



UMass

Dartmouth

UNIVERSITY STUDIES

Course Rationale and Master Syllabus

Course: PHL 230 Global Philosophies

Cluster Requirement: 4 C

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Rationale:

PHL 230 Global Philosophies will be a course that focuses on globally diverse philosophical traditions in their historical and social contexts. PHL 230 courses will count towards the Philosophy Major requirement of “Critical Philosophy.” Topics will vary from semester to semester, depending on the expertise of the instructor. Examples of PHL 230 topics include course such as PHL 230 Introduction to Asian Philosophical Traditions, PHL 230 Australian and New Zealand Philosophical Trends, PHL 230 French Thinkers of the 20th Century, and PHL 230 Introduction to Global Philosophies.

Skills emphasized in PHL 230 Global Philosophies include (a) close reading and interpretation of primary texts, (b) comparative analyses of philosophical views with familiar Western philosophical views, (c) the use of databases and library resources, (d) the composition of a position paper and/or collaborative learning projects. PHL 230 Global Philosophies provides an opportunity for students to encounter philosophical ideas and vocabularies outside of the Western philosophical tradition and appreciate the distinctive and specific features of global philosophical systems and the contextual and historical backgrounds essential to these views.

Course Catalogue:

PHL 230: Global Philosophies

3 credits

Offered as needed to present current topics in the field or other material of interest regarding global philosophical traditions in historical and social contexts. The specific topic is stated when the course is scheduled. May be repeated with change of content.

Learning Outcomes:

200 Level Departmental Learning Outcomes:

1. Development and refinement of skills in **critical analysis**;
2. Increased **vocabulary comprehension**;
3. Increased **argumentative** ability;
4. Increased ability to present philosophical views accurately in **writing**;
5. Increased ability to present a **position** evaluating primary and secondary material verbally and/or in writing.
6. Increased competence in using **databases and library resources** to discover materials for researching a topic.

University Studies Learning Outcomes 4 C: The Nature of the Global Society

After completing this course, students will be able to:

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.
2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
3. Evaluate arguments made in support of different perspectives on global society.

Examples of Texts and/or Assigned Readings:

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions

Texts:

Asian Philosophies, 6th edition, John M. Koller, Pearson, 2011.

Bhagavad Gita, trans. Eknath Easwaran, Nilgiri Press 2007.

Book of Mencius, trans. D.C. Lau, Penguin Classics, 2005.

Daodejing Database: Dao De Jing Chinese Text Project (searchable database) Also: trans. Moss Roberts, University of California Press, 2004.

Book of Zhuangzi Chinese Text Project (searchable database). Also: *Basic Writings*, trans. Burton Watson, Columbia University Press, 2003.

Candrakirti's *Introduction to the Middle Way*, Shambhala Press, 2005.

Suzuki's *Zen Mind, Beginner's Mind*, Shambhala Press, 2011.

Media:

Graham Priest on Eastern Philosophy, *Rationally Speaking Podcast*. Graham Priest explains why Eastern Philosophical traditions should be better known in the West. Sept. 23, 2012. Also, Podcast: "Why Asian Philosophy?" *The Philosopher's Zone ABC Radio Australia*, October 2008.

Newsletter on Asian and Asian-American Philosophers and Philosophies, American Philosophical Association

PHL 230 Global Philosophies: Australian and New Zealand Philosophical Trends

History of Philosophy in Australia and New Zealand, Vols. I & II, eds. G. Oppy and N.N. Trakakis, Springer Reference, 2014.

A Companion to Philosophy in Australia and New Zealand, eds. G. Oppy, N.N. Trakakis, L. Burns, S. Gardner and F. Leigh, Melbourne: Monash University Press, 2010. Alternative: *The Antipodean Philosopher: Public Lectures on Philosophy in Australia and New Zealand*, Vols. I & II, Lexington Books, 2011.

Stephen Muecke, "Australian Indigenous Philosophy," *Comparative Literature and Culture*, Vol. 13 (2011) Issue 2.

Stephen Muecke, *Ancient and Modern: Time, Culture and Indigenous Philosophy*, Sydney: University of New South Wales Press, 2004.

Example Assessments

The philosophical content (topic, theme or philosophical figure) of PHL 230 Global Philosophies changes each time it is taught, but its learning objectives and dedicated skill sets remain constant. Students in 200 Level courses are assessed for their level of mastery of Philosophy Department **Learning Outcomes (3)**. (See below.)

Philosophy Program Learning Outcomes 3 Rubric

Philosophy Program Learning Outcomes (3): Locate, analyze, summarize, paraphrase or synthesize philosophical arguments in primary texts.

Dimensions	Intermediate	Basic	Not Proficient
Did the student identify the exact philosophical claim that the author wants to defend?	The student analyzed the philosophical claim that the author wants to defend.	The student identified or described the philosophical claim that the author wants to defend.	The student did not identify the philosophical claim that the author wants to defend.
Did the student identify the factors, conditions, criteria, qualifiers	The student analyzed the factors, conditions, criteria, qualifiers	The student identified or described the factors, conditions, criteria, qualifiers	The student did not identify the factors, conditions, criteria, qualifiers

or exceptions that the author says must be taken into account when considering her claim?	or exceptions that the author says must be taken into account when considering her claim?	criteria, qualifiers or exceptions that the author says must be taken into account when considering her claim?	qualifiers or exceptions that the author says must be taken into account when considering her claim?
Did the student identify the reasons or evidence that the author provides in defense of her claim?	The student analyzed the reasons or evidence that the author provides in defense of her claim.	The student identified or described the reasons or evidence that the author provides in defense of her claim.	The student did not identify the reasons or evidence that the author provides in defense of her claim.
Did the student identify the deductive or inductive form of the author's argument?	The student analyzed the deductive or inductive form of the author's argument.	The student identified or described the deductive or inductive form of the author's argument.	The student did not identify the deductive or inductive form of the author's argument
Did the student identify objections to the author's claim, and the author's replies?	The student analyzed objections to the author's claim, and the author's replies.	The student identified or described objections to the author's claim, and the author's replies.	The student did not identify objections to the author's claim, or the author's replies.

Example Assessments for Outcome (3)

Final Project: Collaborative Research on Comparative Philosophies

Course Specific Learning Objectives 1-6

University Studies Learning Objectives 2, 3

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions

Each group must select a topic, to be approved *in person* by the instructor. Note that first topic choices will not always be approved. I will help students choose and find material from Western philosophy based on the particular issue selected in Asian philosophy. The final project will be a comparative analysis, where students must choose some topic/issue/philosopher from within

Asian Philosophy and draw a comparison to some topic/issue/philosopher in Western philosophy.

Students will work in pairs and prepare a final project to be presented during the final exam period. Each pair of students will give a **10-12 minute oral presentation, and submit a shared written component with a bibliography**. Student pairs are encouraged to be creative, and to use visual aids and/or powerpoint to help with the presentations!

Grading: The majority of the final project grade will consist of a written component, to be turned in by each group during the final exam period. This written component does not have to be in the format of a term paper, but each group must submit written materials with a bibliography. The final project will require *outside research* of some sort. The oral presentation will also make up part of the final project grade. The final project is worth 15% of your overall course grade.

Some Western Philosophers and their comparison to Asian Philosophy:

Heraclitus (metaphysics/epistemology)	Buddhism
Parmenides (metaphysics/epistemology)	Hinduism
Democritus (metaphysics/epistemology)	Jainism
Protagoras (metaphysics/epistemology)	Jainism, Daoism
Plato (metaphysics/epistemology)	Hinduism, Jainism
Plato (social philosophy)	Hinduism, Confucianism
Aristotle (metaphysics/epistemology)	Hinduism
Aristotle (ethics/social philosophy)	Mencius's Confucianism
Epictetus (ethics)	Daoism
Epicurus (ethics)	Carvaka/Lokayata
Descartes (metaphysics/epistemology)	Jainism
Hobbes (ethics/social philosophy)	Xunzi's Confucianism
Leibniz (metaphysics/epistemology)	Jainism
Spinoza (metaphysics/epistemology)	Hinduism
Berkeley (metaphysics/epistemology)	Yogacaran Buddhism
Hume (metaphysics/epistemology – theory of self)	Madhyamaka Buddhism
Hume (metaphysics/epistemology – causation)	Madhyamaka Buddhism
Machiavelli (social philosophy)	Legalism
Rousseau (social philosophy)	Confucianism
Kant (metaphysics/epistemology)	Jainism, Buddhism
Kant (ethics)	Hinduism
Schopenhauer (metaphysics/epistemology)	Buddhism
Hegel (metaphysics/epistemology)	Daoism
Later Wittgenstein (metaphysics/epistemology)	Buddhism
James (metaphysics/epistemology)	Moism, Buddhism
Kuhn (metaphysic/epistemology)	Daoism

Sample Essay Exams

Example Assessments for Outcome (3)

Course Specific Learning Outcomes 1 – 5

University Studies Learning Outcomes 2, 3

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions

(Essay 1 – 100 points)

Part A [75 points]: Compare and contrast the **Confucian** and **Daoist** answers to the following questions: (1) How does one become a sage? (2) How should the sage rule? (3) What role does harmony play in their philosophies? Answers should be very detailed and utilize Chapters 15 through 18 from your book. Be sure to define and explain all terms.

Part B [25 points]: *Critically evaluate:* If you had to choose one of these two positions as the more convincing or more plausible, which would you choose and why? What reasons can you offer in support of its truth over the truth of the other view? *Explain your answers carefully.* Be sure to **argue** for your answer rather than just stating your opinion. What *reasons* can you offer for your answer?

(Essay 1 – 50 points)

Present and discuss Zhuangzi's skeptical arguments against conventional conceptual knowledge. Why does Zhuangzi think that knowledge is relative? What might be some possible responses to Zhuangzi's skepticism? Answers should be very detailed and utilize Chapter 18 from your book. Be sure to define and explain all terms.

(Essay 1 – 50 points)

What are the distinctive features of Zen Buddhism? In other words, how is Zen Buddhism different from other classical forms of Buddhism? Answers should be very detailed and utilize your book. Be sure to define and explain all terms.

Philosopher's Index and JSTOR Database Bibliography Assignment

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions

PHL 230 Global Philosophies: Australian and New Zealand Philosophical Trends

Course Specific Learning Outcomes 6

University Studies Learning Outcomes 2

After our classroom demonstration of using the Philosopher's Index and JSTOR (finding it on our library website, running searches, refining search terms, reading abstracts), you will create and submit a bibliography of sources for your final project. This is a list of **potential** primary and secondary sources.

Your bibliography will be submitted prior to your final project presentation. It will be assessed and you will receive feedback on making improvements. Once you receive your feedback you are expected to locate and obtain copies of the material in your bibliography. Changes and additions can be made to this list! During your research process you will discover additional readings. If in doubt, inquire about these additional resources.

Chinese Text Project (searchable database) Assignment

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions

Course Specific Learning Outcomes 6

University Studies Learning Outcomes 2

Use the Chinese text Project Database to search the Dao De Jing for the philosophical term that you have found to be most important to you personally. Create a list to all the references to this term and provide the context and full meaning of the passage in which it is found. Bring your assignment to class and be prepared to explain the term and its meaning. Low-stakes assignment graded on a scale of 1-10.

Investigative Journal Assignment

Example Assessments for Outcome (3)

Course Specific Learning Outcomes 1-6

University Studies Learning Outcomes 1-3

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions

Investigative Journal: Each student is required to keep an investigative journal. These assignments will vary in nature, and may require outside research/activities. All reading journal assignments will be specifically instructed by the professor. Journal entries might require students to diagram arguments in the readings, to answer a set of reading questions, or investigate cultural features of the societies in which philosophical ideas arose –parallel expressions in the arts, architecture, and music, for example, or social institutions and practices that shaped or were shaped by the ideas studied. Be sure to save all old assignments as these may need to be referenced in future journal entries.

Philosophical Art: Indigenous Perspectives

Course Specific Learning Outcomes 1-6

University Studies Learning Outcomes 1-3

PHL 230 Global Philosophies: Australian and New Zealand Philosophical Trends

Entrance Interpretation: Artwork by Australian Indigenous People will be presented without explanation. Students will be assigned a work of art and asked to explain the Philosophical Content they believe it might express. This work has a low-stakes grade of completed or not-completed. It will be saved until the end of the semester.

Exit Interpretation: Having studied the Philosophies of Australian Indigenous Peoples, students will receive their Entrance Interpretation assignments and write a critical analysis of their own view of the work of art and ideas they had believed it to represent. Students will try to identify any changes in their own cultural assumptions and preconceptions about what “philosophy” and “art” is and consider the ways any of their own preconceptions might mirror those faced by Indigenous Peoples encountering exclusionary and discriminatory practices and attitudes. This part of the assignment will be evaluated on a low stakes scale of 1 – 10.

Sample Syllabus

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions
Syllabus

PHL 230 Global Philosophies: Introduction to Asian Philosophical Traditions will cover major themes in Asian philosophy. Readings include works on: Hinduism, Buddhism, Zen, Taoism and Confucius. The course focuses on common topics and problems in much of Asian philosophy - the nature of the self and the mind, the nature of reality, how understanding mind and nature promotes an ethical life in some sense. Supplemental readings on the topic of Chinese medical theory, chi gung and martial arts will also be explored as well as Taoist inspired art. Comparisons are made to Western philosophers and their positions on these topics.

Departmental Course Learning outcomes:

At the conclusion of the course, students will be able to:

1. Understand the subject matter of Asian Philosophy and the important issues within Asian Philosophy;
2. Compare and contrast important issues in from the perspectives of both Asian and Western philosophy;
3. Development and refinement of skills in **critical analysis**;
4. Increased **vocabulary comprehension**;
5. Increased **argumentative** ability;
6. Increased ability to present philosophical views accurately in **writing**;
7. Increased ability to present a **position** evaluating primary and secondary material verbally and/or in writing.
8. Increased competence in using **databases and library resources** to discover materials for researching a topic.

University Studies Learning Outcomes 4 C: The Nature of the Global Society

After completing this course, students will be able to:

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
3. Evaluate arguments made in support of different perspectives on global society.

Course Texts:

Asian Philosophies, 6th edition, John M. Koller, Pearson, 2011.
Bhagavad Gita, trans. Eknath Easwaran, Nilgiri Press 2007.
Book of Mencius, trans. D.C. Lau, Penguin Classics, 2005.
Daodejing Database: Dao De Jing Chinese Text Project (searchable database) Also: trans. Moss Roberts, University of California Press, 2004.
Book of Zhuangzi Chinese Text Project (searchable database). Also: *Basic Writings*, trans. Burton Watson, Columbia University Press, 2003.
Candrakirti's Introduction to the Middle Way, Shambhala Press, 2005.
Suzuki's Zen Mind, Beginner's Mind, Shambhala Press, 2011.

Course Requirements:

- 1. Final Project: Collaborative Research & Comparative Analysis (15%):** Each student is required to complete a final project in pairs. The final project will be a comparative analysis, where students must choose some topic/issue/philosopher from within Asian Philosophy and draw a comparison to some topic/issue/philosopher in Western philosophy. The majority of the final project grade will consist of a written component, to be turned in during the final exam period. The final project will require outside research and a bibliography of sources used.
- 2. Exams (55%):** Throughout the semester you will be responsible for completing three take-home exams, one each on Orthodox Indian Philosophy, Indian Buddhism, and Chinese and Japanese Philosophy. The exams combine for a total of 55% of your overall grade. The take home exams consist primarily in essay questions and short answer questions and include an important critical evaluation component.
- 3. Investigative Journal (20%):** Each student is required to keep an investigative journal. These assignments will vary in nature, and may require outside research/activities. All reading journal assignments will be specifically instructed by the professor. Journal entries might require students to diagram arguments in the readings, to answer a set of reading questions, or investigate cultural features of the societies in which philosophical ideas arose –parallel expressions in the arts, architecture, and music, for example, or social institutions and practices that shaped or were shaped by the ideas studied. Be sure to save all old assignments as these may need to be referenced in future journal entries.
- 4. Quizzes & Homework Assignments (10%):** Quizzes; Online Assignments; Reading Questions; Chinese Text Project (searchable database) Assignment; Philosopher's Index and JSTOR Database Bibliography Assignment

Course Policies

1) Attendance is required. I take attendance by means of an attendance log at the start of class. It is your responsibility to sign in. A missed signature is a missed class. Regular unexcused absences or lateness (three or more) may be the grounds for loss of one letter grade per missed class up to and including failure. Documented medical or legal absences are excused. Other absences may be excused at my discretion. If you have any problems with attending or any

emergencies or difficulties you think may become issues with your involvement in the course, please talk to me immediately, if not beforehand. Proactive and responsible arrangements can be made ahead of time, and I am willing to try to make such arrangements.

2) Make-up exams and writing assignments require a **verifiable medical or legal excuse or other excuse of a serious nature**.

3) Plagiarism and Academic Dishonesty: Plagiarism and other forms of Academic Dishonesty (cheating on exams) are serious matters, and are grounds for a grade of F in this course. Please consult the Student Handbook: Academic Regulations and Procedures:

<http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>

All quoted and/or closely copied material in your essays must be properly cited (footnotes or endnotes). **Whenever in doubt, use citations, even and especially for Internet reference material.**

4) Wikipedia is **not** an acceptable source for academic papers and must be utilized with care and consideration if at all, but other online reference guides are acceptable, especially the Stanford Encyclopedia of Philosophy. Please check with me about online sources prior to using them in written assignments and papers.

5) Students should be aware that suspect assignments (e.g., those without drafts, without works cited pages, or with large departures in style) will be submitted to SafeAssign by the instructor for the purpose of detecting possible plagiarism. Submitted assignments will be included in the UMass Dartmouth dedicated databases of assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process during this term and in the future. Students must provide an electronic copy of their assignment to the instructor for submission to the service when plagiarism is suspected, in order to receive a grade on the assignment and to avoid possible sanctions.

6) Students with Disabilities: In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Disabled Students Services Office. The necessary paperwork is obtained when you bring proper documentation to the Office of Assess and Success.

7) Cell Phones are off.

8) It is your responsibility to check in with Mycourses for assignments and course information and inform me proactively and in a responsible manner of any difficulties you are having accessing our course website.