

29 Jan 2019

HUMA1000B Cultures and Values: Righteousness, Destiny and Well-being

Spring 2019 Course Outline (*Subject to Change*)

Lectures on Fridays, 3:30pm – 5:20pm at LT-A

Lecturing faculty:

Dr. Sai-lok NAM (shlewis@ust.hk), Lecturer, Division of Humanities

Office Hour: By appointments

Writing workshop teaching faculty:

Language Instructors (<http://cle.ust.hk/staff>), Center for Language Education (CLE)

Canvas online discussion coordinator:

Mr. Perseus TSANG (hmp@ust.hk), Instructional Assistant, Division of Humanities

Office Hour: By appointments

Course Description:

“At fifteen, I had my mind bent on learning. At thirty, I stood firm. At forty, I had no doubts. At fifty, I knew the *Tianming* (天命). At sixty, my ear was an obedient organ for the reception of truth. At seventy, I could follow what my heart desired, without transgressing what was right.” This is a self-reflection of Confucius. The improvement throughout his life, not only demonstrates the life of a man of virtue (*junzi* 君子), but also highlights the dialectical characteristic of Chinese philosophy. This characteristic can be shown by the correlation between righteousness, destiny and well-being.

Lectures and readings will be (mainly) built upon selected texts of Chinese classics. Through studying the texts, students will reflect and explore the deep meanings and relationship between the concepts of righteousness, destiny and well-being, which demonstrate the dialectical characteristic of philosophy of life in both Classical Confucianism and Classical Daoism. For the concept of righteousness, moral conflict between Confucianism and Mohism will be explored, together with the idea of dissolving the distinction between right and wrong in Daoism. For the concept of destiny, the discussion will begin with the ideas of endeavor (*li* 力) and destiny (*ming* 命) in the *Liezi*, followed by possible replies from Mencius, Xunzi and Zhuangzi. As for the concept of well-being, the ultimate goals of the philosophy of life in Confucianism and Daoism will be discussed, and the possibility of obtaining well-being under the influence of destiny will be shown.

Course highlights:

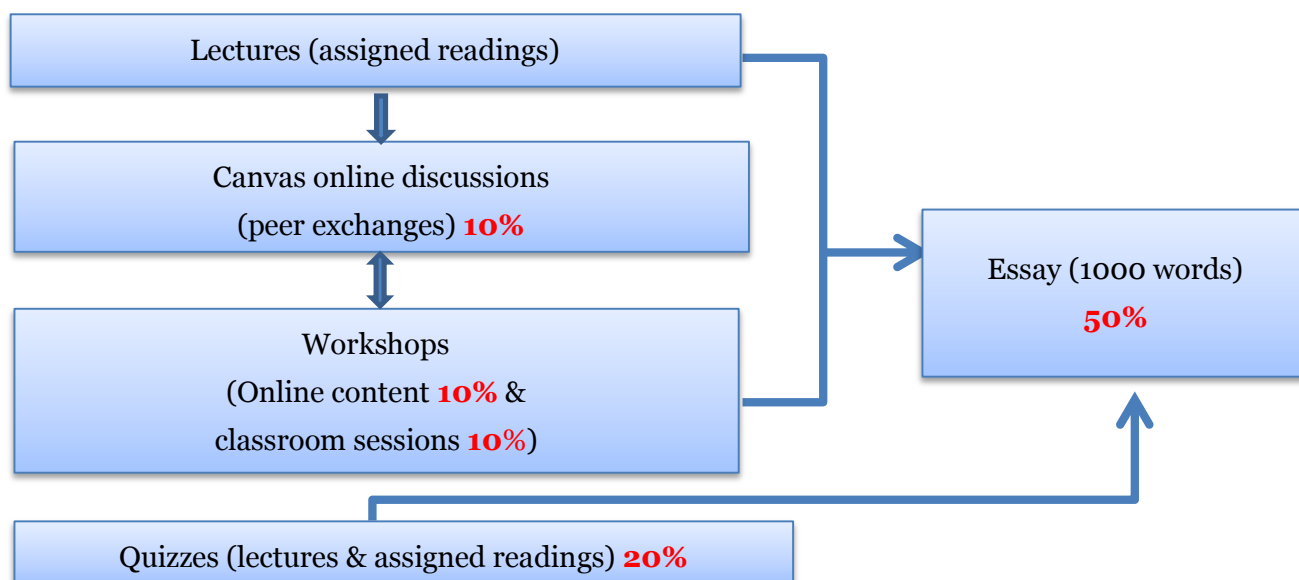
- 3-credit HUMA common core course with no exam but one essay, Canvas online peer discussion, and two quizzes.
- Learn how to convince others in writing.
- Learn more about three specific values: “Righteousness”, “Destiny” and “Well-being”.

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	Two in-class quizzes	Multiple choice questions	20%
2	Canvas online discussions	<ul style="list-style-type: none"> ➤ Peer exchange forum on questions posted by the faculty regarding the weekly readings and lectures; ➤ 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 workshops – 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"> ➤ Attendance: Attending all five writing workshops on time. Any absence will be penalized if without justifiable proof(s). ➤ Punctuality: You will be marked absent if late for more than 15 minutes. ➤ Contribution to discussion, completion of homework (including first draft of term essay), peer comments on group-mates’ essays. 	10%
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 should read them in order to follow the lectures.

Participating in lectures and quizzes: Lectures will introduce to students the basic concepts and theories regarding the three values: “Righteousness”, “Destiny” and “Well-being”. 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 two quizzes to assess how much they have acquired from the lectures.

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 of HUMA1000 has been completely redesigned by a team from the Center for Language Education, the Division of Humanities and Center for Education Innovation, 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 from week 1(i) to week 3 of the Spring 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 “ethics and philosophy of life” 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: “Righteousness”, “Destiny” and “Well-being”.

- 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 “righteousness”, “destiny” and “well-being” in professional and daily affairs.

Course Modules and schedules (*subject to change*)

- **Orientation tutorials: Between Jan 30, Week 1(i) and Feb 19, Week 3**
- **Module 1 (Introduction), 2a, 2b, 2c, 2d, 3, 4a, 4b, 5a and 5b:**

<i>Modules</i>	<i>Week</i>	<i>Topics</i>	<i>Content Outline</i>
1	<i>Week 1(i), Feb 1</i>	Introduction	General overview of the course and topics to be covered, with brief mention of the assessments and expectations.
2a	<i>First Half of the Semester</i>	Moral Conflict: Western Ethics I	Utility in Utilitarianism
2b		Moral Conflict: Western Ethics II	Categorical Imperative in Kantianism
2c		Moral Conflict: Chinese Philosophy I	Moral Feeling in Confucianism
2d		Moral Conflict: Chinese Philosophy II	Inclusive Care in Mohism
3	<i>Week 5 or 6</i>	Dissolving the Moral Conflict	Rationale of dissolving moral conflict in the thought of Daoism

4a	<i>Second Half of the Semester (Post-quiz 1)</i> <i>Public Holidays: Apr 5, Week 9 and Apr 19, Week 11(i)</i>	Destiny I	The Concept of <i>Tian</i> (天) and the Concept <i>Ming</i> (命)
4b		Destiny II	The Distinction between Righteousness and Destiny in the Thought of Mencius
5a		Well-being I	Self-establishment and Detachment of Zhuangzi
5b		Well-being II	Well-being II: The Life of a Man of Virtue
<p><i>In-class quiz 1 in Week 5 or 6 (Mar 8 or 15)</i> <i>In-class quiz 2 in last lesson: Week 12 (May 3)</i></p>			

Textbook/Required Learning Materials:

1. The Analects, trans., D. C. Lau. New York: Dorset Press, 1986.
2. Mencius, trans., D. C. Lau. Hong Kong: Chinese University Press, 2003.
3. Mozi: Basic Writings, trans., Burton Watson. New York: Columbia University Press, 2003.
4. The Complete Works of Chuang Tzu, trans., Burton Watson. New York: Columbia University Press, 1968.
5. Xunzi: Basic Writings, trans. Burton Watson. New York: Columbia University Press, 2003.
6. James and Stuart Rachels, The Elements of Moral Philosophy (Boston: McGraw Hill, 7th edition 2014).