

A - New Course Proposal V. 7.2022 : Entry # 2660**DEAN Decision**

Approved

Date

02/06/2023

Is this course intracollegiate or intercollegiate?

Intracollegiate

DEAN Comments

important general education addition

SCHOOL EPC Decision

Approved

Date

03/17/2023

GEC Decision

Approved

Date

03/02/2023

APIRC Decision

Approved

Date

03/31/2023

Begin Form**Today's Date**

02/03/2023

Your Name:

Carl Helsing

Your Email:chelsing@highpoint.edu**Are you a Department Chair?**

A - New Course Proposal V. 7.2022 : Entry # 2660

No

Department Chair Name

Chris Franks

Email address of your Department Chaircfranks@highpoint.edu**By checking below I am certifying that my department chair has seen and approved the new course that is in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught for the first time?

Spring 2024

Information for the Registrar**Choose the department designator for your proposed course from the list below.**

PHL

Proposed Course Number

2040

Is this course cross listed?

Yes

Choose the second department designator for your proposed course from the list below.

REL

Choose the third (if needed) department designator for your proposed course from the list below.

Does this course replace a current course?

No

Enter the title of your proposed course

Virtue and the Way in Ancient China

Enter the catalog description of your proposed course

Course Description: This course explores the origins of normative philosophical debate and spiritual experience in ancient China. These include the moral debates of the Confucians and Mohists, the unique individualism of Yang Zhu, the ethical and spiritual visions of the Dao De Jing and Zhuangzi, and the pragmatic realism of Han Feizi and the Legalists. Through close readings and

A - New Course Proposal V. 7.2022 : Entry # 2660

class discussions students follow these thinkers as they grapple with questions of virtue, benevolence, justice, power, war, nature – and the relation of all these ideas to a complex universe in constant motion. All these themes lead to one overarching that challenged ancient China's intellectual masters: can humanity rediscover the Way?

Choose your proposed course's number of credits from the list below

4

How will the course be graded?

Letter grade

Please select the course repeat option for your proposed course:

Not repeatable for credit

Offering cycle for your proposed course:

Yearly

Does your course have any prerequisites?

No

Is this new course being proposed because of a proposal for a new or revised major or minor?

No

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

Ethical Reasoning and Religious Traditions

Does this course count towards a major or a minor?

Yes

Please list the major / minor and whether it is required or an elective**Major****Required / Elective****Minor**

Philosophy Elective

Philosophy

Religion Elective

Religion

Will this course fulfill any of the below University academic program requirements?

- East Asian Studies

A - New Course Proposal V. 7.2022 : Entry # 2660**Does this course include any community engagement?**

No

Does this course participate in the GoGlobal Program?

No

Has it been reviewed and approved by the Global Experience Committee?

No

Information for Curriculum Review**Rationale for new course & consistency with departmental mission**

This course matches the departmental mission in the following ways. First, this course examines a specific historic period of time with a distinct collection of writings related to an important and culturally foundational period of intellectual history (the Zhou Dynasty of pre-Qin Ancient China). Second, this course introduces students to scholarly methods for intellectually engaging the philosophical and religious writings. The course assists students in learning how to engage texts, how to identify spiritual and ethical themes in the course materials, and how to relate these themes, concepts, or ideas to everyday lived experience. Third, the course assists students in learning how to better differentiate, analyze, evaluate, and appreciate diverse spiritual-ethical perspectives, traditions, or perspectives. Fourth, the course assists students in learning how to constructively and intelligently engage in cross-cultural and ideological dialogue. Courses in philosophy and religion are uniquely situated to train students in intercultural dialogue as these courses directly address the philosophical perspectives and ethical-spiritual visions that shape cultural traditions.

Please list all student learning outcomes for this course

Course Objectives:

1. Describe the primary ethical, political, and spiritual elements of the Zhou Dynasty worldview.
2. Identify and explain the defining characteristics, moral arguments, ethical ideals, and/or spiritual ideals of the following classical Chinese philosophical traditions: Confucianism, Mohism, Daoism, and Legalism.
3. Analyze and evaluate each tradition in terms of conceptual coherence, argumentative strategy, and potential ethical application to historic and contemporary conditions or problems.
4. Identify, articulate, and analyze important issues and debates both within and between classical Chinese philosophical traditions.

Ethical Reasoning and Religious Traditions

Analytic Skills:

#1 Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.

Ethical Reasoning:

- #1 Identify ethical issues present in a described general scenario (e.g., rights, autonomy, honesty, coercion, loyalty, selfishness, character, duty, utility, fairness, etc.).
- #2 Distinguish morally relevant facts in a scenario from facts that are not morally relevant in a scenario.
- #3 Reflect critically on their own values in light of alternatives.
- #4 Apply ethical theories to contemporary or hypothetical scenarios.

Humanities

Communication Skills:

- #1 Write texts that address audiences in rhetorically appropriate ways.
- #2 Formulate and support ideas through the use of credible, genre- and discipline-appropriate sources.

A - New Course Proposal V. 7.2022 : Entry # 2660**Analytic Skills:**

#1 Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.

#3 Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.

Please list any units or content areas that will be required for all sections of this course

1. Course Introduction. 2. Confucius. 3. Mencius. 4. Xunzi. 5. Mozi. 6. Yang Zhu. 7. Laozi. 8. Zhuangzi. 9. Nature. 10. War. 11. Legalism. 12. Syncretism.

Please list any assignments, tests, or other assessments that will be required for all sections of this course

ANALYTIC ESSAYS: Students will compose a total of three (3) analytic essays (1000-1200 words) that analyze primary source material related to modes of spiritual experience, ethical-moral agency, and the social, historic, or cosmological elements of various religious traditions. Essays will also require students to reflect on individual values and apply ethical-moral reasoning to contemporary, historic, or textual examples. Essays will introduce students to the rhetorical conventions of formal writing. Essays will require students to formulate and support their ideas using appropriate primary and secondary sources.

READING RESPONSE WRITING: Students will prepare written responses to weekly reading assignments. Each response must identify and critically discuss ethical concepts and themes related to the assigned reading. Each response should be 300 words in length and must use evidence and support from the primary source readings. During the semester a total of eight (8) reading responses will be collected at random intervals from students.

Participation: Class discussion will require students to present and discuss observations and questions related to the assigned reading. Students should use the reading response writing to prepare for class discussion. Class discussion will also present questions that require students to conceptually analyze key ideas and to evaluate the practical application of ethical concepts in historic, contemporary, or hypothetical contexts.

TERM PAPER: Students will prepare one cumulative analysis paper that considers the question which spiritual or ethical ideals from the various perspectives considered in the course are most capable of resolving the overarching question: how can humanity restore harmony and follow the Way? The paper must be 2000 words and must include the following: (1) a clear thesis and position in response to the question; (2) clear explanations of ethical reasoning or spiritual ideals; (3) relevant examples and support from primary and secondary materials; (5) an evaluation of possible criticisms or alternative views; and (5) response by the author to potential criticisms or alternatives.

FINAL EXAM PROJECT: students will complete one final exam project, which asks, "which school of classical Chinese philosophy should the Emperor of China support in order to restore harmony?" Students will be divided into groups representing each of the major schools of thought considered during the course. Students will prepare for an in-class debate regarding which school of thought is most appropriate for the restoration of harmony in ancient China. Students must identify ethical strengths and weakness of different traditions and must provide persuasive reasons for selecting the ethical vision of their assigned school of thought.

Please list any readings or other materials that will be required for all sections of this course**Required Texts:**

1. Van Norden, Brian. 2011. Introduction to Classical Chinese Philosophy. Indianapolis: Hackett Publishing Company.
2. Van Norden, Brian, and Phillip J. Ivanhoe. 2011. Readings in Classical Chinese Philosophy, 2nd Edition. Indianapolis, Hackett Publishing Company.

Electronic Course Reserves

1. Bi, Wang, and Richard John Lynn. 2010. The Classic of Changes: A New Translation of the I Ching As Interpreted by Wang Bi. New York: Columbia University Press.
2. Cai, Zhizhong, and Sunzi. 2018. The Art of War. Translated by Brian Bruya. The Illustrated Library of Chinese Classics.

A - New Course Proposal V. 7.2022 : Entry # 2660

Princeton, New Jersey: Princeton University Press.

3. Liu, An, and John S Major. 2010. The Huainanzi: A Guide to the Theory and Practice of Government in Early Han China. Translations from the Asian Classics. New York: Columbia University Press.

Please list any course policies that will be required for all sections of this course**Attendance:**

Classroom attendance is required for this course; students may accrue four (4) unexcused absences; any additional absences will require documentation to be excused or the student may be unenrolled from the course. Students who accrue 5 unexcused absences will receive zero (0) credit for class participation. Excused absences: official university functions; medical absences; family emergency; travel advisories; or other official school closings. Social or extracurricular functions are not excused absences.

Blackboard:

This course uses Blackboard for assignments, check Blackboard frequently. All writing assignments must be uploaded to Blackboard, use MS Word, PDF, or Simple Text.

Late Work:

Exams may not be taken after the assigned date (barring an excused absence). Reading questions submitted after the deadline will only receive 50% credit at most. Late papers will receive a penalty of minus 10% per day late.

Plagiarism:

All work (reading questions, essays, exams, etc.) must be your own. All assignments must be completed start-to-finish on your own. Do not share notes or outlines when writing. Do not edit another student's paper. See the writing center for assistance with organizing, editing, or proofreading papers.

Technology:

No electronics during classroom lecture (unless provided with accommodations). Do not upload or distribute course material to third-party digital storage that is not your personal digital storage.

If you would like to specify anything about how requirements for contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't already been asked/addressed?

No.

Sample Syllabus

- [REL-PHL-20XX-Virtue-and-the-Way-in-Ancient-China-v2.docx](#)