



Asian Philosophy

PHIL 3200/01

Semester: Fall 2019

Location: Bagwell Education, Room 119
Tuesdays & Thursdays, 9:30am—10:45am



Instructor: Dr. Amy K. Donahue

Email: adonahu3@kennesaw.edu

Phone: 470.578.6624

Office: Social Sciences Building, Rm. 4092

Office Hours: Tuesdays and Thursdays, 2:00pm — 3:15pm.

Prerequisites: ENGL 1102 or equivalent required.

Catalogue Course Description: The course is a survey of the major texts, figures and schools in the philosophies of India, China and Japan. Texts include the Vedas, Upanishads, Analects and Zhuangzi. Major figures include Shankara, Patanjali, Confucius, Mencius, Dogen and Nishida.

Instructor's Course Description: The course provides an introduction to philosophies of India and China, and, indirectly, Japan, through primary textual engagement with the *Analects*, *Daodejing*, *Bhagavad Gītā*, and excerpts from the Buddhist Pāli *Nikāyas*, along with secondary textual engagement with the historical intellectual contexts that conditioned the creative development of these philosophies. In accord with Kongzi's injunction to review the old as a means of realizing the new (*Analects*, 2.11), we will also consider how these philosophies might help us to make sense of and possibly improve our present lives, social paths, and societies.

Required Course Texts:

Ames, Roger, and Henry Rosemont, Jr. *The Analects of Confucius: A Philosophical Translation*. New York: Ballentine Books, 1999.

Śri Aurobindo. *The Bhagavad Gita and Its Message: With Text, Translation, and Sri Aurobindo's Commentary*. Anilbaran Roy, editor. Pondicherry, India: Sri Aurobindo Ashram Trust, 1995.

Bikkhu Bodhi. *In the Buddha's Words: An Anthology of Discourses from the Pāli Canon*. Boston, MA: Wisdom Publications, 2005.

Moeller, Hans-Georg. *Daodejing: A Complete Translation and Commentary*. Chicago: Open Court, 2007.

Select online materials and handouts.

Electronic Communications: The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

Student Support: The History and Philosophy Department offers a **study lab space in SO 5074** for students who wish to study, work on a group project, or receive tutoring. This lab is open on Mondays, 9-11am; Wednesdays, 3-5pm; and Thursdays, 9-11am.

Course Assessment:

Grading:

Weekly Online Quizzes —	14%
Two long answer exams —	16% (8% each)
Midterm Paper —	25%
Final Paper —	25%
Class participation —	20%

Grading Scale:

A — 90-100

B — 80-89

C — 70-79

D — 60-69

F — <60

I—Indicates an incomplete grade for the course, and will be awarded only when a student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond their control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

Instructional Methods: The course will emphasize the use of “active” rather than “passive” learning methods. As much as is logistically and pedagogically possible, group discussions will take priority over lectures. The course aims, in part, to introduce students to the notion of philosophy as an active, interpersonal practice.

Learning Outcomes: For a grade of “B” or better, students must fulfill the following learning outcomes for this course:

- Demonstrate knowledge and understanding of assigned texts, concepts, arguments, and counterarguments through weekly online quizzes, two online expository exams, active classroom participation, a midterm paper, and a final paper.
- Write a five to seven page midterm paper articulating a philosophically relevant thesis, and elaborating and defending this thesis through well-written, accurate, detailed, and logically organized text-based expositions of supporting and opposing materials from assigned texts.
- Write an eight to ten page final paper that articulates a philosophically relevant thesis, and elaborates and defends this thesis through well-written, accurate, detailed, logically coherent, and text-based expositions of supporting and opposing materials from assigned texts.

Course Assignments:

The assignments in this course are “scaffolded.” **Weekly online quiz** assignments will typically ask students to explain select arguments and concepts from each week’s texts, and to use appropriate citations to support textual claims. Grading standards for these quizzes are low—to receive full credit (1 point), students need only submit a response through D2L that addresses each element of the quiz prompt and includes *at least two* parenthetical page references demonstrating familiarity with the relevant text(s). If either of these criteria is not met, the student will receive 0 points on the quiz. Quiz responses will not be graded for grammar or style, accuracy or comprehensiveness, or degree of textual detail. *However, because students can use content from their quiz responses in their long answer exams and thesis papers, the more seriously students take the weekly quizzes, the more prepared they will be to perform well on their long answer exams and thesis papers.* Quizzes will typically be posted by 9:30pm on Thursdays, and will be due through D2L by 9:30pm on the day of the next week’s class (usually Monday). *Missed credit on online quizzes cannot be made up.*

Before your midterm and final papers are due, students will be asked to submit online 500 word **long answer exams**. *These exams are expository, and are not reflective or evaluative.* Each will ask students to identify a thesis from one of the course readings, and to explain concepts and/or arguments from the text in ways that support the thesis. The task in these assignments is to faithfully and accurately represent another person’s reasoning, rather than to opine about it. Exams will be graded for a) accuracy and comprehensiveness (40%), b) use of parenthetical citations to support appropriately detailed textual claims (30%), and c) grammar and clarity (30%). Students are welcome to re-use content from their quizzes in their exams. Further, they are welcome to re-use content from their first exam in their midterm paper, and from their second exam in their final paper. The exams provide students an opportunity to test their understandings of textual arguments and concepts as well as receive feedback on their academic writing before the higher stake papers. Like the quizzes, they are also meant to reinforce the notion of philosophical writing as an ongoing and textually grounded drafting process. Your exams should be formatted with double-spacing, 12 point Times New Roman font, and 1” margins, follow Chicago citation guidelines (see <http://www.lib.umd.edu/tl/guides/citing-chicago-ad>), and be submitted as .docx or .doc files.

After the first exam, and after in-class exercises and discussions concerning philosophical theses and how to develop them, students will complete a 5-7 page **midterm paper**. In this paper, students will be asked to a) state and support a relevant philosophical thesis (25%), b) provide accurate and comprehensive expositions of relevant textual concepts and arguments to support this thesis (30%), c) use parenthetical citations to support appropriately detailed textual claims (25%), and d) write clearly and grammatically (20%). Midterm papers should be formatted according to the same guidelines as the exams (see above).

The 8-10 page **final paper** will be graded according to the same criteria as the midterm paper.

Finally, **class participation** is a regular assignment. However, participating in class does not necessarily require that students be generally vocal class participants. *Most importantly, students must demonstrate that they are prepared for and engaged in class.* In other words, student contributions and attentiveness in class should indicate that the student has done the reading, is trying to improve their understanding of it, and is working to critically engage class concepts and

concerns. Consistent and on-time attendance is also required, as is appropriate engagement with others—e.g., asking appropriate questions, responding appropriately to instructor and student questions, working constructively in group exercises, treating fellow class participants with respect and courtesy, etc. However, attending class regularly and on time, treating others with respect, and asking in class questions alone will not earn a student above a “B”-level class participation grade if they are not also consistently prepared for and engaged in class. Finally, being regularly unprepared for class, attending inconsistently, being routinely late, not working constructively in small group exercises, not engaging in classroom lectures and discussions (vocally or otherwise), and not treating fellow class participants with courtesy or respect will result in a class participation grade of a “C” or lower, depending on the severity of the circumstances.

Attendance Policy:

Attendance is mandatory. Students are required to provide a reasonable, documentable explanation for class absences. After three unexcused absences, students lose a full letter from their class participation grade with *each additional unexcused absence*. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

Electronic Devices Policy:

The use of electronic devices is not permitted in class. The volume on all such devices should be off, and the devices should be placed out of sight.

Academic Honesty:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

The instructor has a zero-tolerance policy against plagiarism and uses TurnItIn plagiarism detection services when grading written assignments. Students who plagiarize **any part of an assignment** will receive an F for that assignment, in accord with KSU’s academic misconduct procedures.

To avoid plagiarism, including unintentional plagiarism, please visit:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, sss.kennesaw.edu/sds.

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

Tentative Course Schedule

(reading assignments and activities are subject to revision)

Week 1:

- 8/20 — Introductions and discussion.
- 8/22 — Reading due: Olberding (uploaded to D2L) and *Analects* preface and Introduction: Historical and Textual Background (pp. ix — xi, 1 — 20). No online quiz assigned.

Week 2:

- 8/27 — Reading due: *Analects* Introduction: Philosophic and Linguistic Background (pp. 20-65).
- 8/29 — Reading due: selections focused on *junzi* and *xiaoren* (listed on D2L). Online quiz posted on Friday.

Week 3:

- 9/3 — Reading due. *Analects* selections focused on *ren*, *dao*, *xiao*, *zhong*, *yi*, and *haoxue*. Quiz due.
- 9/5 — Reading due. *Analects* selections focused on *li*. Online quiz posted on Friday.

Week 4:

- 9/10 — Quiz due. Re-reading due (all).
- 9/12 — Discussion and review.

Week 5:

- 9/17 — **EXAM 1 DUE.** No quiz.
- 9/19 — Reading due: Historical Introduction (1-10), Philosophical Introduction (11-54), and Chapter 1 of the *Daodejing*. No online quiz.

Week 6:

- 9/24 — Reading due. Glossary (55-71), Introduction to Translation (73-76), and chapters 1-16 of the *Daodejing*.
- 9/26 — Reading due: *Daodejing* chapters 17-52. Online quiz posted on Friday.

Week 7:

- 10/1 — Reading due: *Daodejing* chapters 53-81. Quiz due.
- 10/3 — Re-reading due: Glossary and *Daodejing* chapters. Discussion and review.

Week 8:

- 10/8 — Discussion of thesis topics. Online quiz posted on Friday.
- 10/9 — **LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY.**
- 10/10 — Discussion and peer review.

Week 9:

- 10/15 — **FIRST PAPER DUE.**

- 10/17 — Reading due: Rahula and Hamilton selections (uploaded to D2L). Online quiz posted on Friday.
- Week 10:
- 10/22 — Reading due. *Dhamma, Saṃsāra*, and Four Noble Truth selections from *In the Buddha's Words* (see D2L).
- 10/24 — Reading due: Five Aggregates and Dependent Origination selections from *In the Buddha's Words* (see D2L). Online quiz posted on Friday.
- Week 11:
- 10/29 — Re-reading due (all selections from *In the Buddha's Words*). Reading due: Noble Eightfold Path selections from *In the Buddha's Words* (see D2L).
- 10/31 — Re-reading due (all Buddhist materials). Discussion and review. Online quiz posted on Friday.
- Week 12:
- 11/5 — **SECOND EXAM.** No online quiz.
- 11/7 — Reading due: Donahue excerpt.
- Week 13:
- 11/12 — Reading Due: *Bhagavad Gita*, Introduction (*xv-xix*), Appendix I — The Story of the Gita (292-293), and Chapters 1 & 2.
- 11/14 — Reading due: *Bhagavad Gita*, Chapters 3-6. Online quiz posted on Friday.
- Week 14:
- 11/19 — Reading due: *Bhagavad Gita*, chapters 11 & 13.
- 11/21 — Reading due: *Bhagavad Gita*, chapters 14 & 15. Online quiz posted on Friday.
- Week 15:
- 11/20 — Reading due: *Bhagavad Gita*, chapters 17 & 18.
- 11/22 — Review and discussion of thesis topics. Online quiz posted on Friday.
- Week 16:
- 11/26 — Fall break — no class
- 11/28 — Fall break — no class
- Week 17:
- 12/3 — Quiz due. Discussion and peer review.
- 12/5 — Last Day of Class. Review and discussion.

FINAL PAPER: DUE THROUGH D2L THURSDAY, DECEMBER 12 BY 12:30PM.