Texts:
Albrecht, *Brain Power*
Hoff, *Tao of Pooh*
Krishnamurti, *Think On These Things*
Lao Tsu, *Tao Te Ching*, translated by Gia-Fu Feng and Jane English

General:
This is a course about clear, critical and creative thinking. We will explore both western and eastern concepts about the nature of reasoning, its methods, its principles, its common failings, its applications, and its limitations. Special emphasis will be placed on the ways in which Taoist principles complement and enhance traditional western concepts of logic.

Objectives:
Students will be able to discuss, interpret and apply the concepts of Taoism and relate them to traditional western concepts of reasoning, analysis, and argumentation. They will learn to think clearly, critically and creatively about a variety of subjects, both formal and informal, and to distinguish between valid and invalid reasoning. They will be able to apply the various paradigms to the practical world of their everyday lives, and will be able to examine their own beliefs, and those of others, with both clarity and an openness to alternative views.

Grading:
There will be a short in-class exam worth 10% of the final grade, a two-day in-class midterm exam worth 30%, a practical application project worth 30%, and a cumulative two-hour final exam worth 30%. The project will require the submission of two papers, a proposal/justification (1-2 pages) and a summary/analysis of results (6-8 pages). Except for documented, serious and compelling reasons, no make-up exams will be given. For students who have attended regularly, a grading curve will be applied at the end of the semester with extra-credit awarded for active and effective classroom participation.

Attendance Policy:
*Attendance at all meetings is mandatory.* Absences due to illness, death in the family, or participation in university-sponsored events may be excused if a student provides timely documentation. Accumulation of three weeks of unexcused absences will result in a grade of “F”. Attendance will be taken at the beginning of each meeting. Late arrivals are responsible for checking in before leaving class that same day. Failure to check in by the end of class will be considered an unexcused absence.

Plagiarism/Cheating:
Students should read the University policy on *Cheating and Plagiarism* in the *CSULB Catalog*. Penalties for these offenses include “a failing final grade” and “possible probation, suspension, or expulsion.”

Withdrawal:
Standard University policies apply. See *CSULB Catalog*. 
ASIAN STUDIES 190 - TAO REASONING
READING ASSIGNMENTS

Texts:
Albrecht, *Brain Power*
Hoff, *Tao of Pooh*
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Part I. Analytical Phase:
Western and Eastern Ideas about Clear, Critical and Creative Thinking

Albrecht: *Why Many People Don't Think Clearly*; Hoff: *How of Pooh?*

Albrecht: *Learning to Think More Effectively*; Crap Detecting
Hoff: *Tao of Who?*; Spelling Tuesday;
Instructor Handout: Section I

Albrecht: *Thinking On Your Feet*; Hoff: *Cottleston Pie*

Week 5: SHORT EXAM: LAST MEETING OF WEEK #5
Albrecht: *How Your Words Shape Your Thoughts*; Hoff: *Pooh Way*
Instructor Handout: Section II

Week 6: PROJECT PROPOSALS DUE: LAST MEETING OF WEEK #6
Finding and facing facts: Verifiability, maps and encoding, recognition, interpretation, expectation, intention, context, reality testing, listening, investigative attitude, eliminating snap reactions, changing your mind, being happy, appreciating yourself.
Albrecht: *Finding Facts and Facing Facts*; Developing Mental Flexibility
Hoff: *Busy Backson*; That Sort of Bear

Week 7: Problem Solving: Personal styles, roles of divergent and convergent thinking, discovering and stating problems, option finding, decision making, evaluating results. Taoist concept of T’ai Hsü.
Albrecht: *Solving Problems and Making Decisions*
Hoff: *Nowhere and Nothing, Now of Pooh, Backward;*

Week 8: MIDTERM EXAM, Two Parts: LAST TWO MEETINGS OF WEEK #8

Week 9: Examining Fallacies: Definition of fallacy. Classification schemes for fallacies. Fallacies of relevance, presumption and ambiguity. Logical dodges, faulty premises (factual errors, misleading terms), faulty arguments (cause and effect, relevance).
Instructor Handout: Section III
Part II. Synthetic Phase: 
Practical Application of Concepts and Processes to Life Situations

In this section of the course, the concepts previously studied will be applied to the critical evaluation of the assigned texts, with special attention to the topics referenced below. Each class meeting will consist of small-group discussions followed by evaluation of the group work by the entire class and the instructor.

Week 10: Effects of fear, dependence and desire on the mind:
Lao Tsu: 1-13; Krishnamurti: Chapters 1 - 4

Week 11: Clarity of mind, creativity, principles of effective action:
Lao Tsu: 14 - 28; Krishnamurti: Chapters 5 - 8

Week 12: Self-knowledge, conformity, social patterns:
Lao Tsu: 29 - 42; Krishnamurti: Chapters 9 - 12

Week 13: Complementarity, conditioning, mechanical thinking:
Lao Tsu: 43 - 56; Krishnamurti: Chapters 13 - 16

Week 14: Attention, knowledge, overcoming difficulties:
Lao Tsu: 57 - 70; Krishnamurti: Chapters 17 - 20

Week 15: PROJECT RESULTS DUE: FIRST MEETING OF WEEK # 15
Truth, simplicity, finding value in a world of facts:
Lao Tsu: 71 - 81; Krishnamurti: Chapters 21 - 22

FINAL EXAM: SEE FINAL EXAM SCHEDULE

PROF. WEINSTEIN'S FURLOUGH DAYS, SPRING 2010

Friday, January 29
Tuesday, February 9
Monday, February 15
Wednesday, March 10
Friday, March 26 - Campus Closed
Thursday, April 15
Wednesday, April 21 - Campus Closed
Thursday, May 6 - Campus Closed
Friday, May 14
GRADING RUBRIC for Essay Exams

The rubric below is designed to help you understand the standards which will be used to grade your essays.

Read the chart from the bottom to the top.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>&quot;A&quot;</td>
<td>Essay achieves all the goals of &quot;C&quot; and &quot;B&quot; essays, plus it relates the issues and arguments to your own personal experience. It states your views on the issues and how they apply in your own life.</td>
</tr>
<tr>
<td>&quot;B&quot;</td>
<td>Essay achieves all the goals of the &quot;C&quot; essay, plus it compares and contrasts the positions of the authors. It expands and extends the authors' ideas beyond what is explicitly stated in the readings.</td>
</tr>
<tr>
<td>&quot;C&quot;</td>
<td>Essay demonstrates you did the reading, understand the issues involved and grasp the authors' positions on those issues. It explains the supporting reasons and arguments for the positions on both sides of each issue. Therefore, it explains both what the authors believe (their positions) and why they believe it (their reasons and arguments).</td>
</tr>
</tbody>
</table>

The content of your essay is more important than the style of your writing. But you should be aware that content and writing technique are closely linked. You may know* the material, but if you cannot convince the reader that you know, your grades will disappoint you. There are four general standards which must all be observed:

1. **Your writing must be clear**: Be sure to say exactly what you mean. It is not sufficient to hint or suggest your meaning. You must state your points explicitly so there is no doubt about your meaning. Students often ask, "Couldn't you figure out what I meant?" It isn't the reader's job to guess your meaning. It is your job to say it clearly. Even when I suspect that a student knows an answer, if it is not clearly stated, I will not give credit for what is not said.

2. **Your writing must be unambiguous**: Although this is closely related to clarity, it is so important that it deserves separate mention. Your writing should not be open to multiple interpretations. Statements that are too general can cover too much ground. Poor grammar or poor word choice can confuse meaning. You must communicate your ideas so there is no doubt about your meaning.

3. **Your answers must be complete**: Partial answers deserve only partial credit. To get full credit, you must answer the entire question, not just a part of it, and certainly not some other question (like the one you studied for). Multiple-part questions require multiple-part answers. Giving a complete answer to the specific question asked demonstrates your mastery of the material.

4. **Your answers must be accurate**: Being clear, complete, and unambiguous doesn't count for much unless you are also accurate. Silly mistakes or oversights can rob essays of their accuracy. (For example, writing, "Smith would agree with Jones.", instead of, "Smith would disagree with Jones.") Unless you re-read your essay for accuracy, you run the risk of letting little mistakes rob your writing of its intended meaning. Take the time to review your work for accuracy.

* Passive Understanding vs. Active Mastery: Students sometimes confuse passive understanding with active mastery. Because material makes sense (passive understanding) when they read it, or when it is discussed in class, they think they "know" it and are disappointed when they earn a "C". Active knowledge and mastery require not just that you understand the material when someone else speaks or writes about it; they require that you, yourself, are able to clearly and accurately explain what the material means and what it implies. Just as passive understanding of a word does not guarantee that you can use it correctly, passive understanding of a subject is not the same as knowing it. Passive understanding earns a "C", at best. Active knowledge earns a "B". Mastery earns an "A".
**General Concept:** In order to consolidate the learning experience, each student is to undertake a personal experiment by actually applying one of the principles of Taoism to his/her own personal life. You are to choose a Taoist principle, and design an activity which will enable you to consciously apply that principle in your life for at least 20 minutes a day, at least 4 days a week. The experiment should be in some problematical area of your life, in which you are unsatisfied with the results you are presently attaining with your customary strategies.

This personal experiment, or practical application project, will be carried out over a period of at least six weeks, providing ample time for you to test the effectiveness of the selected principle. You are required to keep a journal, at least three days a week, noting any perceived changes in your life, or effects of doing things differently.

At the end of the experiment, you will write and submit a thoughtful analysis of your experiences as a result of doing things differently in your life.

**Proposal Paper:** On, or before, the beginning of week 7, each student will submit a 1-2-page paper explaining their proposed experiment. The proposal should:

(a) Identify the specific Taoist principle to be applied, and briefly state your understanding of that principle.
(b) Specifically state how that principle is to be applied. This statement must be operational in nature, and explain what actions, deeds, practices, etc. you propose to engage in.
(c) Explain why you choose to experiment in this area of your life.

When your proposal is approved, you will begin your project. If your proposal is not approved, you must resubmit an amended proposal. *All students are invited to conference with the instructor to help them design a proposed activity.*

**Project Results Paper:** At the beginning of week 15 of the course, each student will submit a 6-8-page paper presenting and analyzing the results of their experiment. Personal journals are for your reference only and are not to be submitted with the final paper. The project proposal should be incorporated as a part of the final paper, but does not count towards the total page count. Final papers should include:

(a) What you did, and how successful you were at doing it.
(b) Any problems you encountered in carrying out your proposal and what you did to overcome those problems.
(c) A brief description of any changes you noticed during the experiment.
(d) An analysis of the effects, if any, of the experiment upon your life.
(e) Your evaluation of the efficacy of the tested principle, and any changes which occurred in your understanding of that principle as a result of this experience.