

Self, Heart, & Mind in Eastern Philosophies
(Asian Philosophy)
PHIL 213.001
Summer Session I, 2023

Course Information

Credit Hours: 3
Pre or Co-requisites: None
Making Connections Gen Ed: PH, BN, WB
IDEAs in Action Focus Capacity: FC-PAST
Target Audience: all students
Meeting Pattern: MTWRF 11:30 a.m – 1:00 p.m.
Instructional Format: Remote Synchronous
Classroom or Location: Zoom

Instructor Information

Dr. Philip Bold
Office Location: See Zoom Room ID
Office Hours: Tues. & Thurs. 1:00 p.m. – 2:30 p.m.
Contact Email: philbold@live.unc.edu
Zoom Room ID: 483 877 5968

Course Content

Course Description

An examination of some of the philosophical traditions of Asia. Possible topics include Advaita Vedanta, Nyaya-Vaisheshika, Madhyamaka Buddhism, neo-Confucianism, Mohism, and philosophical Taoism.

Course Texts

Required

Stephen M. Koller, *Asian Philosophies*, 7th Edition
Available for purchase at UNC Student Stores
This textbook **must be** purchased by students.

Other readings will be made available electronically on our Canvas page.

Course Goals and Learning Outcomes

All our philosophy courses aim at the acquisition and nurturing of basic philosophic skills. One of the main goals of our philosophy curriculum is to instill and enable the development of skills that are distinct to philosophy, but which are foundational to all forms of knowledge.

These **basic philosophical skills** involve being able to:

- Think critically;
- Deploy philosophical concepts and terminology correctly, in either a historical or contemporary setting;
- Represent clearly and accurately the views or argument of particular philosophers, in either a historical or contemporary setting;
- Identify the premises and conclusion(s) of a philosophical argument and assess both its validity and soundness;
- Apply a philosophical theory or argument to a new topic, and being able to draw and defend reasonable conclusions about that topic;
- Develop an argument for a particular solution to a philosophical problem in either a historical or contemporary setting;
- Write clearly, precisely, and persuasively in defense of a philosophical thesis;
- Participate in respectful, critical, and reflexive dialogues about difficult philosophical positions;
- Read, interpret, and evaluate the strengths and weaknesses of different philosophical texts and the philosophical positions presented them.

History of Philosophy

In addition, PHIL 213 satisfies our history of philosophy requirement for the philosophy major and minor and thereby aims at developing the following learning outcomes:

- Develop knowledge of different philosophical figures, movements, traditions, systems, and schools from the past. Knowledge of these of these figures, movements etc. must also reflect knowledge of their respective historical periods, such as ancient, early modern, 19th century, etc.
- Evaluate primary source material and/or other historical evidence of past philosophical figures and/or systems (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the history of human thought, thinking, and self-understanding.
- Assess, when needed, conflicting historical narratives based on evidence and methodologies.
- Generate and evaluate philosophical arguments based on the analysis of primary and scholarly sources.
- Apply historical methods and knowledge in conjunction with philosophical methods and knowledge in order to make informed judgments about past and current developments in the history of philosophy.

IDEAs in Action General Education Curriculum

FC-Past: Engagement with the Human Past

Learning Outcomes

These are the learning outcomes that are expected of students after completing a course.

1. Develop knowledge of different spatiotemporal scales, patterns, ideas, figures, and events from the past.

2. Evaluate primary source material and/or other historical evidence of past conditions (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the human past.
3. Assess conflicting historical narratives based on evidence and methodologies.
4. Generate and evaluate arguments based the analysis of primary and scholarly sources.
5. Apply historical methods and knowledge to make informed judgments about the past and the present.

Questions for Students

These are the types of questions you should be able to answer after completing a course.

1. What events, conflicts, and continuities shaped an era of the human past?
2. What distinctive kinds of evidence do we use to interpret and understand the human past?
3. How have people made decisions and acted in light of historical knowledge?
4. How does the material and historical past survive in the present and affect our perception of both the past and the present?
5. What conditions and processes shape our approach to the human past?

Recurring Capacities

Every focus capacity course includes the following activities:

- Writing, totaling at least 10 pages in length or the intellectual equivalent
- Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other means
- Collaborating in pairs or groups to learn, design, solve, create, build, or research These elements – referred to as “recurring capacities” – will help you repeatedly practice crucial skills for future study, life, and career success.

Expected Time Dedicated to the Class

Approximately 15 hours weekly including class/synchronous activities.

Course Assignments & Assessments

Class Participation: 30% of final grade

Students are expected to be regular and active participants in class presentations, group collaborations, and general discussions.

Breakdown of Class Participation Grade

- In class individual presentations 10%
- In class group collaborations 10%
- Class Attendance 10%

Reading Quizzes: 20% of final grade

Students are expected to complete 10 short reading quizzes.

Paper Assignment #1 (5-6 page paper) due 6/3: **15%**

Instructions for Paper Assignment #1 will be announced well before the deadline.

Paper Assignment #2 (5-6 page paper) due 6/21: **20%**

Instructions for Paper Assignment #1 will be announced well before the deadline.

Final Exam on 6/22, 11:30 a.m. – 2:30 p.m.: **15%**

A final assessment including essay questions made available to students before the exam.

Grade Scale

The following scale shows how you can convert your final average to a letter grade.

<u>Percentage</u>	<u>Letter Grade</u>
93.5 or above	A
89.5 to 93.4	A-
86.5 to 89.4	B+
82.5 to 86.4	B
79.5 to 82.4	B-
76.5 to 79.4	C+
72.5 to 76.4	C
69.5 to 72.4	C-
66.5 to 69.4	D+
59.5 to 66.4	D
Below 59.4	F

Course Schedule

Our required textbook, *Asian Philosophies* 7th Edition by Stephen M. Koller is simply labelled as “Koller” in the schedule below. Other assigned readings will be available on Canvas.

Week 1

Wednesday May 17

Syllabus

Koller Chapter 1

HINDUISM

Thursday May 18

Koller Chapter 2

READING QUIZ 1

Friday May 19

Rig Veda & Upanishads selections on Canvas

Week 2

Monday May 22

Koller Chapter 7

READING QUIZ 2

Tuesday May 23

Bhagavad Gita selections on Canvas

Wednesday May 24

Koller Chapter 8

READING QUIZ 3

Thursday May 25

Sankhya & Yoga selections on Canvas

BUDDHISM

Friday May 26

Koller Chapter 4

READING QUIZ 4

Week 3

Monday May 29 HOLIDAY NO CLASS

Tuesday May 30

Buddhism primary source selections on Canvas

Wednesday May 31

Koller Chapter 5
READING QUIZ 5

Thursday June 1

Mahayana primary source reading selections on Canvas

Friday June 2

Paper Writing Workshop

Paper #1 due Saturday June 3 by midnight

Week 4

Monday June 5

Koller Chapter 23
READING QUIZ 6

Tuesday June 6

Essays from Dogen's *Shobogenzo* on Canvas

CONFUCIANISM

Wednesday June 7

Koller Chapter 16
READING QUIZ 7

Thursday June 8

Confucius *Analects* selections on Canvas

Friday June 9

Koller Chapter 17
READING QUIZ 8

Week 5

Monday June 12

Mencius and Hsun-Tzu selections on Canvas

DAOISM

Tuesday June 13

Koller Chapter 18
READING QUIZ 9

Wednesday June 14

Daodejing selections on Canvas

Thursday June 15

Koller Chapter 19
READING QUIZ 10

Friday June 16

Zhuangzi Essays selections on Canvas

Week 6

Mon June 19 HOLIDAY NO CLASS

Tuesday June 20 (LDOC)

Discussion & Preparation for Final Paper & Exam

Paper 2 due Wednesday 6/21 by midnight

Final Exam on Thursday 6/22

Academic and Course Policies

Note: The content below provides sample statements for a variety of required and recommended policies. Instructors are encouraged to use these statements when creating a syllabus.

Additional resources: <https://curricula.unc.edu/curriculum-proposals/cim/syllabus/>

Attendance Policy (Required)

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Class Policy:

Note: Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview or club activity), instructors determine their own approach to missed classes and make-up assessments and assignments. Please provide your approach on the course syllabus.

Example: Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

<p>Honor Code Statement (Required)</p>	<p>Students are bound by the Honor Code in taking exams and in written work. The Honor Code of the University is in effect at all times, and the submission of work signifies understanding and acceptance of those requirements. Plagiarism will not be tolerated. Please consult with me if you have any questions about the Honor Code.</p>
<p>Acceptable Use Policy</p>	<p>By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. The rights and protection of other participants are protected under the UNC-Chapel Hill Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property. Consult the University website "Safe Computing at UNC" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.</p>
<p>Late Submissions</p>	<p><i>Describe when submissions will be considered late, how many points will be deducted, etc.</i></p>
<p>Syllabus Changes (Required)</p>	<p>The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.</p>
<p>Optional Mask Use</p>	<p>Community Standards in Our Course and Mask Use. UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.</p>
<p>Grade Appeal Process</p>	<p><i>A Grade Appeal Process statement is recommended on all syllabi. You may use the following example or create your own.</i> If you feel you have been awarded an incorrect grade, please discuss with me. If we cannot resolve the issue, you may talk to our departmental director of undergraduate studies or appeal the grade through a formal university process based on arithmetic/clerical error, arbitrariness, discrimination, harassment, or personal malice. To learn more, go to the Academic Advising Program website.</p>
<p>Technology Use</p>	<p>I generally allow computers to be used in class, especially if an assigned reading was available electronically. I reserve the ability to disallow the use of computers when I feel doing so will enhance discussion. If you choose to use your laptop, I expect you to be 100% "with us," which means no e-mail, no Facebook, no Twitter, no ESPN, and so on.</p>

Services and Student Support

Note: The content below provides sample statements for a variety of services. Instructors are encouraged to use these statements when creating a syllabus.

Additional resources: <https://curricula.unc.edu/curriculum-proposals/cim/syllabus/>

Accessibility Resources and Services (Required)	The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu .
Counseling and Psychological Services (Required)	CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.
Title IX Resources (Required)	Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/ . Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvs@unc.edu ; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu .
Policy on Non-Discrimination	The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

	<p>If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at https://eoc.unc.edu/report-an-incident/.</p>
<p>Diversity Statement</p>	<p><i>A diversity statement is recommended on all syllabi. You may use the following example or create your own.</i></p> <p>I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve, I appreciate suggestions.</p>
<p>Undergraduate Testing Center</p>	<p>The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit http://testingcenter.web.unc.edu/. (source: http://testingcenter.web.unc.edu/)</p>
<p>Learning Center</p>	<p>The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: http://learningcenter.unc.edu.</p>
<p>Writing Center</p>	<p>The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up as appointment on their website: http://writingcenter.unc.edu.</p>