

## 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/School	International Letters and Cultures
Prefix: <b>CHI</b>	Number: <b>430</b>	Title: <b>Readings in Chinese Religions</b>	Units: <b>3</b>

Course description: Simple readings in Chinese of Buddhist, Daoist, and Popular Religious texts.

Is this a cross-listed course? **No** If yes, please identify course(s):

Is this a shared course? **No** 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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

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. **Chair/Director Initials** \_\_\_\_\_ (Required)

**Requested designation:** Global Awareness-G **Mandatory Review:** (Choose one)

*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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

**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 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: 26 April 2017

Chair/Director (Signature): 

## **Arizona State University Criteria Checklist for**

### **GLOBAL AWARENESS [G]**

#### **Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

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

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus 1
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	Syllabus 2
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	Syllabus 3
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
CHI	430	Readings in Chinese Religions	Global Awareness (G)

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)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1	This course focuses on the cultural significance in modern Chinese societies of concepts and terminology drawn from China's rich religious traditions.	The course introduction, on page one of the syllabus, explains for students one major particularity of Chinese religion and introduces how it has become diffused throughout the society. The entire course is structured around the examination of these religious elements.
2a	The course deals exclusively with the religious elements of modern China.	Page one discusses the analytical skills students can hope to gain from the course. Pages six and seven of the syllabus list the readings. The oldest of these dates to the mid-20 <sup>th</sup> century. They also cover texts drawn from Buddhism ("White- faced Guanyin"), Daoism ("Ledgers of Merit and Demerit") or general popular religions ("24 Tales of Filial Piety").
2b	All of the texts are in Chinese. The specific cultural content is explained above.	Language and cultural skills that students can expect to derive from the course are listed on page one. The type of writing covered in this course is generally called "shan shu" (Morality Books) and goes back to at least the fourth century in China, when both Buddhism and Daoism, in addition to abstruse scriptures, began producing popular tracts meant to improve public morality. But the ones we will examine are, with one exception, contemporary

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CHI 430  
25673

**Readings in Chinese Religions:  
Things Found in Temples**

Stephen R. Bokenkamp

M/W 4:30-5:50  
LL 105

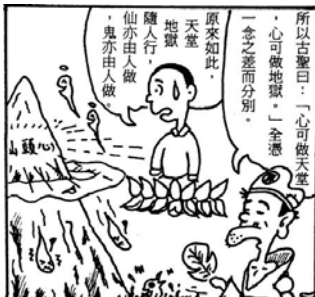
Pre-requisites: CHI 308 (CHI 414) with C or better+



Even in modern China, substantial portions of the language and culture find their roots in the rich religious traditions of Daoism, Buddhism, and Popular religion. Further, these religions are not structured in the ways we expect in the West. Rather than being organizations to which one belongs exclusively (“I am Catholic; you are an Episcopalian”) they are better conceived as toolkits, from which members of the culture draw resources when needed. The result is that, even in modern “atheist” China, the roots and branches of these traditions are spread widely throughout the culture and the life of China. Everyday vocabulary and concepts are drawn from religious lexicons. In this course we will survey varieties of modern religious texts meant for the general public. These include religious tracts, inscriptions, proselytizing videos, temple histories, and hagiographic stories. This is a great way to increase your Chinese vocabulary and reading skills while at the same time broadening your understanding of Chinese culture. No textbooks required.



Commented [SB1]: 1



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

### **Comprehension and Analysis**

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

- comprehend and critically analyze simple texts on Buddhism, Daoism and Popular Chinese Religion.
- comprehend and critically analyze websites related to course content
- comprehend and discuss intelligently the roles of tradition in modern Chinese life.

Commented [SB2]: 2, 3

### **Communication**

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

- read and summarize course content-related material.
- translate simple passages on religious themes.
- incorporate new concepts and vocabulary items drawn from traditional religions into their writing and speaking.

Commented [SB3]: 3

### **Course Requirements**

1) Each student in this seminar is required to prepare for and participate in the assigned class readings each week. In addition, you will be expected to complete several short translation assignments during the course of the term.

2) Your final research paper will be an annotated translation of a work to be announced later in the term. Your translation should be preceded by at least two pages discussing the form of this piece. This paper will be graded on the following points: 1) use of in-class readings, as well as additional primary and secondary sources, 2) quality of translation, and 4) form (footnotes, bibliographic citations, etc.). Your paper is due by 5 PM, .

3) Barring your death or other attested act of God, *no late papers will be accepted for any assignment.*

### **Texts**

Reader, available on Blackboard

### **Grading**

A – 90-100%  
B – 80-89%  
C – 70-79%

D – 60-69%  
E – 59% and below

*There will be no tests or quizzes for the 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 attendance and participation (60%), your final translation assignment (20%), and the short homework assignments (20%).

### ***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>.

### **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.

## 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)

## Schedule

Commented [SB4]: 2

21 August	Introduction
23	地獄遊記 A Journey to the Netherworld (1970s)
28	“ “
30	“ “
4 September – <b>Labor Day</b> (no class)	
6	“ “
11	24 孝故事 24 Stories of Filial Piety
13	“ “
18	“ “
20	對聯 Daoist and Buddhist temple couplets.
25	“ “
27	白衣觀音 White-faced Guanyin
2 October	“ “
4	“ “
9	-- Fall break
11	太微仙君功過格 Ledgers of Merit and Demerit from the Transcendent Lord of Grand Tenuity
16	“ “
18	“ “
23	“ “
25	“ “
30	一貫道 因果報應 Karmic Response according to Yiguan Dao
1 November	“ “
6	“ “

8	瑶池金母 Poems and Stories related to the Queen Mother of the West
13	“ “
15	“ “
20	“ “
22	“ “
27	“ “
29	Wrap up and course evaluation.
4 Dec.	<b>Final Paper Due</b>

