

College of Charleston
Department of Religious Studies
Spring 2021

FYSM 134-01— Finding your Way: The Ancient Chinese Secret to Happiness

MWF 9AM; JEWISH STUDIES CENTER 333

FYSS 101: M 10AM; ED CENTER 118

Instructor: Dr. Elijah Siegler

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Office: 4 Glebe St., Second Floor

Office Hours: MWF 12-1 and by appointment (either in my office or by Zoom)

Peer Facilitator: AJ Williamson

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What is the best way to make a good life? What can we do to create a better society? And what should we concretely do to live in a fuller and more inspiring way? Questions such as these were at the heart of philosophical debates in China. The answers that classical Chinese thinkers developed in response to these questions are among the most powerful in human history. These ancient ideas can guide us towards real happiness. The course will focus on short readings from the ancient texts themselves (in translation) and on short writing assignments that promote observation and self-reflection. No knowledge of Chinese philosophy is assumed.

There are **two** required books:

-- **Ivanhoe** and Van Norden, eds. *Readings in Classical Chinese Philosophy*, 2nd edition
ISBN-13: 9780872207806

--**Puett**, *The Path: What Chinese Philosophers Can Teach Us About the Good Life*
ISBN-13 : 9781476777849

There are also occasional required readings on OAKS. Print these out and bring them to class! Please always bring the relevant book or printout to class.

*A Clifton Strengths Access Code is required for FYSS 101

Course Requirements:

Participation (see p. 5):	10%
Journal (incl. pop quizzes):	15%
First Paper, due March 12:	15%
Debate, March 26	5%
Second Paper/ Presentation:	20%
Midterm Test, March 3:	10%
Final Test, April 23:	15%
FYSS 101 Grade:	10% (As an FYE student, you are required to attend the FYSS 101 Peer Facilitator classes every week. This is a graduation requirement.)

Grading Scale: A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 61-62 F: 60 or below.

SCHEDULE OF CLASSES

Mon 1/11: What is this Class About?

Wed 1/13: Who are We? (Introductions)

Fri 1/15: What Are the Myths We Live By?

Read: Puett 5-14

Mon 1/18- MLK Jr. Holiday- NO CLASS

Wed 1/20: What are the roots of Chinese religion?

Read: Ivanhoe XI-XVII, 385-388; Puett 15-22

Fri 1/22: Who was Confucius?

Read: Ivanhoe 1-28

Mon 1/25: Who was Confucius, continued?

Read: Ivanhoe 28-54

Wed 1/27: On Relationships

Read: Puett 23-53

Fri 1/29: Activities!

Mon 2/1: Who was Mozi?

Read: Ivanhoe 59-69, 77-78, 80-84, 90-95 (or 59-111)

Wed 2/3: On Coherence

Read: Puett 55-62

Fri 2/5: Activities!

Mon 2/8: Who Was Mencius?

Read: Ivanhoe 115-118, 125-135, 137-139, 144-152 (or 115-157)

Wed 2/10: On Decisions

Read: Puett 62-85

Fri 2/12: Activities!

Mon 2/15: Who Was Laozi?

Read: Ivanhoe 161-203

Wed 2/17: On Influence

Read: Puett 87-117

Fri 2/19: Activities!

Mon 2/22: What is the Inward Training?

Read: Roth (on OAKS)

Wed 2/24: On Vitality

Read: Puett 118-139

Fri 2/26: Activities!

Mon 3/1: Catch-Up and Test Review

Wed 3/3: **Midterm Test**

Fri 3/5: Paper Workshop

Mon 3/8: Who was Zhuangzi?

Read: Ivanhoe 207-209, 213-225, 231-235, 241-243, 246-247, 249, 250 (or 207-250)

Wed 3/10: On Spontaneity

Read: Puett 141-159

Fri 3/12: Activities!

First Paper Due

Mon 3/15: Who was Xunzi?

Read: Ivanhoe 255-267, 273-278, 286-289, 298-302 (or 255-307)

Wed 3/17: On Humanity

Read: Puett 163-181

THURS 3/18: EVENING ZOOM LECTURE BY DR. MICHAEL PUETT

Fri 3/19: Q&A with Dr. Michael Puett

Read: Puett xiii-xvi

Mon 3/22: Who was Han Feizi?

Read: Ivanhoe 311-317, 339-346, 351-353 (or 311-359)

Wed 3/24: Debate Prep

Fri 3/26: **Class Debate**

Mon 3/29: Chinese Philosophy and Cognitive Science

Read: Slingerland (on OAKS)

Wed 3/31: Chinese Philosophy and Parent-Child Relationships **Special Guest: Dr. Keith Knapp**

Read: Knapp (on OAKS)

Fri 4/2: Activities!

Mon 4/5: Confucianism Today

Read: Jaffe (on OAKS)

Wed 4/7: Daoism Today

Read: Johnson (on OAKS)

Fri 4/9: Biospiritual Training Today

Read: Palmer (on OAKS)

Mon 4/12: Oral Presentations

Wed 4/14: Oral Presentations, cont.

Fri 4/16: Oral Presentations, cont.

Mon 4/19: Final Test Review and Catch-up Discussion

Final Paper Due

Fri 4/23: **Final Test**

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Note: The Center for Student Learning (CSL) will provide online academic support services in course content, writing skills, and study strategies. For more information regarding CSL, please visit the CSL website at <http://csl.cofc.edu> or call (843) 953-5635.

Students with documented disabilities who have been approved to receive accommodation through SNAP should feel free to discuss this during office hours. For more information, contact Disability Services at snap@cofc.edu.

Participation Grades:

10	For each class the student has exceeded expectations in preparing thoughtful and useful comments and questions. Comments and questions asked in class demonstrate a superior understanding of the material, and take the class discussion in thoughtful and unexpected directions. When called upon, the student responds in full sentences and with due respect to the material and his/her fellow classmates. While doing group work, the student focuses on the questions/task at hand and seeks clarification from other students and the professor when in doubt.
9 - 9.5	The student has read to the best of his/her ability and has prepared thoughtful and useful comments and questions. Comments and questions asked in class demonstrate a sincere attempt at understanding the material, and help to further the discussion of the class. When called upon, the student responds in full sentences, and with due respect to the material and his/her fellow classmates. While doing group work, the student focuses on the questions/task at hand and seeks clarification from other students and the professor when in doubt.
8 - 8.5	Overall, the student has read and has a basic understanding of the text. The student does not seek to clarify information that is beyond his/her linguistic grasp. When called upon the student responds with one-two word answers. The student pays attention to the classroom discussion, but contributes little to the conversation in the class or in small group discussion. While doing group work the student may lose focus of the questions/task at hand and does not always seek clarification from other students or the professor when in doubt.
7 - 7.5	The student has often not read the whole text or read without seeking to understand. The student does not seek to clarify information that is beyond his/her linguistic grasp. When called upon, the student responds with one-two word answers or does not answer. Questions and comments are a distraction to the discussion. While doing group work the student loses focuses of the questions/task at hand and does not seek clarification from other students or the professor when in doubt.
0 - 6	The student has not prepared for the class and is not able to participate in the discussion. The student makes no effort to improve. When called upon, the student answers with minimal words or refuses to answer. Questions and comments asked are a distraction to the discussion and show a basic lack of respect to the text, to the time and learning of the students and to the professor.

FYSE LEARNING OBJECTIVES / OUTCOMES

At the end of the semester, students should have the following skills:

Campus Resources: Identify and use the appropriate academic resources and student support services at College of Charleston. These would include the Addlestone library, information technology, the Center for Student Learning, the Career Center, and other appropriate academic resources, student support services, and cultural resources.

Information Literacy: Use appropriate tools and search strategies for identifying particular types of information specific to the discipline. Evaluate the relevance, quality, and appropriateness of different sources of information.

PRO TIPS

--**Honor Code:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. Students can find a complete version of the Honor Code and all related processes in the Student Handbook, available online.

-- **Communication:** Email me at sieglere@cofc.edu if you have any individual issues regarding the course. I will respond within 24 hours (48 hours on weekends). We can also arrange to meet at your convenience in my office or on my personal Zoom link: <https://cofc.zoom.us/my/elijahsieglere> (Meeting ID: 970 905 9200)

--**Technology Support:** If you are having trouble with any particular link in OAKS, you may contact me directly via email at sieglere@cofc.edu. For tech troubles related to your CofC login, OAKS, or computer problems, please contact the CofC IT department at helpdesk@cofc.edu or by phone at (843) 953-3375. Instructions on how to use OAKS can be accessed here: http://it.cofc.edu/education/webctoaks/oaks/index_old.php. (Computer failure and/or unavailability does not constitute an excuse for failure to complete an assignment on time)

--**Mental & Physical Wellbeing:** At the college, we take every students' mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.