

HUMA1000E Cultures and Values: Freedom, Justice, and the Good

Fall 2019-20 Course Outline (*Subject to change*)

Lecturing faculty:

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Course description:

This course focuses on conceptions of the “good life” and justice in relation to questions of human and environmental flourishing. We will consider issues such as the practices and values that are involved in a good life and a just society; whether ethics is universal or particular and what we owe our nations and humanity; the reality of conflict and how conflicts might be resolved or managed; the morality of human nature; environmental and animal ethics; the ethics of war and peace; utilitarian, deontological, virtue and existential ethics. These issues will allow students to reflect upon a range of values in both their personal and public lives involving the nature of goodness, rightness, justice and the common good in modern social-political conditions.

Course highlights:

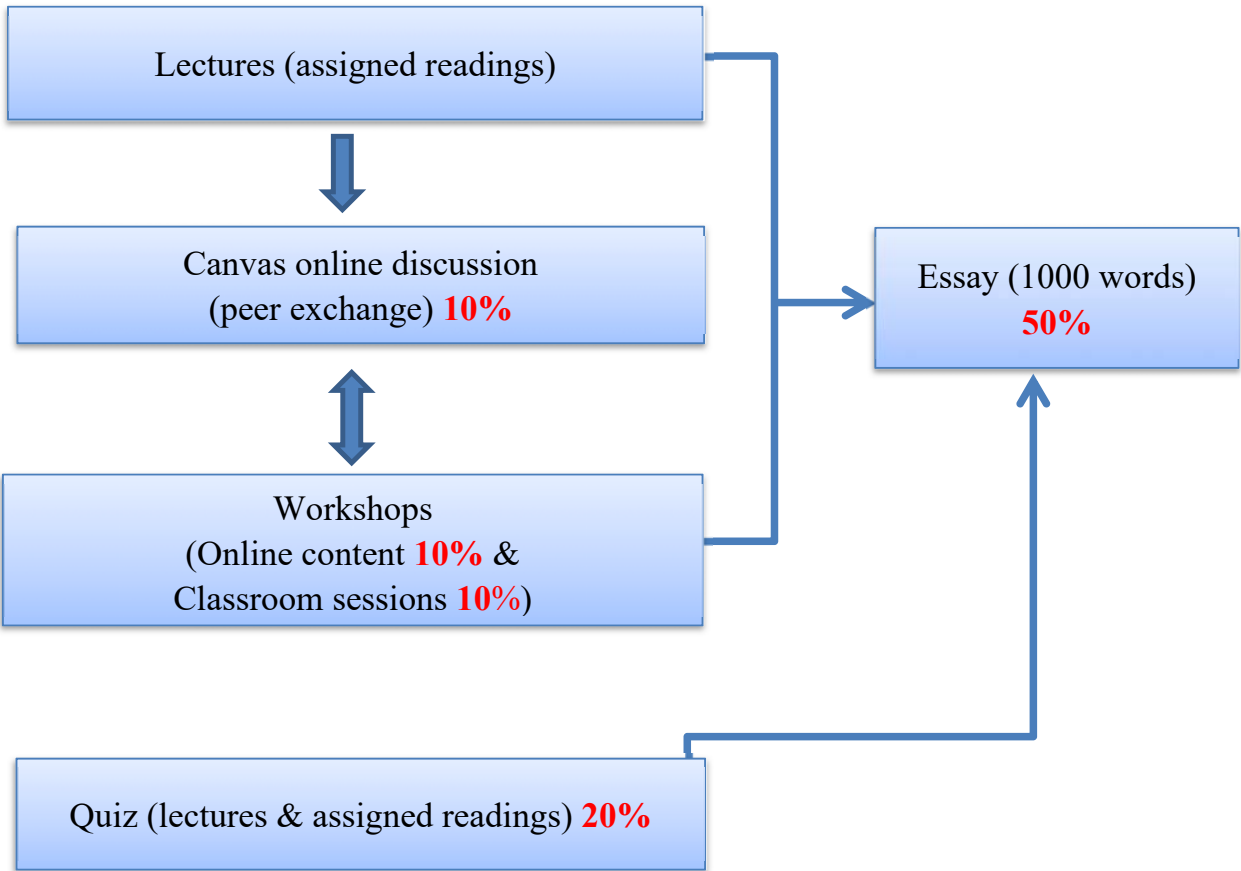
- 3-credit HUMA common core course with no exam but one essay, Canvas online peer discussion, and three quizzes (only the best two count).
- Learn how to convince others in writing.
- Learn more about three specific values: Freedom, Justice, and the Good.

The objectives of the course are two-fold:

- (1) For communicative capacity building through humanities knowledge and
- (2) For enrichment of values and perspectives corresponding to the mission and vision of UST.

The course encompasses three *interrelated* strands of learning:

- a) Lectures on specific humanities perspective and values;
- b) Writing workshops to sharpen communication skills for the essay; and
- c) Canvas online discussion for exchange and comments among peers on lectures and essays.



Assessment:

1	In-class quiz		20%
2	Canvas online discussion	<ul style="list-style-type: none"> ➤ Peer exchange forum on questions and issues pertinent to lectures & weekly readings; ➤ Three deadlines over the process of the discussion; topics given by each would be closed afterwards – see “Rubric for Canvas Peer Exchanges” for details. 	10%
3(a)	Writing workshop – online content (Canvas)	<ul style="list-style-type: none"> ➤ Viewing online content and completion of all tasks embedded in the online content. 	10%
3(b)	Writing workshop – classroom sessions	<ul style="list-style-type: none"> ➤ Attending all five writing workshops on time. Attendance: Any absence will be penalized if without justifiable proof(s). Poor attendance will affect your final grade for the course. Punctuality: You will be marked absent if late for more than 10 minutes. 	10%

		<ul style="list-style-type: none"> ➤ Contribution to discussion, completion of homework (including first draft of term essay), peer comments on group-mates' essays. 	
4	Term essay (including revision efforts)	<ul style="list-style-type: none"> ➤ Write a persuasive essay of 1000 words, ➤ Which is revised at least once; ➤ Show evidence of response to feedback on your first draft. 	50%

What students are expected to do:

Assigned readings for lectures:

There are assigned readings for the lectures on the three values. Students must read them in order to follow the lectures. The in-class quiz will test their comprehension of these readings and the lecture contents.

Participating in lectures and the quiz:

Lectures will introduce to students the basic concepts and theories regarding the three values: Freedom, Justice, and the Good. Students are expected to do the assigned readings, follow the lectures closely, and participate in activities during the lectures. They will need to connect what they learn in the lectures with what they do in the online discussion forum, the writing workshops, and the essay writing. This connection is graded. There are **three quizzes** to assess how much they have acquired from the assigned readings and the lectures. However, only the results of the **best two of them** will be counted. Thus, each of these two quizzes will constitute 10% of the overall performance of the students.

Participating in the Writing Workshops:

The Writing Workshops will be presented in two strands: online and classroom.

The online strand consists of four blocks of material, each of which contains tasks to check that you have understood the content. These blocks have been designed to prepare you for the five classroom workshops, held in alternate weeks. If you do not complete the online part of each workshop, you will not be prepared for the classroom part of the workshop and you will not gain the maximum benefit from your time in the classroom.

So long as you work through the online strand of the workshop before you attend the classroom session, you can do the online work whenever and wherever you like. A detailed schedule of the classroom workshops is available on Canvas. The writing workshop part of HUMA1000 has been completely redesigned by a team from the Center for Language Education, the Division of Humanities and CEI, the University's specialist center for teaching and learning.

Both the online and the classroom strands of the workshops have been designed to help you write a good academic persuasive essay in response to one of the essay prompts given by the member of HUMA faculty in charge of your lectures. You will need to make use of what you have learned from lectures and assigned readings in the writing workshops.

Full details of how to follow this part of the course will be given in the orientation tutorial in week 1 or 2 of the Fall Term.

Since this is not an English language course, your English proficiency alone will not determine how well you do in this course. However, poor English proficiency may affect your performance because you will be assessed on the ideas and the argument in your essay. Your English proficiency affects how well you can express these ideas and construct an argument. If you are a first year student from Hong Kong and you obtained only a level 3 pass at HKDSE or a level 4 pass with any sub-score lower than 4, our experience suggests you will find it difficult to do well in the course at the moment. We recommend that you wait and take HUMA 1000 after you have completed and passed LANG 1002 and LANG 1003 with at least a grade C-. Further information about the level of English proficiency you need to do well in the course is available on Canvas.

HUMA1000 是一門人文學課程，而不是英語語言課程，因此，你的英語語言水平並不能單獨決定你在這門課程的表現。然而，薄弱的英語能力卻會影響你的表現，因為課程將依據你在論文寫作中所表達的思想和論點來進行測評。你的英語語言水平則會對你在表達觀點和構建論據方面產生影響。如果你是香港本地的一年級學生，同時你在香港中學文憑考試(HKDSE)只達到 3 級，或者達到 4 級卻有任何一卷低於 4 級，根據以往經驗，在現階段修讀 HUMA1000 對你而言會有一定難度。我們建議你在完成並以至少 C- 的成績通過 LANG 1002 和 LANG 1003 兩門課程以後再開始修讀 HUMA1000。其他與修讀 HUMA1000 相關的英語語言水平的進一步資料已上載至 Canvas 以供參考。

Canvas online discussion:

Students will take part in online discussion forum on Canvas to exchange among their peers any feelings, ideas, and thoughts, in response to questions about the lectures and assigned

readings as posted by the faculty. Questions are open-ended and there is no model answer to look for. The purposes are to exchange ideas, listen to others, and learn from each other.

Term essay:

Each student will choose an essay topic from those prescribed and write a persuasive essay of around 1000 words in academic English. Students need to show in their essays that they have made use of what they have learned from the lectures and assigned readings. The first draft must be submitted on time by a prescribed deadline to ensure that students can receive timely feedback from their language instructor and be assessed on their efforts in the process of writing the essay. The final version of the essay must show evidence of revision in response to feedback from the language instructor. Essays must be submitted through the Canvas course site, which will be checked automatically through Turnitin both online and among peers. Please note that there is a policy on late submission.

Further rubrics and guidelines about the class assessments and activities can be found in the course site on Canvas.

Intended Learning Outcomes (ILOs)

This course has defined “language and culture” as the specific aspect of **humanities perspective** to form the contents of the Intended Learning Outcomes (ILOs). Within this framework, three basic values will be explored: Freedom, Justice and the Good.

- ILO#1: Communicate in writing persuasively and effectively.
- ILO#2: Demonstrate a **humanities perspective** in communication.
- ILO#3: Question assertions related to humanities, especially culture and values.
- ILO#4: Show appreciation of different views and contribute to constructive feedback.
- ILO#5: Apply existing empirical and logical skills to make independent judgments about personal values and priorities.
- ILO#6: Appreciate the complexity of: Freedom, Justice, and the Good.

Course Schedule and Readings

(Lecture content and readings are subject to changes)

I. Socrates, Plato, and the Good

[Week 1 – September 2, 2019](#)

Course Introduction: Overview of the course and topics to be covered, with brief mention of the issues, activities, and expectations.

Question One: Why be moral and what is the good?

Supplementary Readings: Plato, *Myth of the Ring of Gyges and the Vision of the Good*
(excerpts from Plato, *The Republic*)

[Week 2 – September 9, 2019](#)

Question Two: Do will and belief or should the good have priority?

Required Readings: Plato, *Euthyphro*

[Week 3 – September 16, 2019](#)

Question Three: What is the best life worth living?

Required Readings: Plato, *The Apology of Socrates (Abridged)*

[Week 4 – September 23, 2019](#)

Question Four: Should we obey the state's judgments?

Required Readings: Plato, *Crito*

II. Freedom and Power in Modern European Philosophy

[Week 5 – September 30, 2019](#)

Question Five: Are humans only self-interested and a strong state must control them?

Required Readings: Excerpt from Thomas Hobbes, *Leviathan*

Quiz One: Plato's Socrates

[Week 6 – October 7, 2019](#)

No class, Chung Yeung Festival

[Week 7 – October 14, 2019](#)

Question Six: Are inequality and hierarchy natural?

Required Readings: Excerpt from Jean-Jacques Rousseau, *Discourse on the Origins of Inequality*

[Week 8 – October 21, 2019](#)

Question Seven: Is humanity striving for social-political Enlightenment and progress?

Required Readings: Kant, *What is Enlightenment?*

[Week 9 – October 28, 2019](#)

Question Eight: What are the roles of liberty and government in society?

Required Readings: Excerpt from John Stuart Mill, *On Liberty*

Quiz Two: Modern Political Philosophy

III. Questions of the Good and Justice

[Week 10 – November 4, 2019](#)

Question Nine: Is Confucian ethics be compatible with modernity?

Required Readings: TANG Junyi 唐君毅, XU Fuguan 徐復觀, ZHANG Junmai 張君勱, MOU Zongsan 牟宗三, "A Manifesto for a Re-appraisal of Sinology and Reconstruction of Chinese Culture" (为中国文化敬告世界人士宣言)

[Week 11 – November 11, 2019](#)

Question Ten: Should we commit to cosmopolitanism or nationalism?

Required Readings: Martha C. Nussbaum, "Patriotism and Cosmopolitanism"

[Week 12 – November 18, 2019](#)

Question Eleven: Liberal, Republican, and Deliberative Government?

Required Readings: Jürgen Habermas, "Three Normative Models of Democracy"

[Week 13 – November 25, 2019](#)

Quiz 3: Contemporary Issues of Political Philosophy