

Phil489.01W—Confucianism Spring 2019

Dr. Bill Bolin

Office & Hours: Talbot HL 324, MW 3:30p—5:00p, T 2:00p—4:00p, and by appt.

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Course Description:

This independent study will give you opportunities to learn the basic tenets of Confucianism and then apply those tenets to some important issue such as government, education, logic, and so on.

The textbook will be *Confucianism: A Very Short Introduction* by Gardner ISBN 9780195398915.

We'll also read from a free online version of *The Analects*. Here are some good options to use:

- [http://www.indiana.edu/~p374/Analects_of_Confucius_\(Eno-2015\).pdf](http://www.indiana.edu/~p374/Analects_of_Confucius_(Eno-2015).pdf) (an online teaching translation/commentary by Eno)
- <http://www.acmuller.net/con-dao/analects.html> (translation/commentary by Muller)

Student Learning Outcomes/Course Objectives:

1. The student will competently connect aspects of Confucianism with contemporary issues.
2. The student will competently compare and contrast aspects of Confucianism with contemporary issues.

Assignments:

- You will write 6 response papers of 300-400 words over one or two points in each chapter of the textbook, elaborating on those points and connecting them to something external to the reading—perhaps other reading or experiences. The response papers are not summaries of the reading.
- You will prepare a well researched presentation on some aspect of Confucianism (e.g., Confucius and ethics or logic or education...). This will likely be a presentation recorded on slideware, showing only the information on the computer monitor. I'll share an example later when I give more details about that assignment.

Evaluation: Each response paper is worth up to 10 points, and the final project is worth up to 40 points, for a total of 100 possible points. Your final grade will be determined by the total of points you earn during the semester.

Sunday, Jan. 27: Read Chapter 1 and dip into *The Analects*, deciding on your own what sections to explore. RP1 over Chapter 1

Sunday, Feb. 10: Read Chapter 2 and dip into *The Analects*, deciding on your own what sections to explore. RP2 over Chapter 2

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Sunday, Feb. 24: Read Chapter 3 and dip into *The Analects*, deciding on your own what sections to explore. RP3 over Chapter 3

Sunday, Mar. 10: Read Chapter 4 and dip into *The Analects*, deciding on your own what sections to explore. RP4 over Chapter 4
Week of March 18: Spring Break

Sunday, Mar. 31: Read Chapter 5 and dip into *The Analects*, deciding on your own what sections to explore. RP5 over Chapter 5

Sunday, Apr. 14: Read Chapter 6 and the Epilogue and dip into *The Analects*, deciding on your own what sections to explore. RP6 over Chapter 6 and/or Epilogue

Sunday, May 5: Final project due

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

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***Tenets of Common Behavior statement:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct)¹*

¹ In other words, don't be a distraction during class.