

# COURSE PROPOSAL FORM

## TYPE OF PROPOSAL

- ☒ **PERMANENT**  
☐ **EXPERIMENTAL**

## For office use only:

CCC

SENATE

CHANCELLOR

**PROPOSING  
DEPARTMENT:**

Humanities

**SECOND DEPARTMENT  
FOR JOINT PROPOSAL:**

None

**COURSE TITLE:**

(maximum 50 characters and  
spaces)

Eastern Philosophy and Religion

**COURSE ABBREVIATION:**  
(maximum 20 characters and spaces)

Eastern Phil.

**COURSE NUMBER:**  
Contact Registrar's  
Office for designated  
course number.

HUP 121

**TYPE NAME OF  
REGISTRAR  
CONTACT  
& GET INITIALS**

Burhan  
Siddiqi

**COURSE STATUS:**

- ☐ **NEW**  
☒ **REVISED**

**IF THIS IS A REVISED COURSE,  
CHECK OFF ALL ITEMS BELOW THAT  
HAVE BEEN CHANGED:**

- ☒ **TITLE CHANGE**  
☐ **CATALOG DESCRIPTION**  
☐ **NUMBER OF CREDITS**  
☐ **NUMBER OF HOURS**  
☐ **PREREQUISITES**  
☐ **COREQUISITES**  
☐ **INSTRUCTIONAL OBJECTIVES**  
☐ **PERFORMANCE OBJECTIVES**  
☐ **GRADING STANDARDS**  
☒ **LIBRARY ARTICULATION**  
☐ **COMPUTER SOFTWARE  
ARTICULATION**  
☐ **TOPICAL OUTLINE**

☐ **OTHER**

Please specify:

**CREDITS**

3.0

**PER WEEK:**

**CLASSROOM  
HOURS**

3.0

**LAB HOURS**

0.0

**STUDENT  
HOURS**

3.0

**FACULTY  
HOURS**

3.0

**DO THE LAB  
HOURS  
REPRESENT  
FACULTY  
CONTACT  
HOURS?**

- ☐ **YES**  
☐ **NO**

**IF THE CLASSROOM HOURS & THE NUMBER  
OF CREDITS ARE NOT IDENTICAL, EXPLAIN  
THE DIFFERENCE BELOW:**

**URBAN STUDIES**

- ☐ **YES**  
☒ **NO**

**LIBERAL ARTS**

- ☒ **YES**  
☐ **NO**

**CATALOG DESCRIPTION:** (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course will introduce the student to Eastern philosophies through a historical and cultural perspective. Hinduism, Buddhism, Taoism, Confucianism, Jainism, Sikhism, Shintoism, and Sufism will be among the topics covered in this course. Students will work through several texts and selected readings from primary sources for each philosophy in order to gain an understanding of the doctrines, values, metaphysics, and epistemology of various Eastern philosophies.

**Course is Required for:**  
(e.g., students in the Occupational Therapy Program)

Philosophy majors, any student needing a course in the flexible core for World Cultures and Global Issues bucket

**Course is Elective for:**  
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting the pre/pre-co/corequisites.

**Course is Closed to:**  
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/pre-co/corequisites.

**This Course Replaces:**  
(If it is not a replacement course, write "none".)

None.

**This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.**

A.A. in Philosophy

**Was this course offered experimentally?**

- ☐ YES  
☒ NO

**If offered experimentally, indicate when:**

**PRE/PRE-CO/COREQUISITES:**

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

CSE 099  
ENG/ENA/ESA 099

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
<b>Reading (e.g., none, CSE095):</b>	CSE 099		
<b>Writing (e.g., none, ENA099):</b>	ENG/ENA/ESA 099		
<b>Mathematics (e.g., none, MAT096):</b>			
<b>ESL (e.g., none, ESL097, ESL098):</b>			

**College-Level Course Prerequisites:** List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites

**Additional Pre/Pre-Co/Corequisites:**

Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall I 2014	31

How many times per year will this course be offered?	Estimated # of students per year:
Twice	62

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

<b>Grading Standards:</b> Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
1 midterm, 1 final exam-13%each	26%
2 Long papers- 12% each	24%
4 Response papers- 6% each	24%
Attendance- 2% off each absence	10%
Homework and Quizzes- 4% each	16%
<b>TOTAL</b>	<b>100%</b>

Provide a rationale for the proposed course or course revisions.
<p>This course is designed to diversify and expand LaGuardia's Philosophy Program in an area of non-Western Philosophy. Students will acquire a background of the main Eastern philosophies and religions.</p> <p>The purpose of the title change is to try to attract students to sign up for the course with a more specific title that lays out the subject matter clearly.</p>

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

Indicate if the course is being developed for a grant. If so, provide relevant details.
This course is not being developed for a grant.

### **INSTRUCTIONAL OBJECTIVES:**

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..  
familiarize..  
introduce..  
provide the student with..  
reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Enable students to critically read texts or primary sources from the Eastern Philosophical traditions by introducing each tradition through its own texts.
2. Introduce the origins and doctrines of each Eastern philosophy.
3. Introduce the development of the Indian tradition from the Vedas to the present time.
4. Familiarize the students with the origins, development, and advent of the Buddhist tradition.
5. Introduce the differences between the various sects of Indian and Buddhist philosophy and their respective metaphysics and epistemologies.
6. Enable students to trace the history and development of Taoism and Confucianism in China and Japan.
7. Familiarize students with the doctrines and traditions of Sikhism, Jainism, Shintoism, and Sufism.

### **PERFORMANCE OBJECTIVES:**

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

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

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

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

1. Critically read texts or primary sources from various Eastern Philosophical traditions by working through the texts of each tradition.
2. Explain the origins and doctrines of each Eastern philosophy.
3. Trace the development of the Indian tradition from the Vedas to the present time.
4. Explain the origins, development, and advent of the Buddhist tradition.
5. Recognize the differences between the various sects of Indian and Buddhist philosophy and their respective metaphysics and epistemologies.
6. Trace the history and development of Taoism and Confucianism in China and Japan.
7. Explain the doctrines and traditions of Sikhism, Jainism, Shintoism, and Sufism.

**INSTRUCTIONAL OBJECTIVES (CONTINUED):**

8. Enable students to compare and contrast major Eastern traditions through analysis of texts and film clips by the end of the course.

**PERFORMANCE OBJECTIVES (CONTINUED):**

8. Compare and contrast major Eastern traditions through analysis of texts and film clips by the end of the course.

**COURSE OUTLINE:**

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

**Week 1**

Introduction to Eastern Thought  
Overview of different schools

**Week 2**

Indian Philosophy:  
Basic tenets of Hinduism  
6 schools of Classical Indian Philosophy

**Week 3**

Indian Philosophy:  
Basic doctrines of each school of Classical Indian Philosophy  
Response paper #1 on Hinduism due

**Week 4**

Buddhism:  
Arising and spread of Buddhism  
Doctrines of each school of Buddhism

**Week 5**

Buddhism:  
Clips from Herzog's 'Wheel of Time'  
Buddhist symbols  
Long Paper #1 on Buddhism due

**Week 6**

Taoism:  
Basic tenets of Taoism  
Response paper #2 on Taoism due  
Midterm Exam

**Week 7**

Confucianism  
Basic tenets of Confucianism  
Neo-Confucianism

**COURSE OUTLINE: (CONTINUED)****Week 9**

Jainism:  
Basic tenets of Jainism  
Response paper #3 on Confucianism due

**Week 10**

Shintoism:  
Basic tenets of Shintoism

**Week 11**

Sufism:  
Basic tenets of Sufism  
Response paper #4 on Sufism due

**Week 12**

Sufism  
Review major points of each philosophy  
Long Paper #2 on Eastern philosophy due

**Week 13**

Final Exam

**COURSE OUTLINE (CONTINUED):****COURSE OUTLINE (CONTINUED):**



**LIBRARY/FACILITIES ARTICULATION**

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

**#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)**

AUTHOR(S):	Joel Kupperman
TITLE:	Classic Asian Philosophy: A Guide to Essential Texts
EDITION:	2 <sup>nd</sup>
PUBLISHER:	Oxford University Press
DATE:	2007
ISBN:	13978-0-19-518981-0
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	James Fieser and John Powers
TITLE:	Scriptures of the East
EDITION:	2nd
PUBLISHER:	McGraw Hill
DATE:	2004
ISBN:	0-07286523-7
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

**#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)**

AUTHOR(S):	John M. Koller
TITLE:	Asian Philosophies
EDITION:	4th
PUBLISHER:	Prentice Hall
DATE:	2002
ISBN:	0-13-092385-0
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Willard G. Oxtoby
TITLE:	World Religions: Eastern Traditions
EDITION:	3rd
PUBLISHER:	Oxford University Press
DATE:	2010
ISBN:	0-19-541521-3
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

<b>#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)</b> (Specify STATUS at the end of each entry.)		<b>#3 SERIALS: (newspapers, magazines, journals, yearbooks)</b> (Specify STATUS at the end of each entry.)  Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.	
AUTHOR(S):		SERIAL TITLE:	
TITLE:		PUBLISHER:	
EDITION:		ISSN:	
PUBLISHER:		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
DATE:			
ISBN:		SERIAL TITLE:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R	PUBLISHER:	
		ISSN:	
		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):		SERIAL TITLE:	
TITLE:		PUBLISHER:	
EDITION:		ISSN:	
PUBLISHER:		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
DATE:			
ISBN:		SERIAL TITLE:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R	PUBLISHER:	
		ISSN:	
		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):		SERIAL TITLE:	
TITLE:		PUBLISHER:	
EDITION:		ISSN:	
PUBLISHER:		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
DATE:			
ISBN:		SERIAL TITLE:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R	PUBLISHER:	
		ISSN:	
		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):		SERIAL TITLE:	
TITLE:		PUBLISHER:	
EDITION:		ISSN:	
PUBLISHER:		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
DATE:			
ISBN:		SERIAL TITLE:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R	PUBLISHER:	
		ISSN:	
		STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.		<b>TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)</b>	

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)**  
(Specify STATUS at the end of each entry.)

TITLE:	Wheel of Time
DISTRIBUTOR	518 Media
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Mahabharata (TV series)
DISTRIBUTOR	B.R. Films
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Princess Yang Kwei Fei
DISTRIBUTOR	New Yorker Video
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Chris McHale
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**INFORMATION LITERACY:**  
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Chris McHale
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**SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)**

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TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.

30
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	Payal Doctor
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**APPROVAL PAGE:**

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Payal Doctor	Humanities	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)	DEPARTMENT(S)	DATE
Aaron Rizzieri	Humanities	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Aaron Rizzieri		

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Michael Rodriguez	Humanities	