



El Camino College  
COURSE OUTLINE OF RECORD – Approved

**COURSE INFORMATION**

**Subject:** PHIL  
**Course Number:** 114  
**Descriptive Title:** Asian Philosophy  
**Division:** Behavioral and Social Sciences  
**Department:** Philosophy  
**Course Disciplines:** Philosophy

**Catalog Description:**

This course examines the central concerns, historic contexts and foundational themes of the diverse philosophical traditions of South and East Asia, including Confucianism, Taoism, Hinduism, Buddhism and Shintoism. Although some attention is given to Western ideas to which Asian thinkers have responded, the main emphasis is given to the different kinds of questions that have engaged Asian thinkers.

**Conditions of Enrollment:**

**Recommended Preparation:** English 1 or eligibility for English 1A or qualification by appropriate assessment

**Course Length:** Full Term  
**Hours Lecture (per week):** 3.0  
**Hours Laboratory (per week):** 0  
**Outside Study Hours:** 6  
**Total Hours:** 54

**Course Units:** 3  
**Grading Method:** Letter Grade only

**Credit Status:** Credit, degree applicable

**Transfer CSU: Yes** Effective Date: 02/16/2010

**Transfer UC: Yes** Effective Date: Fall 2010

**General Education:**

**ECC** Area 3 - Humanities

**Term:** Fall 2010 **Other:**

**CSU GE:** Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English

**Term:** Fall 2010 **Other:**

**IGETC:** Area 3B - Humanities

**Term:** Fall 2010 **Other:**

## OUTCOMES AND OBJECTIVES

### **A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)**

#### **Student Learning Outcomes:**

##### **SLO #1 Competing Philosophies**

Students will be able to explain the different approaches of the two major competing philosophies of China-Taoism and Confucianism.

##### **SLO #2 Ethical and Metaphysical Ideas**

Students will be able to explain the major ethical and metaphysical ideas of the two major religions of India, Hinduism and Buddhism, and the ways that Buddhism departed from Hinduism.

##### **SLO #3 Contrasting Two Asian Philosophies**

Students will be able to compare and contrast two of the philosophies/religions of Asia, with particular attention to how these differences will result in different lifestyles.

### **B. Course Objectives (The major learning objective for in this course are listed below)**

#### **Course Objectives:**

1. Acquire, and be able to explain, an extended vocabulary of specific terms and concepts related to Asian thought.
2. Analyze the philosophical ideas of Confucius as these relate to both the historical context of his thinking and the ideals of human flourishing that he espoused.
3. Identify and analyze the key contributions of Mencius to classic Confucian ethics.
4. Explain and evaluate the Taoist conceptions of *reality* and *nature*, especially as these relate to Taoist notions of the self and of human social life.
5. Compare and contrast Confucianism and Taoism, in particular as these embody, respectively, the formalist and naturalist philosophical traditions of Asia.
6. Analyze Hindu conceptions of existence as these relate to central questions and reflections of the Upanishads.
7. Trace the historical development of the heterodox Hindu philosophies of Buddhism and Jainism from the mystic and ritualistic traditions of the early Vedas.
8. Compare and contrast the Hindu notion of the *ultimate self* with Taoist and/or Buddhist notions of the self.
9. Compare and contrast the philosophies of early Buddhism (India), Hua-yen and Zen Buddhism, especially as these relate to the concepts of *self* and *freedom*.
10. Identify and analyze the Chinese and Western roots of Mao's theories of knowledge and of dialectics.
11. Identify and assess particular concepts and concerns through which Asian and Western philosophy may be contrasted.

## OUTLINE OF SUBJECT MATTER

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

### Major Topics

#### **I. Introduction (8 hours, lecture)**

- A. Definition of Philosophy
- B. Themes and Methods in Asian Philosophy
- C. Pre-Confucian Thought
  - 1. Heaven
  - 2. Immortality

#### **II. Confucianism (11 hours, lecture)**

- A. Cultural Context
  - 1. Zhou and Qin Dynasties
  - 2. Confucius as Teacher
- B. Key Confucian Concepts
  - 1. The Analects - Knowledge and Ethics
  - 2. Self-Cultivation
    - a. Hsiao
    - b. Jen
    - c. Li
    - d. Tao
  - 3. Education
- C. Personal and Social Harmony
- D. Early Critics of Confucianism
  - 1. Mencius
  - 2. Xunzi
- E. Modern Critic of Confucianism - Mao Tsetung
  - 1. Confucianism and Revolutionary Practice
  - 2. Chinese Marxism

#### **III. Taoism (12 hours, lecture)**

- A. What is Metaphysics?
- B. Mysticism and Naturalism
- C. Language and the Absolute
- D. Taoist Masters
  - 1. Lao-Tzu
  - 2. Chuang-Tzu
- E. Key Taoist Principles
  - 1. The Unity of Opposites
  - 2. Non-Action and Accomplishment
  - 3. Equal Perspectives and Equal Values

#### **IV. Hinduism (12 hours, lecture)**

- A. Introduction to Hinduism
  - 1. The Many Systems of Thought
  - 2. The Earliest Text - Vedas and Upanishads
- B. The Bhagavad Gita
  - 1. Release from the World
  - 2. Karma and Liberation
  - 3. Ways to Liberation - The Four Yogas
- C. Contemporary Hindu Thought

1. Ghandi
2. Aurobindo

**V. Buddhism (11 hours, lecture)**

- A. Introduction to Buddhism
- B. Central Concepts and Principles
  1. The Four Noble Truths
  2. Suffering, Compassion and Enlightenment
  3. The Theory of Annata (No-Self)
  4. The Middle Way
- C. Schools of Buddhist Thought
  1. Theravada and Mahayana Buddhism
  2. Chinese Buddhism and the Absolute
  3. Chan (Zen) Buddhism and Enlightenment
  4. Buddhism in Japan
    - a. Shintoism and Buddhism
    - b. Meditation and Practice

|                                |    |
|--------------------------------|----|
| <b>Total Lecture Hours:</b>    | 54 |
| <b>Total Laboratory Hours:</b> | 0  |
| <b>Total Hours:</b>            | 54 |

**PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS**

**A. Primary Method of Evaluation (choose one):**

- 1) Substantial writing assignments

**B. Typical Assignment Using Primary Method of Evaluation**

In a three- to five-page essay, analyze and critique Mencius' arguments concerning moral knowledge and the innate goodness of human nature. Be sure to begin with an exposition of these arguments.

**C. College-level Critical Thinking Assignments**

**Critical Thinking Assignment 1:**

In a three- to four-page essay, analyze and evaluate the method of non-action as this relates, according to Taoism, to achieving the ultimate goals of liberation. Preface your analysis with an explanation of liberation in relation to the fundamental tenets of Taoism.

**Critical Thinking Assignment 2:**

In a three- to five-page essay, compare and contrast the Vedantic Hindu's and Theravada Buddhist's notions of the self, emphasizing their relationship to the idea of Karmic causality.

**D. Other Typical Assessment and Evaluation Methods**

Completion, Essay Exams, Multiple Choice, Objective Exam, Other Exams, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework

## **INSTRUCTIONAL METHODS**

Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations

**If other:**

***Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.***

## **WORK OUTSIDE OF CLASS**

### **Work Outside of Class:**

Answer questions, Observation of or participation in an activity related to course content (such as theatre event, museum, concert, debate, meeting), Required reading, Study, Written work (such as essay/composition/report/analysis/research)

**If Other:**

## **TEXTS AND MATERIALS**

- A. Up-to-date Representative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

Michael Puett and Christine Gross-Loh, The Path: What Chinese Philosophers Can Teach Us About the Good Life, Simon & Schuster, 2017.

Forrest E. Baird, Raeburne S. Heimbeck, Asian Philosophy, Prentice Hall, 2006. Qualifier Text: Discipline Standard

John M. Koller and Patricia Koller, A Sourcebook in Asian Philosophy, Prentice Hall, 1991.

Qualifier Text: Discipline Standard

Joel Kupperman, Classic Asian Philosophy, Oxford University Press, 2006. Qualifier Text: Discipline Standard

- B. Alternative Textbooks: (Please use the following format: Author, Title, Edition, Publisher, Year. If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.)**

- C. Required Supplementary Readings**

Paul Reps, Nyogen Senzaki (Compilers), Zen Flesh, Zen Bones, Tuttle Publishing. 2009. Discipline Standard

Daisetz Teitaro Suzuki, Zen and Japanese Culture, Princeton University Press. 2010. Discipline Standard

- D. Other Required Materials**

Paul Reps, Nyogen Senzaki (Compilers), Zen Flesh, Zen Bones, Tuttle Publishing. 2009. Discipline Standard

Daisetz Teitaro Suzuki, Zen and Japanese Culture, Princeton University Press. 2010. Discipline Standard

## CONDITIONS OF ENROLLMENT

- A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:**

**Category:**

**Requisite course:**

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

- B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.**

**Requisite:**

**Requisite and Matching Skill(s):**

**Bold the requisite skill. List the corresponding course objective under each skill(s).**

**If applicable**

- C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite course:** English 1 or

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**This course involves reading college level textbooks, developing written reports, and answering essay questions. A student's success in this class will be enhanced if they have these skills.**

ENGL 1 - Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

- D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)**

**Requisite:** eligibility for English 1A or qualification by appropriate assessment

**Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).**

**If applicable**

This course involves reading college level textbooks, writing assignments, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

- E. Enrollment Limitations**

**Enrollment Limitations and Category:**

**Enrollment Limitations Impact:**

**Course Created by:** Elizabeth Shadish

**Course Created Date:** 10/05/2009

**Board Approval Date:** 02/16/2010

**Last Reviewed and/or Revised by:** Randall Firestone

**Last Reviewed and/or Revised Date:** 11/04/2020

**Last Board Approval Date:** 12/21/2020