



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department SILC
Prefix CHI Number 338 Title The Daoist Bible: Daode jing Units:
Is this a cross-listed course? Yes If yes, please identify course(s) REL 338

Is this a shared course? (Choose one) If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: At 5,000 words, the Daode Jing (Tao-te ching) is arguably the shortest religious book in the world. It is also the most widely translated, after the Christian Bible.

Requested designation: Mandatory Review: No

Cultural Diversity in the United States-C
Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Stephen R. Bokenkamp E-mail sbokenka@asu.edu Phone 480-965-8882

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9.15.2016



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

A handwritten signature in blue ink, written across a horizontal line. The signature is cursive and appears to read 'W. E. Jones'.

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

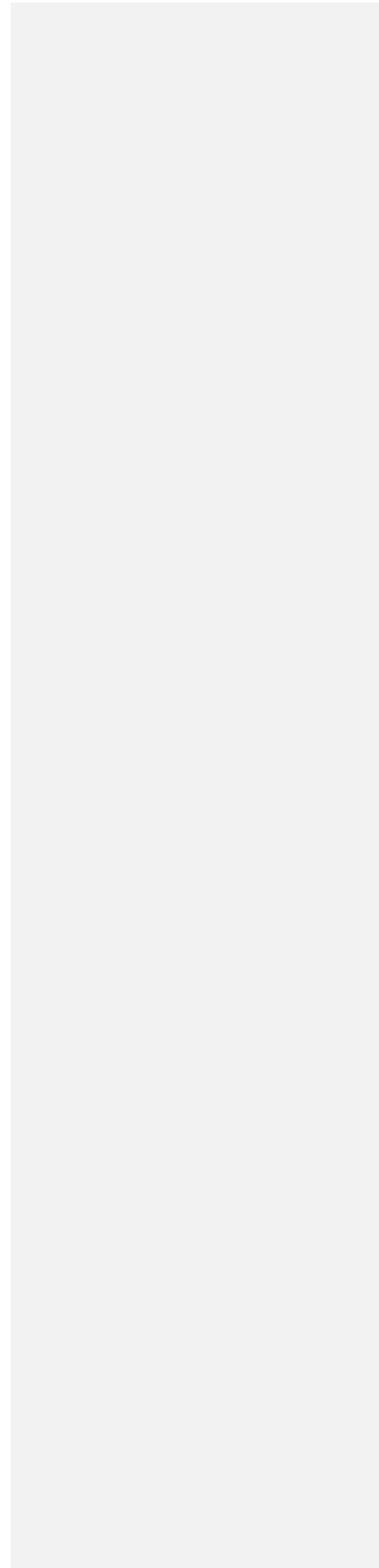
ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society. syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States. syllabus
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
CHI/REL	338	The Chinese Bible: Daode jing	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1	The course centers on the Daode jing first in its native environment, as analyzed by Daoists, Confucians, and Buddhists before moving on to its importation into the West through the missionary translators.	Syllabus, page two. See the list of textual versions and annotations. This is a course that I call "stealth hermeneutics" in that, without confronting the daunting terminology of the scholarly discipline, students learn to analyze textual interpretations and come to see how they build upon one another. Specifically, they come to see how the text of the Daode jing came to contribute in diverse ways to American culture.
2a	We study, through understanding its role in native contexts, the role that an ancient Chinese religious book has come to play in US society.	See the first page of the syllabus and the names of the "translators," some of whom do not read Chinese, on pages two and three. In addition to the names listed there, the lectures cover the contemporary novelist Ursula LeGuin, Timothy Leary, and Allen Ginsburg.

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CHI 338, 85222 / REL 338 85391
Daode jing: The Chinese Bible

Stephen R. Bokenkamp
Office: LL 405C
Hours: email appointment
E-mail: sbokenka@asu.edu



Course Description

At 5,000 words, the **Daode Jing (Tao-te ching)** is arguably the shortest religious book in the world. It is also the most widely translated, after the Christian Bible. This course will introduce you to the wisdom of the Old One, Laozi himself, and to some of the startlingly wide variety in which his short, gnomic utterances have been interpreted.

Comment [SB1]: 2a and see highlighted passage below.

Textbooks

There are no required texts for this course. All material will be available online or on course reserve.

Comprehension and Analysis

In this course we will focus on the following learning objectives:

By the end of this course, students will be able to

- comprehend and critically analyze **translations of Daoist writings.**
- comprehend and critically analyze scholarly writings about **Chinese religion.**
- comprehend and critically analyze websites related to course content.

Communication

By the end of this course, students will be able to

- read and summarize course content-related material.
- read and summarize in writing course content-related material, to include the analyses of fellow students.
- write short analytical papers on representations of the *Daode jing* applying the analytical skills we have learned in class to evaluate the interpreter's or translator's biases.
- edit fellow students' writings and provide constructive analyses.
- benefit from others' suggestions in rewriting.

Course Topics, Schedule, & Grading

Activities used for assessment of learning include: instructor presentations; readings; one- to two- page responses to readings; assessment of fellow students' writing.

Week	Topic	Writing Assignment
0 8/18-20	Introduction	Write two sentences on the historical Laozi.
1 8/20-26	The Guodian Ms.	What sort of person is the sage?
2 8/27-9/2	The Mawangdui Ms.	Explain what difference the order 21-24-22 makes.
3 9/3-9	The Hanfeizi commentary	How does Hanfeizi imagine the sage?
4 9/10-16	Chinese Science	What are the four humours? (Search online)
5 9/17-23	The Heshang Gong commentary	How does Heshang Gong imagine the sage?
6 9/24-30	The Xiang'er commentary 1	How does the author of the Xiang'er imagine his audience?
7 10/1-7	The Xiang'er commentary 2	What is the attitude of the Xiang'er commentary toward Confucianism?
10/8-11	Fall Break –following this, our week begins on Wednesdays until week 15.	PAY ATTENTION – Calendar shift
8 10/12-18	The Wang Bi commentary	How does Wang Bi employ Confucian morality?
9 10/19-25	Deqing's commentary	How does Deqing employ Buddhist concepts?
10 10/26-11/1	The translations of James Legge and Paul Carus	Choose one. Who does he imagine Laozi is addressing?
11 11/2-8	The translations of Witter Bynner and Lin Yutang	Choose one. How does he alter the text to present his message?
12 11/9-15	The translations of Wayne Dyer and Stephen Mitchell	Choose one passage from either. How is it reformulated to make a point?
13 11/16-22	Cultural Borrowing, an overview.	Culture in your life?
11/24-26	Thanksgiving Break	
14 11/28-12/2	The Wrap-up Report	Get out of jail free card!

Comment [SB2]: C1

Grading

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- E – 59% and below

There will be no tests, quizzes, or final papers for this course. Your grade will be determined entirely on the basis of your participation and the writing assignments you complete.

Course Evaluation

Your grade will be based on your writing assignments (60%), the quality and helpfulness of your peer edit (20%), and timeliness (20%). For grading standards, see the "Writing Rubrics" below. Late assignments will result in a 20% deduction but late peer edits will result in a grade of zero for the

week (since your classmates will be negatively influenced).

Withdrawals, and Incompletes

<http://www.asu.edu/aad/catalogs/general/ug-enrollment.html#grading-system>

Academic Honesty and Courtesy

The instructor for this course abides by ASU's Office of Student Life: "Student Academic Integrity Policy."

See: <https://provost.asu.edu/academicintegrity>.

Online Course

This is an online course. There are no face-to-face meetings.

Communicating With the Instructor

This course uses a discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 24 hours.

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Excused Late or Missed Assignments

Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University sanctioned activities](#). You must notify the instructor at least three days before the assignment is due.
Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to schedule C and the established deadlines to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Plagiarism may be the most common form of academic dishonesty and is often unintentional. Protect yourself by understanding how to avoid plagiarism with these resources:

The Governors of Acadia University's [interactive video on plagiarism](#)

The Purdue Online Writing Lab's (OWL) [Avoiding Plagiarism](#)

Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 30406 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Content Advisory

Certain lessons in this course discuss sex, gender issues, and views of gestation, both from Western and from Chinese writings. If you are uncomfortable with such discussion, please notify the instructor.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 9651234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

Tempe Campus	Polytechnic Campus
4809651234	4807271165
(Voice)	(Voice)

West Campus
University Center Building (UCB), Room 130
6025438145
(Voice)

Downtown Phoenix Campus and ASU Online
University Center Building, Suite 160
6024964321
(Voice)

Computer Requirements

This course requires Internet access and the following:

- A web browser (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone (optional) and speaker

Technical Support

This course uses LearningStudio to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the LearningStudio home page at <http://ecollege.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:
chat/email: 247support.cust.com

call toll free at 18552785080, option 5, then 3

Student Success

This is an online course. To be successful:

- A) check our Blackboard site daily
- B) read announcements
- Γ) read and respond to course email messages as needed
- Δ) complete assignments by the due dates specified
- E) create a study and/or assignment schedule to stay on track

SELECT COURSE MATERIALS:

PSYCHEDELIC PRAYERS

after the

TAO TE CHING

by

Timothy Leary

"...But that crucial non-game terror-reverence awful moment comes...

There comes a time when the ecstatic cry is called for.

At that time, you must be ready to pray.

To go beyond yourself. To contact energy beyond your game.

At that time you must be ready to pray.

When you have lost the need to pray....

Your are a dead man in a world of dead symbols.

Pray for life.

Pray for life."

-Timothy Leary

**Kumaon Hills,
Almora, India, 1965
Millbrook, New York, 1966**

I

PRAYERS FOR PREPARATION

HOMAGE TO LAO TSE

I – 1 The Guide

I – 2 When The Harmony Is Lost I –

3 Life Seed Death

I – 4 Let There Be Simple Natural Things I –

5 All Things Pass

I – 6 The message Of Posture

I – 1

The Guide

In the greatest sessions One does
not know that there is a guide

In the next best sessions One
praises the guide

It is worse when One fears
the guide

The worst is that One pays
him

If the guide lacks trust in the
people

Stay Loose



Dr. Wayne W. Dyer

[Mindfulness](#) | [22 Comments](#)

Whether you are waiting to return a serve on the tennis court or listening for your name to be called for a job interview, your instinct is to stay loose. Be ready, be flexible, be poised to respond when the time is right. Staying loose is part of living in the present moment. Your readiness to move is part of your wisdom and gives you the power you need to live your best life. In the 76th verse of the *Tao Te Ching*, Lao-tzu describes the flexibility that living things possess: “All things, including the grass and trees, are soft and pliable in life.” He contrasts that living pliability with the dry and brittle quality of death. Choosing to remain flexible is choosing life: “A tree that cannot bend will crack in the wind.”

You may have been taught that strength is measured by how “hard” you are in your thinking or how inflexible you are in your opinions and that weakness is associated with those who bend. But when confronted with any stressful situation, keep in mind that being stiff won’t get you very far, whereas being flexible will carry you through.

Change the way you think about strength. Aren’t the physically and mentally strong those who can bend and adapt to life—especially as we age? The more you think in rigid ways, refraining from considering other points of view, the more you’re liable to break. As Lao-tzu reminds us, “The hard and stiff will be broken,” while “the soft and supple will prevail.” Our minds and our bodies need flexibility to thrive. When we see ourselves as flexible and supple, we are able to bend in harmony with our Divine source. By listening, yielding, and being gentle, we all become disciples of life.