

Term Information

Effective Term Summer 2021
Previous Value Spring 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

To add the option of teaching this course online.

What is the rationale for the proposed change(s)?

Our department wants to regularly offer a DL version of this class.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We anticipate no programmatic implications as a result of this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Philosophy
Fiscal Unit/Academic Org	Philosophy - D0575
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2120
Course Title	Asian Philosophies
Transcript Abbreviation	Asian Philosophies
Course Description	A survey including at least three of the following philosophical systems of Asia: Hinduism, Buddhism, Jainism, Zoroastrianism, Taoism, and Confucianism.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 215.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

38.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Identify and articulate core themes from Asian philosophical traditions across history, how they relate to each other, and how they relate to parallel ideas in Western philosophical traditions.
- Engage in thoughtful and respectful discussions with peers from different cultural backgrounds.

Previous Value

Content Topic List

- The history and doctrines of at least three of: Hinduism, Buddhism, Jainism, Zoroastrianism, Daoism, and Confucianism
- The Self
- The Individual and the Group
- Reality and our Knowledge of It

Sought Concurrence

No

COURSE CHANGE REQUEST
2120 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/10/2021

Attachments

- PHILOS 2120 in-person syllabus.pdf: Syllabus in-person
(Syllabus. Owner: Brown, Michelle E.)
- PHILOS 2120 GE Assessment Plan.pdf
(GEC Course Assessment Plan. Owner: Brown, Michelle E.)
- PHILOS 2120 ASC Tech Checklist.docx: ASC checklist
(Other Supporting Documentation. Owner: Brown, Michelle E.)
- PHILOS 2120 DL syllabus.docx: Syllabus DL
(Syllabus. Owner: Brown, Michelle E.)
- Updated PHILOS 2120 DL syllabus.docx: Updated DL syllabus
(Syllabus. Owner: Brown, Michelle E.)

Comments

- I have uploaded the updated DL syllabus with the revisions requests. *(by Brown, Michelle E. on 02/09/2021 10:35 AM)*
- See 1-28-21 email to E. Lin and L. Shabel *(by Oldroyd, Shelby Quinn on 01/28/2021 01:24 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brown, Michelle E.	11/24/2020 03:20 PM	Submitted for Approval
Approved	Lin, Eden	11/24/2020 03:47 PM	Unit Approval
Approved	Haddad, Deborah Moore	11/24/2020 03:51 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	01/28/2021 01:24 PM	ASCCAO Approval
Submitted	Brown, Michelle E.	02/09/2021 10:35 AM	Submitted for Approval
Approved	Lin, Eden	02/09/2021 10:37 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2021 07:54 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/10/2021 07:54 AM	ASCCAO Approval

Asian Philosophies Syllabus

Philosophy 2120 Spring 2021

Course Information

- **Course times and location:** Tuesdays and Thursdays, 11:10 a.m. – 12:30 p.m. in CarmenZoom, with recordings made available for those who cannot attend synchronously
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Steven Brown
- **Email:** brown.2703@osu.edu
- **Office location:** 337F University Hall
- **Office hours:** By appointment on CarmenZoom
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

- **Name:** TBA
- **Email:** TBA
- **Recitation times:** This class does not have recitations

Course Prerequisites

None



Course Description

This class will explore the main philosophical traditions that underlie the cultures of India, China, Korea, Japan, and a number of other countries in south and east Asia. Specifically, we will work toward understanding some of the essential texts from Hinduism, Jainism, Buddhism, Sufism, Confucianism, and Daoism. However, we will not be approaching these texts merely for their historical value. We will be engaging them as potential sources of wisdom and insight into the nature of the world around us and our place within it.

Learning Outcomes

By the end of this course, students should successfully be able to:

- Identify and articulate core themes from Asian philosophical traditions across history, how they relate to each other, and how they relate to parallel ideas in Western philosophical traditions
- Engage in thoughtful and respectful discussions with peers from different cultural backgrounds

General Education Category: Diversity: Global Studies

This course is part of the “Diversity: Global Studies” General Education category.

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
- Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills these learning outcomes through critical reading and in class discussion of philosophical and literary texts from a broad cross-section of Asian philosophical traditions.

General Education Category: Literature

This course is part of the “Literature” General Education category.

Goals:

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

This course fulfills these learning outcomes through critical reading and in class discussion of philosophical and literary texts from a broad cross-section of Asian philosophical traditions.

How This Online Course Works

Mode of delivery: This course is 100% online. Live CarmenZoom lectures with real time question/answer and discussion are available, but not required. If you cannot attend the live sessions, recordings are made available on CarmenCanvas for you to view or review as necessary to facilitate mastery of course material.

Notes for the entire class are made available in real time as lectures occur and are available at any point after that.

Quizzes, exams, and papers are all conducted on CarmenCanvas outside of regular class time and students have ample time to complete them according to their individual scheduling needs. Deadlines for each assignment will be announced during lecture and via CarmenCanvas announcements.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Attending/Viewing Lectures: required**
You are expected either to attend live CarmenZoom lectures, or watch the recordings of those lectures every week. You are highly encouraged to attend the live lectures if at all possible. Extra credit points will be given to those who regularly attend and participate in classroom discussion.
- **Personal Meetings/Office Hours: optional**
You are not required to meet with me or the graders, but we are available to you over email or in CarmenZoom meetings by appointment. Please do not hesitate to reach out to us as necessary.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- All readings for the class are made available on Carmen in PDF, EPUB, and MOBI formats to accommodate as many reading devices as possible.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
5 Short Quizzes	2 each (10 total)
2 Exams	20 each (40 total)
2 Essays	20 each (40 total)
1 Community Engagement	10
Participation/Attendance Extra Credit	Up to 2

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Short Quizzes

Description: Approximately every other week, there will be a 5-question, multiple-choice quiz made available on CarmenCanvas. It will be over all of the material covered in class since the previous quiz. Your top 5 quiz grades will count toward your class average.

Exams

Description: In the middle and at the end of the semester we will have a multiple-choice and short answer exam. We will distribute a study guide prior to the exam with key concepts that should be studied in preparation for these exams.

Essays

Description: For each of these essays, you will be invited to defend some piece of material that we considered in class. You need to clearly present the arguments you are assessing, show that you understand how people might object to them, and explain how you think the view can best respond to those objections. We will distribute a list of prompts at least two weeks before these are due.

Community Engagement

Description: At some point in the semester, you will be required to engage with a community that actively lives out one of the traditions we talk about in class. Ideally, this would involve virtually attending a livestream of an actual event, but we will be flexible about what satisfies this requirement.

Participation/Attendance Extra Credit

Description: We will be keeping track of attendance and participation in the Zoom lecture. Those who are exceptionally good attenders and/or contribute most to classroom discussion will be given a point or two of extra credit at the end of the semester.

Academic Integrity for Distance Learning

Because this class is being delivered entirely online, you are allowed to consult class notes and readings during quizzes and exams. You are not allowed to work together with other students or perform internet searches when taking quizzes or exams.

Your written assignments, including short-answer exams and essays, should be your own original work and should not be done in collaboration with other students. When writing your essays, you do not need to engage in research beyond the readings we discuss in class. If you do choose to quote a passage, or refer to external sources, you should clearly cite the ideas and words of your sources. I do not require any particular formatting for citations, as long as it is clear what your sources are. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Your essays will be processed by Turnitin to check for plagiarism, so do make sure to provide answers using your own words.

Late Assignments

Please refer to CarmenCanvas for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. While we can accommodate some scheduling flexibility in these difficult times, so feel free to ask if your situation requires it. However, once we have gone over an assignment in class, there is no easy way for you to make it up, and special arrangements will only be made in extreme circumstances.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical

problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will generally be able reply to emails within **1 business day**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven to ten days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The topics of this class can be tremendously delicate and personal. The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Cross-Cultural Engagement:** We are fortunate to be engaging this material as a tremendously diverse body of students. I do not consider myself to be the only, or even the best, source of insight about these traditions given the number of students in the room who have direct family and cultural backgrounds in one or more of them. Students are always welcome to share their personal insights and experiences as they relate to the topics we discuss together. Early on in the class, we will discuss some of the challenges of doing philosophy cross-culturally and provide some tools for fruitful discussion.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across well, especially online. I will provide specific guidance for discussions on controversial or personal topics as the need arises.
- **Backing up your work:** Never write long form content in CarmenCanvas if you can avoid it. Consider composing answers in a word processor, where you can save your work, and then copy it into the CarmenCanvas when you are done.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in

the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities,

academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Student Academic Services

Student academic services offered on the OSU main campus:

<http://advising.osu.edu/welcome.shtml>.

Student Support Services

Student support services offered on the OSU main campus: <http://ssc.osu.edu>.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

Course Schedule

We will be following a loose schedule to allow for maximum flexibility and freedom for discussion. I reserve the right to alter this schedule for any reason at any time.

Exact due dates for assignments and any schedule changes that occur will be announced on CarmenCanvas. All students are responsible for staying up to date on those announcements.

Week	Topics and Readings	Assignments
1: Jan 11 - 17	Introduction to Asian Philosophical Traditions	
2: Jan 18 - 24	Doing Cross-Cultural Philosophy (Nussbaum, p. 118-139)	
3: Jan 25 - 32	Early Hinduism (Katha Upanishad, 24 pgs.)	
4: Feb 01 - 07	Early Hinduism, Cont. (Chandogya Upanishad, 28 pgs.)	
5: Feb 08 - 14	Early Buddhism (Dhammacakkappavattana Sutta, 7 pgs.)	Quiz 1
6: Feb 15 - 21	Early Buddhism, Cont. (Upayakausalya Sutra, 3 pgs.)	
7: Feb 22 - 28	Jainism (Acharang/Pratikraman/Tattvarth Sutras, 20 pgs.)	Quiz 2
8: Mar 01 - 07	Later Hinduism (Bhagavad Gita, 22 pgs.)	Quiz 3
9: Mar 08 - 14	Confucianism (Analects, 15 pgs.)	Exam 1
10: Mar 15 - 21	Confucianism, Cont. & Daoism (Mencius, 6 pgs. & Daodejing 10 pgs.)	Essay 1
11: Mar 22 - 28	Daoism, Cont. (Zhuangzi, 12 pgs.)	Quiz 4
12: Mar 29 - Apr 04	Zen (Koans, 6 pgs.)	Quiz 5
13: Apr 05 - 11	Sufism (Bezels of Wisdom, 24 pgs.)	Quiz 6
14: Apr 12 - 18	Sikhism (Japji Sahib, 18 pgs.)	Quiz 7
15: Apr 19 – 25	Open Discussion	Exam 2
16: Apr 25 - 29	Finals Week	Essay 2

SP20 PHILOS 2120 - Asian Philosophies (23280)

[Jump to Today](#)

Philosophy 2120 - Asian Philosophies

Contact Information & Office Hours

Steven Brown Instructor 337F University Hall brown.2703@osu.edu (mailto:brown.2703@osu.edu)	Pranav Ambardekar Grader 337E University Hall ambardekar.3@osu.edu (mailto:ambardekar.3@osu.edu) (mailto:perkings.609@osu.edu)	Soyeong An Grader 337E University Hall an.289@osu.edu (mailto:an.289@osu.edu)	Seongyeon Kim Grader 337E University Hall kim.7312@osu.edu (mailto:kim.7312@osu.edu)
We/Fr 9:15a-10:15a	Mo 10:00a-12:00p	N/A	Tu 12:45p-2:45p

About This Class

This class will explore the main philosophical traditions that underly the cultures of India, China, Korea, Japan, and a number of other countries in south and east Asia. Specifically, we will work toward understanding some of the essential texts from Hinduism, Jainism, Buddhism, Sufism, Confucianism, and Daoism. However, we will not be approaching these texts merely for their historical value. We will be engaging them as potential sources of wisdom and insight into the nature of the world around us and our place within it.

Grades

4 Short Quizzes: 2 points each (8 total)

Approximately every other week, there will be a 5-question, multiple-choice quiz made available on Carmen. It will be over all of the material covered in class since the previous quiz.

2 Large Quizzes: 10 points each (20 total)

In the middle and at the end of the semester there will be a 10-question, multiple-choice quiz made available on Carmen.

2 Short-Answer Exams: 12 points each (24 total)

In the middle and at the end of the semester there will be an in-class, 4 question, short-answer exam. You will be allowed to use a single-sided, handwritten page of notes for each exam. Also, about a week before each exam, I will distribute a list of topics to help you review.

2 Essays: 20 points each (40 total)

For each of these essays, you will be invited to defend some piece of material that we considered in class. You need to clearly present the arguments you are assessing, show that you understand how people might object to them, and explain how you think the view can best respond to those objections. I will distribute a list of prompts at least two weeks before these are due.

1 Community Visit: 8 points

At some point in the semester, you will be required to visit a local community that actively lives out one the traditions we talk about in class. Details will be discussed in class.

Extra Credit: Up to 2 class grade points

I will be keeping track of attendance and participation. Those who are exceptionally good attenders and/or contribute most to classroom discussion will be given a point or two of extra credit at the end of the semester.

- Submit your Daily Attendance
 - Fill this out every day
 - <https://goo.gl/forms/itMG2l1yIYRQSySt2> [_ \(https://goo.gl/forms/itMG2l1yIYRQSySt2\)](https://goo.gl/forms/itMG2l1yIYRQSySt2)
- Explain your Absences
 - Fill this out when you have an excusable absence
 - <https://goo.gl/forms/NejxjDfo6QfzSRKf2> [_ \(https://goo.gl/forms/NejxjDfo6QfzSRKf2\)](https://goo.gl/forms/NejxjDfo6QfzSRKf2)
- Register for the Participation Extra Credit
 - [Upload an easily recognizable picture of yourself](#)

What You Need

- <http://carmen.osu.edu> [_ \(http://carmen.osu.edu\)](http://carmen.osu.edu)
- Kupperman, Joel J. *Classic Asian Philosophy: A Guide to the Essential Texts, 2nd Edition*. Oxford University Press, 2006 (recommended, but not required)

Absence Policy

If you need to miss class, you can use [this form](https://goo.gl/forms/NejxjDfo6QfzSRKf2) [_ \(https://goo.gl/forms/NejxjDfo6QfzSRKf2\)](https://goo.gl/forms/NejxjDfo6QfzSRKf2) to provide a reason for your absence. In most circumstances, this is all you should do.

Please do not email to ask if you missed anything important. Of course you did.

Get notes from a colleague, make sure you are up on the readings, and then see me after class or come to office hours if you have specific questions.

However, **if you need to reschedule an exam**, you must contact me over email before the end of the scheduled exam day.

General Education Curriculum (GEC)

In the GEC, this course is classified under Diversity: Global Studies and Literature. As such, this course has the following expected learning outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
3. Students analyze, interpret, and critique significant literary works.
4. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Academic Integrity

I have absolutely no tolerance for cheating in any form. Students who are caught cheating will be given the strongest possible consequences allowed by the university. Students who cheat and are not caught will be haunted by the memory of their misdeeds for the rest of their miserable lives.

Disability Statement

Students needing accommodation due to the impact of a documented disability should contact me privately to discuss their needs. The Office of Disability Services will help you to coordinate reasonable accommodation:

(614) 292-3307, 098 Baker Hall, www.ods.osu.edu [_\(http://www.ods.osu.edu\)_](http://www.ods.osu.edu) [_\(http://www.ods.osu.edu\)](http://www.ods.osu.edu)

Sources of Help

- OSU Emergency Grant and Financial Education and Coaching:
 - <http://advocacy.osu.edu/emergency-grant/> [_\(http://advocacy.osu.edu/emergency-grant/\)](http://advocacy.osu.edu/emergency-grant/)
- OSU Food Pantry:
 - <https://www.buckeyefoodalliance.org> [_\(https://www.buckeyefoodalliance.org\)](https://www.buckeyefoodalliance.org)
- How to access OSU disability resources:
 - <http://advocacy.osu.edu/health-personal-crisis/disabilities/> [_\(http://advocacy.osu.edu/health-personal-crisis/disabilities/\)](http://advocacy.osu.edu/health-personal-crisis/disabilities/)
- How to gain an OSU advocate that will maintain confidentiality if one is hospitalized:
 - <http://advocacy.osu.edu/health-personal-crisis/hospitalization/> [_\(http://advocacy.osu.edu/health-personal-crisis/hospitalization/\)](http://advocacy.osu.edu/health-personal-crisis/hospitalization/)
- How to confidentially access OSU mental health resources:

- <http://advocacy.osu.edu/health-personal-crisis/mental-health/> [\(http://advocacy.osu.edu/health-personal-crisis/mental-health/\)](http://advocacy.osu.edu/health-personal-crisis/mental-health/)
- OSU resources for students that are veterans:
 - <http://veterans.osu.edu/current-students/academic-resources> [\(http://veterans.osu.edu/current-students/academic-resources\)](http://veterans.osu.edu/current-students/academic-resources/)

Class Schedule

We will be following a loose schedule to allow for maximum flexibility and freedom for discussion.

Readings will be announced in class as we go along and will all be made available on Carmen.

Here are the topics we'll be covering, in order:




1. Introductions / Cross-Cultural Philosophy
2. Early Hinduism (Upanishads)
3. Early Buddhism (Dhammapada)
4. Jainism
5. Later Hinduism (Bhagavad Gita)
6. Confucianism
7. Daoism
8. Zen Buddhism
9. Sufism
10. Sikhism















Dates for all major assignments will be announced in class shortly before they are due.




Here are a few other important dates:

- March 9 to March 13 - No Class - Spring Break
- Thursday, April 16 - Short Answer Exam II

Course Summary:

Date	Details	
Thu Feb 6, 2020	 Quiz 1 - Intro & Hinduism https://osu.instructure.com/courses/75485/assignments/1481836	due by 11am
	 Quiz 2 - Buddhism https://osu.instructure.com/courses/75485/assignments/1481838	due by 11am
Tue Feb 25, 2020	 Quiz 3 - Jainism https://osu.instructure.com/courses/75485/assignments/1481843	due by 11am

Date	Details	due by
Fri Mar 6, 2020	 Essay #1 https://osu.instructure.com/courses/75485/assignments/1481847	11:59pm
	 Large Quiz #1 https://osu.instructure.com/courses/75485/assignments/1481840	11:59pm
Wed Apr 1, 2020	 Short Answer Exam 1 https://osu.instructure.com/courses/75485/assignments/1563296	11:59pm
Thu Apr 2, 2020	 Quiz 4 - Confucianism https://osu.instructure.com/courses/75485/assignments/1481841	11am
Thu Apr 16, 2020	 Quiz 5 - Daoism https://osu.instructure.com/courses/75485/assignments/1481842	11am
	 Quiz 6 - Zen https://osu.instructure.com/courses/75485/assignments/1481837	11am
Tue Apr 21, 2020	 Quiz 7 - Sufism https://osu.instructure.com/courses/75485/assignments/1481839	11am
	 Large Quiz #2 https://osu.instructure.com/courses/75485/assignments/1481845	11:59pm
Thu Apr 30, 2020	 Essay #2 https://osu.instructure.com/courses/75485/assignments/1481848	11:59pm
	 Short Answer #2 https://osu.instructure.com/courses/75485/assignments/1592699	11:59pm
	 Attendance https://osu.instructure.com/courses/75485/assignments/1481846	
	 Local Community Visit https://osu.instructure.com/courses/75485/assignments/1481844	
	 Participation Extra Credit https://osu.instructure.com/courses/75485/assignments/1481849	
	 Short Answer I, Question 1 https://osu.instructure.com/courses/75485/assignments/1481854	

Date	Details
	 Short Answer I, Question 2 (https://osu.instructure.com/courses/75485/assignments/1481855)
	 Short Answer I, Question 3 (https://osu.instructure.com/courses/75485/assignments/1481856)
	 Short Answer I, Question 4 (https://osu.instructure.com/courses/75485/assignments/1481857)

Complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<u>ELO 1</u> Students analyze, interpret, and critique significant literary works.	Direct: pre/post test or final exam question evaluation Indirect: student survey asking whether course achieved ELO1 for students	Direct: expect "excellent" or "good" from 80% or more of students. Indirect: expect 85% or more "strongly agree" or "somewhat agree"	The instructor will meet with the chair of the assessment committee in the Department of Philosophy to review the assessment data and discuss the course. This will happen annually for the first 2 years, and then less frequently, in line with other GE assessments. Where problems appear, issues will be brought to the chair and faculty of Philosophy.
<u>ELO 2</u> Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.	Direct: pre/post test or final exam question evaluation Indirect: student survey asking whether course achieved ELO2 for students	Direct: expect "excellent" or "good" from 80% or more of students. Indirect: expect 85% or more "strongly agree" or "somewhat agree"	

***Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

***Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

For Global Studies, complete the following table to show how the faculty will assess the two expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p>Direct: pre/post test or final exam question evaluation</p> <p>Indirect: student survey asking whether course achieved ELO1 for students</p>	<p>Direct: expect "excellent" or "good" from 80% or more of students.</p> <p>Indirect: expect 85% or more "strongly agree" or "somewhat agree"</p>	<p>The instructor will meet with the chair of the assessment committee in the Department of Philosophy to review the assessment data and discuss the course. This will happen annually for the first 2 years, and then less frequently, in line with other GE assessments. Where problems appear, issues will be brought to the chair and faculty of Philosophy.</p>
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p>Direct: pre/post test or final exam question evaluation</p> <p>Indirect: student survey asking whether course achieved ELO2 for students</p>	<p>Direct: expect "excellent" or "good" from 80% or more of students.</p> <p>Indirect: expect 85% or more "strongly agree" or "somewhat agree"</p>	

***Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

***Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of the "Assessment Report Requirements" in Appendix 11.

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED PHIL 2120

LITERATURE

Two examples of direct measures:

1. **Students will be given a pre/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *According to the Buddha's Sermon on the Four Noble Truths, which desires are an obstruction to the attainment of Nirvana?*
 - b. *In the Daodejing, Lao Tzu offers a vision of the ideal society. How does it differ from the ideal society in Confucianism?*
2. **Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *In the Bezels of Wisdom, what is Ibn al'Arabi's view about lust? How does this relate to his panentheism?*
 - b. *According to the Analects, what role does Confucius believe should be played by laws in the ruling of an ideal society?*

One example of indirect measure:

I. Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course. They will be given the options of: Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree.

Thus, for example:

1. This course helped me analyze, interpret, and critique significant literary works.
(ELO 1)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)
2. This course helped me to appraise and evaluate the personal and social values of my own and other cultures by reading, discussing, and writing about literature.
(ELO2)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)

GLOBAL STUDIES

Two examples of direct measures:

- 3. Students will be given a pre/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *What is the role of yoga in the context of Hinduism?*
 - b. *Why is Jainism so concerned with vegetarianism?*

- 4. Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2. These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.**
 - a. *What is the concept of Wu Wei? How does it relate to the concepts of Yin and Yang?*
 - b. *How does the idea of Anatman relate to the Zen insistence that we live in the moment?*

One example of indirect measure:

I. Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course. They will be given the options of: Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree.

Thus, for example:

3. This course helped me understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. (ELO 1)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)

4. This course helped me recognize the role of national and international diversity in shaping my own attitudes and values as global citizens. (ELO2)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree
(circle one)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Philosophy 2120

Instructor: Steven Brown

Summary: Asian Philosophies

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Synchronous or asynchronous Zoom lectures
6.3 Technologies required in the course are readily obtainable.	X			All materials are available under a site license agreement.
6.4 The course technologies are current.	X			All applications are web based tools and are updated on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are present.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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Reviewer Information

- Date reviewed: 11/20/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.