Tr. Wing-Tsit Chan, 1969, Princeton University Press, ISBN: 978-0691019642

Companion Encyclopedia of Asian Philosophy, Ed. Dr Brian Carr, Brian Carr, Indira Mahalingam, 2000, Routledge, ISBN: 978-0415240383

A Comparative History of World Philosophy: From the Upanishads to Kant, Ben-Ami Scharfstein, 1998, State University of New York Press, ISBN: 9780791436844

How to Read a Book The Classic Guide to Intelligent Reading, Mortimer J. Adler, Touchstone, ISBN: 0671212095

What Does it All Mean?, Thomas Nagel, Oxford, 1987, ISBN: 0-19-505216-1

<http://plato.stanford.edu/>

<http://www.iep.utm.edu/>

### **Information Sources:**

Islamic Philosophy, Oliver Leaman, Polity, 2009, ISBN: 978-0-7456-4599-5

American Indian Thought: Philosophical Essays, Anne Waters, Wiley-Blackwell, 2003, ISBN: 9780631223047

Latin American Philosophy: Currents, Issues, Debates, Eduardo Mendieta, Indiana University Press, 2003, ISBN: 9780253215635

A Companion to World Philosophies, Eliot Deutsch & Ron Bontekoe, Wiley-Blackwell, 1991, ISBN: 9780631213277

Buddhism as Philosophy: An Introduction, Mark Sideritis, Hackett, 2007, ISBN: 9780872208735

What the Buddha Taught: Revised and Expanded Edition with Texts from Suttas and Dhammapada, Walpola Rahula, Grove Press, 1974, ISBN: 9780802130310

Japanese Philosophy, H. Gene Blocker, SUNY Press, 2001, ISBN: 9780791450208

A Short History of Chinese Philosophy, Yu-lan Fung & Derk Bodde, Free Press, 1978, ISBN: 9780684836348

Classic Asian Philosophy: A Guide to Essential Texts, Joel J. Kupperman, 2001, Oxford University Press, ISBN: 9780195133358

African Philosophy: Selected Readings, Albert G. Mosley, Pearson, 1995, ISBN: 9780023841811

African Philosophy Essential Readings, Tsenay Serequeberhan, Paragon House, 1998, ISBN: 9781557783097

A Companion to African Philosophy, Kwasi Wiredu, Wiley-Blackwell, 2006, ISBN: 9781405145671

### **Websites: Non-Western Philosophy**

<http://plato.stanford.edu/entries/confucius/>

<http://plato.stanford.edu/entries/mencius/>

<http://plato.stanford.edu/entries/taoism/>

<http://www.hindu.org/dharma/>

<http://www.iep.utm.edu/d/daoism.htm>

<http://www.iep.utm.edu/n/neo-conf.htm>

<http://www.iep.utm.edu/p/pudgalav.htm>

[http://en.wikipedia.org/wiki/Indian\\_philosophy](http://en.wikipedia.org/wiki/Indian_philosophy)

<http://plato.stanford.edu/entries/comparphil-chiwe/>

<http://www.bergen.edu/faculty/gcronk/writings.asp>

Van Norden's America's Encounter with Confucian Thought: Three Trends:

<http://faculty.vassar.edu/brvannor/ThreeTrends.pdf>

A Vedic Reader by MacDonnell <http://www.sacred-texts.com/hin/vedaread.htm>

Korean Juche: [http://juche.v.wol.ne.jp/index\\_works\\_e.htm](http://juche.v.wol.ne.jp/index_works_e.htm)

<http://plato.stanford.edu/entries/laozi/>

<http://plato.stanford.edu/entries/mohism/>

<http://plato.stanford.edu/entries/zhuangzi/>

<http://www.iep.utm.edu/h/hindu-ph.htm>

<http://www.iep.utm.edu/c/confuciu.htm>

<http://www.iep.utm.edu/b/b-madhya.htm>

<http://www.iep.utm.edu/j/jain.htm>

<http://academic.brooklyn.cuny.edu/core9/phalsall/>

<http://www.iep.utm.edu/c/comparat.htm>

Islamic Philosophers: <http://www.muslimphilosophy.com/#people>  
Islamic Philosophy Dictionary: <http://www.muslimphilosophy.com/pd/index.html>  
Islamic Ethics Dictionary: <http://majalla.org/souaiaia/ethics/dictionary/index.htm>  
Oxford Islamic Studies: [http://www.oxfordislamicstudies.com/article/opr/t125/e1854?\\_hi=4&\\_pos=1](http://www.oxfordislamicstudies.com/article/opr/t125/e1854?_hi=4&_pos=1)  
USC Link-Koran: <http://www.usc.edu/schools/college/crcc/engagement/resources/texts/muslim/quran/>  
USC Link-Hadith: <http://www.usc.edu/schools/college/crcc/engagement/resources/texts/muslim/hadith/>  
Islamic Philosophy Radio Talk: <http://www.philosophytalk.org/pastShows/IslamicPhilosophy.htm>  
Buddhist Philosophy Links: <http://www.friesian.com/history.htm#buddha>  
Chinese Philosophy Links: <http://www.friesian.com/history.htm#china>  
SouthEast Asian Indian Philosophy Links: <http://www.friesian.com/history.htm#india>  
Routledge Encyclopedia of Philosophy Latin American Philosophy: <http://www.rep.routledge.com/article/ZA009>  
Aztec Philosophy: <http://www.iep.utm.edu/aztec/>  
Latin American Philosophy Resource page: <http://lanic.utexas.edu/la/region/philosophy/>  
Native American Philosophy: <http://americanphilosophy.net/#native>  
Native American Philosophy Resource page: <http://philpapers.org/browse/native-american-philosophy>  
Routledge Encyclopedia of Philosophy African Philosophy: <http://www.rep.routledge.com/article/Z018>  
20th Century African Philosophy: <http://faculty.msmc.edu/lindeman/af.html>  
African Philosophy Resource page: <http://users.ox.ac.uk/~shil0124/african-philosophy.html>  
Janz' African Philosophy Resource Page: <http://pegasus.cc.ucf.edu/~janzb/afphil/>  
African-American Philosophy Resource page: <http://philpapers.org/browse/african-american-philosophy>

### **Course Competencies/Goals:**

#### ***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
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.
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
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
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

### **Course-specific General Education Knowledge Goals and Core Skills.**

#### **General Education Knowledge Goals**

**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.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

### **MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

### **Units of Study**

**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 One: Introduction and Philosophy Primer**

#### **Learning Objectives**

***The student will be able to...***

- Identify reasons for studying philosophy, particularly Asian and other philosophies (Course Competencies 1; General Education Goals 6; Core Skills A,B,G.)
- Distinguish between the major fields of philosophy and their central concerns (Course Competencies 1, 2; General Education Goals 6,9; Core Skills A,B,C,G.)
- Explain key philosophical concepts such as objectivity, subjectivity, autonomy, being, etc. (Course Competencies 1, 2; General Education Goals 6,9; Core Skills A,B,C,G.)
- Identify and use the principles and practices of reasoning, arguments and judgment (Course Competencies 1,2; General Education Goals 6,9; Core Skills A,B,C,G.)

**Unit Two: South Asian Philosophies:**

#### **Learning Objectives**

***The student will be able to...***

- Understand the basic history, distinctions, major figures, and textual sources of Hinduism, including the issues involving how to refer the traditions ((Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- Identify and critically explain key terms such as dharma, karma, Brahman, atman, ahimsa, etc. (Course Competencies 1,2,3; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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.(Course Competencies

- 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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. (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
  - 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 (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

### **Unit Three: Western Asian Philosophies:**

#### **Learning Objectives**

##### ***The student will be able to...***

- Understand the basic differences, histories, major figures, and textual sources of Arabic, Persian and Muslim traditions ((Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- Critically compare and contrast the major pre-Islamic Arabic philosophies in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- Critically compare and contrast the major Persian philosophies in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- Critically compare and contrast the major Islamic philosophies in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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 (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

### **Unit Four: East Asian Philosophies:**

#### **Learning Objectives**

##### ***The student will be able to...***

- Understand the basic differences, histories, major figures and textual sources of indigenous and imported East Asian traditions ((Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- 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.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- Critically compare and contrast the Korean philosophies in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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.(Course Competencies 1,2,3,4; General Education

Goals 6,8,9; Core Skills A,B,C,G.)

- 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 (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

## **Unit Five: Southern Philosophies:**

### **Learning Objectives**

***The student will be able to...***

- Understand the basic differences, histories, major figures and textual sources of indigenous and external influences on sub-Saharan African, American and other traditions ((Course Competencies 1,2; General Education Goals 6,8; Core Skills A,G.)
- Critically compare and contrast the different facets of African and Africana philosophies, in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- Critically compare and contrast the Native & Latin American (North, Central & South) philosophies, in terms of their respective positions on epistemology, metaphysics and ethics.(Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)
- 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 (Course Competencies 1,2,3,4; General Education Goals 6,8,9; Core Skills A,B,C,G.)

**Methods of Instruction and 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 contributions to the class learning environment, that may include such factors as attendance (which will be in strict accordance with college policies), 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 basic understanding of course content knowledge in a specific unit of instruction
- Tests: 1 or more class-length assessments to allow students to demonstrate mastery of course content knowledge in covered units of instruction
- Examinations: 1 or more class-length assessments to allow students to demonstrate content knowledge and philosophical reasoning as applied to units of instruction; includes one comprehensive final exam.
- Essays: 1 or more assessments to allow students to demonstrate philosophical reasoning and content knowledge as applied to units of instruction. Well-argued papers are the first goal

here, as a demonstration of reasoning informed by the ways and means of Eastern philosophy, though assigning and assessing in part a research dimension to the assignment is integral.

Course Grade Breakdown:

Citizenship	10-15% (includes participation & presentations)
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 and listed clearly in her/his syllabus.

**Academic Integrity Statement:** [As found @ <http://mlink.mccc.edu/omb/OMB210.pdf>]

MCCC

ACADEMIC INTEGRITY POLICY

OMB 210

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.
  - copying from another student's exam.
  - using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
  - stealing an exam or possessing a stolen copy of an exam.
  
- B. Gives fraudulent assistance to another student.
  - completing a graded academic activity or taking an exam for someone else.
  - giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
  - sharing answers during an exam by using a system of signals.
  
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
  - submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
  - using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
  - presenting another individual's work as one's own.
  - submitting the same paper or academic assignment to another class without the permission of the instructor.
  - falsifying bibliographic entries.
  - submitting any academic assignment which contains falsified or fabricated data or results.
  
- D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

#### Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed. When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

#### Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees May 19, 1983

Revised: May 18, 2000, March 18, 2004

#### **Students with Disabilities:**

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services at LB221, (609) 570-3525, stinsona@mccc.edu.