This course is an introduction to the three great traditions of Chinese philosophy: Confucianism, Taoism, and Ch’an Buddhism. Modern translations and commentaries of the classical texts will be used. The course will be of interest to those interested in non-western philosophy, cultural studies, and Asian studies.

(Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.)
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Course Scope
In this course we will examine classic writings of Kongzi, Mozi, Mengzi, Laozi, Zhuangzi, Lin-chi, and Wumen in English translation. We will attempt a close reading and interpretation of the texts. The approach will be to allow these texts to speak to us, based on the assumption that they may have something to say to us today and are not simply museum pieces from another time and place.

Course Objectives
After successfully completing this course, you will be able to:

Identify and evaluate the major themes and claims of these philosophers.

Examine and analyze key concepts present in these writings.

Compare and contrast the philosophical views of the authors with those of the other authors as well as will our own views.

Course Delivery Method
This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Discussion Board questions (accomplished in groups through a threaded discussion board), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials
Required Course Textbooks


*The text is no longer available. The koans are available from the following online sources:*  
[http://www.csudh.edu/phenom_studies/mumonkan/mumonkan.htm](http://www.csudh.edu/phenom_studies/mumonkan/mumonkan.htm)  
[http://www.ibiblio.org/zen/cgi-bin/koan-index.pl](http://www.ibiblio.org/zen/cgi-bin/koan-index.pl)

**Additional Materials**

Week 1 Kongzi:

http://faculty.vassar.edu/brvannor/DaoofKongzi.pdf

http://plato.stanford.edu/entries/confucius/

http://www.iep.utm.edu/confuciu/

Week 2 Mozi:

[http://www.iep.utm.edu/mozi/](http://www.iep.utm.edu/mozi/)

http://ctext.org/mozi

Week 3 Mengzi:

[http://faculty.vassar.edu/brvannor/mengzi.html](http://faculty.vassar.edu/brvannor/mengzi.html)

[http://ctext.org/mengzi](http://ctext.org/mengzi)
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http://www.iep.utm.edu/mencius/

Week 4 Laozi:
http://plato.stanford.edu/entries/laozi/
http://www.iep.utm.edu/laozi/

Week 5 Zhuangzi:
http://plato.stanford.edu/entries/zhuangzi/
http://www.iep.utm.edu/zhuangzi/
http://www.terebess.hu/english/chuangtzu.html
http://ctext.org/zhuangzi

Week 7 Lin-chi:
http://www.dabase.org/linchi.htm

Week 8 Unlocking the Zen Koan
http://www.csudh.edu/phenom_studies/mumonkan/mumonkan.htm
http://www.ibiblio.org/zen/cgi-bin/koan-index.pl

Table of Contents

Evaluation Procedures

Discussion Board: Each week you are required to answer at least one question on the discussion board by Thursday and respond to at least two posts from other students by Sunday. Your responses should be well thought out and presented in a clear, concise, thorough, and
well-organized essay. Your responses to other students should be substantive. Your response to the question should be a minimum of 250 words. Your responses to other students should be a minimum of 125 words. The discussion counts for 30% of your final grade.

**Analysis and Interpretation:** During weeks 3 and 6 you are required to answer one of the questions posted under assignments. You should select and answer only one of the questions. The answers require a careful reading, analysis, and interpretation of the texts. Your answers should demonstrate that you have read and understood the material. Your responses should be well thought out and presented in a clear, concise, thorough, and well-organized essay. The minimum word count should be 350 words. The analysis and interpretation essays are worth 30% of your final grade.

**Term Paper:** You must first submit a paper proposal and have it approved before writing your paper. The proposal should be sent to me by email. Topic proposals should be submitted by email by the end of week 5 so that enough time remains if revisions are needed. Papers should be a minimum of 1700 words. The paper will be evaluated on form as well as content. It should be clearly written, well organized, and free of spelling and grammatical errors. Sources used in research must be included in a bibliography. References must be supplied for all quotations and also for any idea, insights, or viewpoints you by reading the work of others. The term paper will be worth 40% of your final grade.

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Week s 1 - 8</td>
<td>3.75 Each 30 Total</td>
</tr>
<tr>
<td>Analysis and Interpretation Weeks 1 - 8</td>
<td>15 Each 30 Total</td>
</tr>
<tr>
<td>Term Paper</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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**8 – Week Course Outline**

Please see the [Student Handbook](#) to reference the University’s grading scale.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Readings</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Mozi</td>
<td>Identify, define, and compile a glossary of key concepts and terms. Assess the problems associated with the teaching of “impartial caring”. Compare and contrast Mozi’s philosophy with that of Kongzi and our own.</td>
<td><strong>Readings in Classical Chinese Philosophy</strong>, Chapter Two: “Mozi”, pp. 59-111.</td>
<td>Discussion: Responses to the questions are due Thursday. Responses to at least two other posts due Sunday</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Discussion</th>
<th>Paper Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Laozi</strong>&lt;br&gt;Begin a first and cautiously tentative construction of an interpretation of the “Daodejing”.&lt;br&gt;Compare and contrast the concepts of Dao or “way” and de or “virtue” as it is used by Laozi and Kongzi.&lt;br&gt;Assess the value of the teaching of the Daodejing as it might be applied to us living today.</td>
<td><strong>Readings in Classical Chinese Philosophy</strong>, Chapter Four: “Laozi: The Daodejing”, pp. 161-203.&lt;br&gt;<strong>Philosophy of the Daodejing</strong>, “How to Read the Daodejing”, 1-20; “Yin &amp; Yang, Qi, Dao, &amp; De”, pp. 34-53; “Masters of Satisfaction”, pp. 87-97; “Indifference and Negative Ethics”, pp. 99-110; “Permanence and Eternity”, pp. 11-120.</td>
<td><strong>Discussion</strong>: Responses to the questions are due Thursday. Responses to at least two other posts due Sunday</td>
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<tr>
<td>5</td>
<td><strong>Zhuangzi</strong>&lt;br&gt;Attempt a first interpretation of Zhuangzi.&lt;br&gt;Evaluate what we take to be the primary meaning of his teaching in light of their relevance to our form of life today.&lt;br&gt;Compare and contrast the views offered by Zhuangzi with those of Kongzi, Laozi, and Mozi.</td>
<td><strong>Readings in Classical Chinese Philosophy</strong>, Chapter Five: “Zhuangzi”, pp. 207-250.</td>
<td><strong>Discussion</strong>: Responses to the questions are due Thursday. Responses to at least two other posts due Sunday. Paper Proposal due Sunday.</td>
</tr>
<tr>
<td>6</td>
<td><strong>Xunzi</strong>&lt;br&gt;Evaluate Xunzi’s defense of Confucianism.&lt;br&gt;Critique his</td>
<td><strong>Readings in Classical Chinese Philosophy</strong>, Chapter Six: “Xunzi”, pp. 255-309.</td>
<td><strong>Discussion</strong>: Responses to the questions are due <strong>Sunday</strong>.</td>
</tr>
<tr>
<td>Course Content</td>
<td>Reading Material</td>
<td>Discussion Requirements</td>
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<td>-------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Arguments against Laozi and Zhuangzi</td>
<td></td>
<td>Thursday. Responses to at least two other posts due Sunday.</td>
<td></td>
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<tr>
<td>Compare and contrast the view of human nature with that of Mengzi.</td>
<td></td>
<td>Analysis and Interpretation: Responses are due Sunday.</td>
<td></td>
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<tr>
<td>7 Lin-chi</td>
<td>Assess the claims of worthlessness of many of the teachings and practices commonly revered.</td>
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<tr>
<td></td>
<td>Critique the claims of non-differentiation.</td>
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<tr>
<td></td>
<td>Attempt to reconcile the uselessness and deception of language with the vast Buddhist literature and oral instruction, including the work of Lin-chi himself.</td>
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<tr>
<td>The Zen Teachings of Master Lin-chi, pp. 9-128.</td>
<td></td>
<td>Discussion: Responses to the questions are due Thursday.</td>
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<td></td>
<td></td>
<td>Responses to at least two other posts due Sunday.</td>
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<tr>
<td>8 Unlocking the Zen Koan</td>
<td>To interpret the koans through the commentaries.</td>
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<tr>
<td></td>
<td>Identify, define, and compile a list of key concepts, terms, symbols, and themes.</td>
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<td></td>
<td>Assess the value of these teachings for the novice.</td>
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<tr>
<td>Unlocking the Zen Koan, pp. 1-119.</td>
<td></td>
<td>Discussion: Responses to the questions are due Thursday.</td>
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<tr>
<td>Term Paper: Term Paper due on</td>
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</tbody>
</table>
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Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

Writing Expectations

All written submissions should be in proper English and free of grammatical, spelling, and typographical errors. Your writing should be clear, concise, and well organized. Term papers should be submitted in MLA format.

Citation and Reference Style

Attention Please: Students will follow the MLA as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the MLA.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.
Netiquette

Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and—especially—satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Table of Contents

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
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- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking**: Students have access to ten free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

Table of Contents

**Selected Bibliography**

Selected Bibliography can be found in Course Resources Materials

Table of Contents