



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). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. (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. 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.

Requested designation: Literacy and Critical Inquiry-L Mandatory Review: No

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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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

Chair/Director (Signature): [Handwritten Signature]

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

## ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> <p style="text-align: left;"><b>C-1</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> <p style="text-align: left;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> <p style="text-align: left;"><b>C-3</b></p>			

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Su
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <p style="text-align: center;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> <p>C-4</p>			

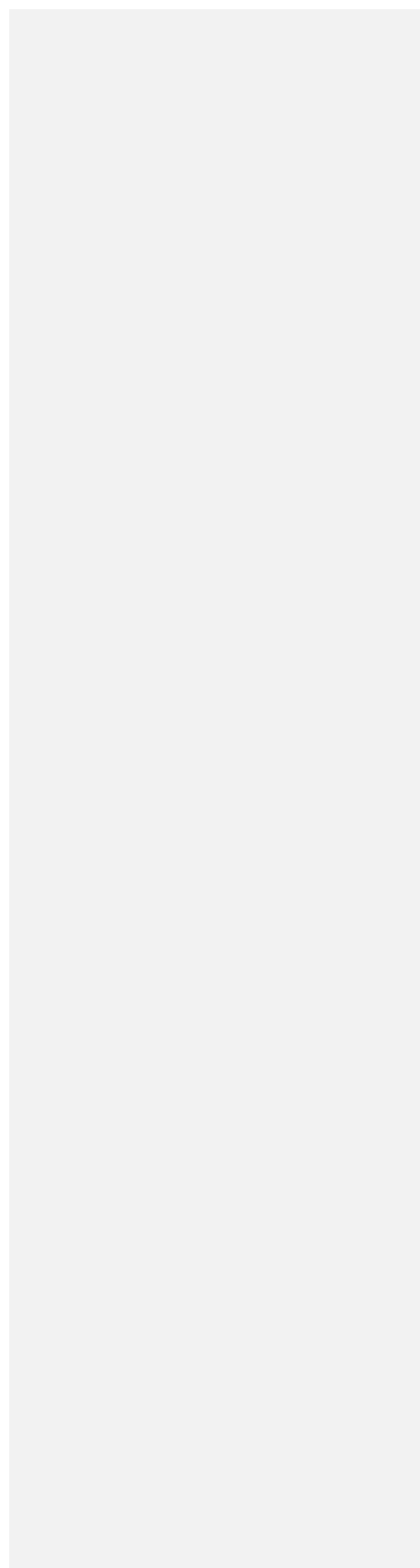
Course Prefix	Number	Title	General Studies Designation
CHI/REL	338	The Chinese Bible: Daode jing	L

Explain in detail which student activities correspond to the **specific** designation criteria.

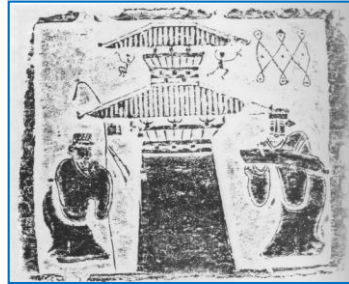
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	This is an I-course. 80% of the course grade depends on writing.	Each week students submit a two-page essay on a given research topic (see the list on page 2 of the syllabus) based on the readings. They then peer review the work of two other students and, finally, submit a revised version of their essay based on peer feedback from two students.
C2	The students essays are all based on that week's translation of a commentary/edition of the Laozi.	See the list of readings on page two of the syllabus. Most of these, where not 19-21 century translations into English of the Laozi are provided to students in my own translations online.
C3	There are a thirteen two-page assignments, each of which is rewritten, for a total of twenty-six edited pages during the course of the term. Each student reads and comments on fifty-two pages of fellow classmates' writing during the term.	I taught Freshman Composition at UC Berkeley and was taught that frequent short writing is more efficacious in helping students master English composition than one long paper. Most students respond well to these exercises and, especially because they must think about good writing as they edit their peers' papers, improve markedly over the course of the semester. Here is my rubric for peer editing: Please read the papers assigned to you carefully two or three times and then complete the following: 1) What is the author's thesis statement? 2) Does the author argue for his or her thesis consistently and logically? List three sentences that support the main thesis. 3) Were you convinced by the argument? Why or why not? 4) Write down two constructive suggestions that might improve the paper.
C4	Students submit their final edited paper on Friday and I provide feedback and a grade before their next paper draft is due on Tuesday at 11:59 PM.	Here is the schedule information from my Canvas course: Generally, our week will unfold as follows: Days 1-2 (Monday, Tuesday): Check the introduction page, watch the first two lectures, and write your assignment. Day 2 midnight: Deadline to submit your paper. Day 4 (Thursday) noon: Deadline to submit your peer edits to your two team members. Day 5 Friday) midnight: Deadline to turn in your paper,

		edited on the basis of your team members' comments.
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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.

### 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.

Comment [SB1]: C2

### 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 the instructor's and others' suggestions in rewriting.

Comment [SB2]: C4

### 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 Assignments
0 8/18-20	Introduction	Write two sentences on the historical Laozi.

Comment [SB3]: C3

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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	<b>Fall Break</b> –following this, our week begins on Wednesdays until week 15.	<b>PAY ATTENTION</b> – 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	<b>Thanksgiving Break</b>	
14 11/28-12/2	The Wrap-up Report	Get out of jail free card!

**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).

Comment [SB4]: C1

**Withdrawals, and Incompletes**



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<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

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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

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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](mailto: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](mailto: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

**Supplemental Course Materials**

<b>Peer Review</b>					
	Peer review instructions			-	
	Peer review instructions			-	
<b>Textbook</b>					
	Textbook			-	
	Textbook			-	
<b>Week 0.....8/20-21</b>					
	18-20 August assignments			-	
	Introductory Video			-	
	The Legend of Lao Tan.pdf			-	
	test #1 Aug 19   0 pts			-	
<b>Week 0 wrap up</b>		Prerequisites: Week 0.....8/20-21			
	test #1 edited Aug 20   0 pts			-	
<b>week 1.....8/20-26</b>					
	Week 1 Intro			-	
	2.1 Video			-	
	Week 1 readings			-	
	video 2.2			-	
	Draft essay on the Guodian ms. Aug 24   4 pts			-	
	Guodian edited paper Aug 27   4 pts			-	
<b>Week 1 wrap-up</b>		Prerequisites: week 1.....8/20-26			
	Video 2.3			-	

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week 2 -----8/27-9/2		+	⚙
Week 2 Intro		✓	⚙
video 3.1		✓	⚙
Five Lost Classics.pdf		✓	⚙
Mawangdui Manuscript		✓	⚙
video 3.2		✓	⚙
Draft essay on Mawangdui Aug 30   4 pts		✓	⚙
Week 2 edited paper Sep 2   4 pts		✓	⚙

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Week 2 wrap-up		Prerequisites: week 2 -----8/27-9/2	+	⚙
video 3.3		✓	+	⚙

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week 3 -----9/3-9		+	⚙
week 3 intro		✓	⚙