

**PHILOSOPHY 306 – PHILOSOPHIES OF CHINA AND JAPAN
CLASS SYLLABUS**

FALL 2009		
Section	Meeting Times	Location
01	Tu, Th: 9:30AM to 10:45AM	LA1-304

Warren Z. Weinstein -- Philosophy Department -- Office: MHB-910
Email: wweinste@csulb.edu -- Home Page: <http://www.csulb.edu/~wweinste/>
Office Hours: M, W: 11:00 - 11:50; Tu, Th: 12:30 - 1:20; and by appt.

Texts:

Lao Tzu, *Tao Te Ching*; Reys, ed, *Zen Flesh, Zen Bones*
Herrigel, *Zen in the Art of Archery* Multiple readings available from CSULB Library eReserves

General:

An overview of the classical philosophies of China and Japan, including Confucianism, Taoism, Early Buddhism, and the Chinese roots and Japanese flowering of Zen.

Objectives:

Students will be able to discuss, interpret and apply the concepts and arguments associated with the major issues in Chinese and Japanese philosophy. As the goal of Chinese and Japanese philosophy is to experience the teachings in real life, each student will undertake some practical discipline or practice, suitable to his/her temperament and life situation, which will afford the student a personal experience of the truths hinted at in these philosophies.

Course Outline: The following thematic units will be covered in this course, but we will mix these themes throughout the course, rather than adhere to a rigid historical chronology.

- Unit 1. *A First Look at Zen: Zen Arts; Zen Stories*
- Unit 2. *Confucianism: The Sayings of Confucius; The Works of Mencius*
- Unit 3. *Taoism: Lao Tzu: Tao Te Ching; The Works of Chuang Tzu*
- Unit 4. *Ch'an Buddhism in China: Early Buddhism; Ch'an Buddhism in China*
- Unit 5. *Zen Buddhism in Japan: Zen and the Samurai; Zen Koans*

Grading:

For students meeting the attendance requirements, below, there will be three papers -- due in weeks #6 (15%), #12 (30%), and #15 (25%) -- and a **cumulative** two-hour final essay exam (30%). Except for documented, serious and compelling reasons, no make-up exams will be given. A grading curve will be applied at the end of the semester, with extra-credit awarded for active and effective classroom participation.

Attendance Policy:

*Attendance at all meetings is **mandatory**.* Absences due to illness, death in the family, or participation in university-sponsored events may be excused if a student provides timely documentation. Accumulation of three weeks of **unexcused** absences will result in a grade of "F". Attendance will be taken at the beginning of each meeting. Late arrivals are responsible for checking in *before leaving class that same day*. Failure to check in by the end of class will be considered an unexcused absence.

Plagiarism/Cheating:

Students should read the university policy on *Cheating and Plagiarism* in the *CSULB Catalog*. Penalties for these offenses include "a failing final grade" and "possible probation, suspension, or expulsion."

Accommodation:

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university-verified disability.

Withdrawal:

Standard university policies apply. See *CSULB Catalog*.

**PHILOSOPHY 306 – PHILOSOPHIES OF CHINA AND JAPAN
READING ASSIGNMENTS**

Texts:

Lao Tzu, *Tao Te Ching*

Reps, ed, *Zen Flesh Zen Bones*

Herrigel, *Zen in the Art of Archery*

Multiple readings from CSULB Library eReserves: <http://coast.library.csulb.edu/search/p/>

In addition to the readings listed below, we will read and discuss four selections from Zen Flesh, Zen Bones at each class meeting. We will begin with selections 1- 4 on the first day of Week #3, and continue, in order, throughout the semester.

Unit 1. A First Look at Zen

Wk#1 Instructor Handout

Wk#2 eRes: *Third Chinese Patriarch of Zen*, Clarke, Richard, (all)

Wk#3 Herrigel, *Zen in the Art of Archery*, pp. 3-66

Wk#4 Herrigel, *Zen in the Art of Archery*, pp. 67-81
Reps, ed, *Zen Flesh Zen Bones: 10 Bulls (Oxherding Pictures)* (all)
Batchelor, Martine, *Commentary on the 10 Bulls* (Beachboard: *Course Documents*)

Unit 2. Confucianism

Wk#6 FIRST PAPER DUE: First meeting of Week 6

eRes: *The Story of Chinese Philosophy*, Chan, Wing-Tsit, pp. 31-38

eRes: *Confucianism*, Koller, John, pp. 270-281

eRes: *The Vision of Confucius*, Koller, John, (all)

Wk#7 eRes: *Confucianism*, Koller, John, pp. 281-284

eRes: *Excerpts from the Works of Mencius*, Legge, James, (all)

Unit 3. Taoism

Wk#8 eRes: *The Story of Chinese Philosophy*, Chan, Wing-Tsit, pp. 38-51
Lao Tzu, *Tao Te Ching*, chapters 1-48

Wk#9 Lao Tzu, *Tao Te Ching*, chapters 49-81

Wk#10 eRes: *Excerpts from the Book of Chuang Tzu*, Legge, James, (all)

Unit 4. Ch'an Buddhism in China

Wk#11 eRes: *Basic Teachings According to the Early Texts*, Koller, John, (all)

Wk#12 SECOND PAPER DUE: First meeting of Week 12

eRes: *The Story of Chinese Philosophy*, Chan, Wing-Tsit, pp. 53-56

eRes: *The Zen (Ch'an) School of Sudden Enlightenment*, Chan, Wing-Tsit, (all)

eRes: *Third Chinese Patriarch of Zen*, Clarke, Richard, – Revisited

Unit 5. Zen Buddhism in Japan

Wk#14 eRes: *Zen and the Samurai*, Suzuki, Daisetz, (all)
Reps, ed, *Zen Flesh Zen Bones: The Gateless Gate* (selections tba)

Wk#15 PROJECT PAPER DUE: First meeting of Week 15
Reps, ed, *Zen Flesh Zen Bones: The Gateless Gate* (selections tba)

FINAL EXAM: See Final Exam Schedule

TO FIND ELECTRONIC (eRes) DOCUMENTS:

Go to: <http://coast.library.csulb.edu/search/p/> .
 Search by instructor or course name.
 Enter course password when prompted.

Three documents on electronic reserve at the library site are for reference only:

The Tao Te Ching, Hogan, Ron
The Basic Teaching of Buddha, Bresnan, Patrick
Bushido: The Samurai Ethos, King, Winston



Prof. Weinstein's Academic Calendar for Fall 2009



AUGUST/SEPTEMBER					
Wk. #1	31	1	2	3	4
Wk. #2	7*	8	9	10	11
Wk. #3	14	15	16	17	18
Wk. #4	21	22	23	24	25
Wk. #5	28	29	30		

NOVEMBER					
	M	T	W	T	F
Wk. #10	2	3	4	5	6
Wk. #11	9	10	11*	12	13
Wk. #12	16	17	18	19	20
Wk. #13	23	24	25	26*	27*
Wk. #14	30				

OCTOBER					
	M	T	W	T	F
Wk. #5				1	2
Wk. #6	5	6	7	8	9
Wk. #7	12	13	14	15	16
Wk. #8	19	20	21	22	23
Wk. #9	26	27	28	29	30

DECEMBER					
	M	T	W	T	F
Wk. #14		1	2	3	4
Wk. #15	7	8	9	10	11
Finals Wk.	14	15	16	17	18

 = State Budget Closure Days
 = Holidays - Campus Closed

 = Academic Days - Campus Open
 = My Furlough Days - Campus Open

Office: MHB-910; Office Hours: M, W: 11:00 - 11:50; Tu, Th: 12:30 - 1:20; and by appt.

My Classes and Office Hours Canceled on My Furlough Days -- Campus Open.

No Classes or Office Hours on State Budget Closure Days and Holidays -- Campus Closed.



GRADING RUBRIC for Essay Exams

The rubric below is designed to help you understand the standards which will be used to grade your essays.

Read the chart from the bottom to the top.

The "**A**" essay achieves all the goals of "C" and "B" essays, plus it relates the issues and arguments to your own personal experience. It states your views on the issues and how they apply in your own life.

The "**B**" essay achieves all the goals of the "C" essay, plus it compares and contrasts the positions of the authors. It expands and extends the authors' ideas beyond what is explicitly stated in the readings.

The "**C**" essay demonstrates you did the reading, understand the issues involved and grasp the authors' positions on those issues. It explains the supporting reasons and arguments for the positions on both sides of each issue. Therefore, it *explains* both what the authors believe (their positions) and why they believe it (their reasons and arguments).

The content of your essay is more important than the style of your writing. But you should be aware that content and writing technique are closely linked. You may know* the material, but if you cannot convince the reader that you know, your grades will disappoint you. There are four general standards which must all be observed:

- 1. Your writing must be clear:** Be sure to say exactly what you mean. It is not sufficient to hint or suggest your meaning. You must state your points **explicitly** so there is no doubt about your meaning. Students often ask, "Couldn't you figure out what I meant?" It isn't the reader's job to guess your meaning. It is your job to say it clearly. Even when I suspect that a student knows an answer, if it is not clearly stated, I will not give credit for what is not said.
- 2. Your writing must be unambiguous:** Although this is closely related to clarity, it is so important that it deserves separate mention. Your writing should not be open to multiple interpretations. Statements that are too general can cover too much ground. Poor grammar or poor word choice can confuse meaning. You must communicate your ideas so there is no doubt about your meaning.
- 3. Your answers must be complete:** Partial answers deserve only partial credit. To get full credit, you must answer the entire question, not just a part of it, and certainly not some other question (like the one you studied for). Multiple-part questions require multiple-part answers. Giving a complete answer to the specific question asked demonstrates your mastery of the material.
- 4. Your answers must be accurate:** Being clear, complete, and unambiguous doesn't count for much unless you are also accurate. Silly mistakes or oversights can rob essays of their accuracy. (For example, writing, "Smith would agree with Jones.", instead of, "Smith would disagree with Jones.") Unless you re-read your essay for accuracy, you run the risk of letting little mistakes rob your writing of its intended meaning. Take the time to review your work for accuracy.

* **Passive Understanding vs. Active Mastery:** Students sometimes confuse passive understanding with active mastery. Because material makes sense (passive understanding) when they read it, or when it is discussed in class, they think they "know" it and are disappointed when they earn a "C". Active knowledge and mastery require not just that you understand the material when someone else speaks or writes about it; they require that you, yourself, are able to clearly and accurately explain what the material means and what it implies. Just as passive understanding of a word does not guarantee that you can use it correctly, passive understanding of a subject is not the same as knowing it. Passive understanding earns a "**C**", at best. Active knowledge earns a "**B**". Mastery earns an "**A**".