20.02 Classical Philosophies of India and China
3 hours; 3 credits

Comparative study of the classical philosophies of China and India. Such philosophical issues as the nature of reality, the self, knowledge, ethics, society, the good life, and enlightenment in writings associated with Confucius, Lao-tzu, Chuang-tzu, the Hindu sages who composed the Vedas and Upanishads, the Buddha, and others.

Prerequisite: Junior standing and satisfaction of all lower-tier requirements in Philosophical and Social Inquiry.

Common Goals Addressed by Core course:
1. To develop the ability to think critically, to reason logically, and to express one’s thoughts orally and in writing with clarity and precision (9, 10, 11, 12, 13, 15, 16, 21).
2. To develop the ability to make sound moral judgments (1, 26).
3. To understand the arts, histories and cultures of the past as a foundation for those of the present (3, 4).
4. To understand the development and workings of modern societies in an interdependent world (6, 7).
5. To understand the necessity for tolerance and to appreciate individual and social diversity, as well as differences of race, class, and gender (19, 22, 23, 24, 25, 31).

Objectives of Core Course:
1 Students develop skills of conceptual analysis and argumentation, including critical thinking skills of examining, comparing, and assessing cultures. (9)
2 Students will be able to express ideas clearly in writing. (11)
3 Students will be able to communicate thought orally. (12)
4 Students will be able to develop a basis for evaluating classical philosophical texts of Indian and Chinese cultures. (13)
5 Students will have an understanding of ethical theories of Indian and Chinese cultures, and of the values that have shaped these theories. (1)
6 Students will understand classical philosophic literatures of the India and China, and their relationship to the shaping of the modern Asia. (3)
7 Students will become aware of the development differing viewpoints and influential theories in Indian and Chinese cultures, and to assess their relevance for us today. (6)
8 Students will be able to demonstrate conceptual knowledge of other cultures. (25)

Outcomes for Core Course:
1 Students can explain, compare and contrast concepts and theories relevant to Indian and Chinese thought. (9, 25)
2 Students can use writing to reflect on, to explain, and to compare and contrast concepts and theories relevant to Indian and Chinese thought. (11)
3 Students can orally explain, compare and contrast concepts and theories relevant to Indian and Chinese thought. (12)
4 Students can analyze, interpret and critically examine classical philosophical texts of Indian and Chinese cultures.  (13, 25)
5 Students can reflect on the basic moral issues of human life in a cross-cultural, comparative way.  (1)
6 Students can compare and contrast viewpoints of Chinese and Indian cultures with each other and with Western views. (3)
7 Students can explain and critically examine the nature of differing viewpoints in Indian and Chinese cultures.  (6)

Course Outline:
Week 1 - Chinese Philosophy: Overview

Week 2 - Chinese Philosophy: Overview (contd.)

Week 3 - Confucianism
Confucius, The Analects; Graham, Disputers of the Tao, Part I, Chapter 1: “A Conservative Reaction: Confucius”; Koller, Asian Philosophies, Chapter 20

Week 4 - Confucianism (contd.)

Week 5 – Confucianism (contd.)

Week 6 - Taoism
Lao-tzu, Tao te Ching; Graham, Part III, Chapter 1: “Lao-tzu’s Taoism”

Week 7 - Taoism (contd.)
Chuang-tzu; Graham, Part II, Chapter 3: “From Yangism to Chuang-tzu’s Taoism”; Kollers, Sourcebook, Chapter 17: “The Taoist Vision”

Week 8 - Indian Philosophy: Overview
Week 9 - Hinduism
Koller, Asian Philosophies, Chapter 2; Kollers, Sourcebook, Chapter 1: “Vedas and Upanishads”

Week 10 - Hinduism (contd.)
Koller, Asian Philosophies, Chapter 7; Kollers, Sourcebook, Chapter 6: “Vedanta”

Week 11 - Hinduism (contd.)
The Bhagavad Gita; Koller, Asian Philosophies, Chapter 4

Week 12 - Hinduism (contd.)

Week 13 - Buddhism
Koller, Asian Philosophies, Chapters 11 and 12; Rahula, What the Buddha Taught

Week 14 - Buddhism (contd.)
Koller, Asian Philosophies, Chapter 13; Rahula, What the Buddha Taught

Methods of Evaluation: Midterm (20%), Final (45%), Research Paper (20%), Writing Assignments (10%), Class Participation (5%).

Methods of Assessment:
1 Students are asked to explain and to compare and contrast concepts and theories of Indian and Chinese thought. (9, 25)
2 Students are asked to write an essay comparing and contrasting particular concepts and theories of Indian and Chinese thought. (11)
3 Students are asked to present an explanation of passages from works on Indian and Chinese thought to show their differences and similarities. (12)
4 Students are asked to write an essay analyzing and critically examining a classical philosophical text of Indian or Chinese cultures. (13, 25)
5 Students are asked to consider the response of a Chinese and an Indian source to a particular fundamental moral issue. (1)
6 Students are asked to compare and contrast issues and philosophical developments of Chinese and Indian cultures with each other and with Western views. (3)
7 Students are asked to explain and critically examine the nature of differing viewpoints in Indian and Chinese cultures. (6)

Assessment Tools: Diagnostic and end-of-term writing assignments, Class presentation.
Homework and essay questions that require explaining concepts and theories relevant to Chinese and Indian philosophy and that require the comparison of cultures.
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