

2 Feb, 2021

HUMA1000B (L2) Cultures and Values: Righteousness, Destiny and Well-being **Spring 2021 Course Syllabus** (*Subject to changes*)

(The major assessments of L1 and L2 are different!)

Lecturing Faculty:

Dr. Sai-lok NAM (shlewis@ust.hk), Assistant Professor of Humanities Education, Division of Humanities. Office Hour: By appointments.

Workshop Teaching Faculty:

Dr. Jason HO (lcjason@ust.hk), Lecturer, Center for Language Education

Mr. Thomas CHAN (lcthomas@ust.hk), Lecturer, Center for Language Education

Canvas Online Discussion Coordinator:

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

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:

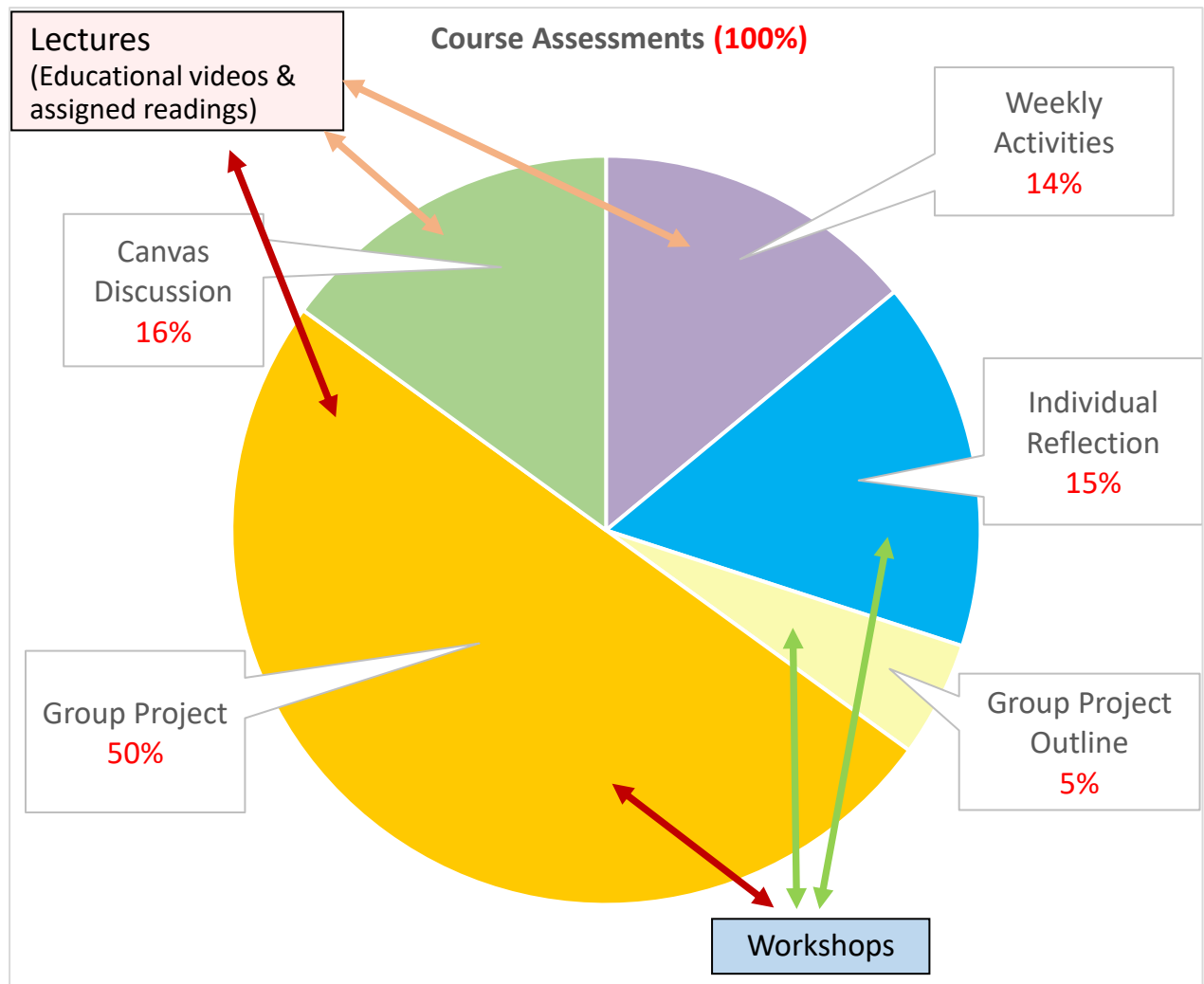
- 3-credit HUMA common core course with no exam but group multimodal project, Canvas online peer discussions, and weekly online activities.
- Learn how to convince others with multimodal texts.
- Learn more about three specific values: “Righteousness”, “Destiny” and “Well-being”.

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) Workshops on the multimodal features of academic blogs; and
- (c) Canvas online discussion for exchange and comments among peers.



Assessment (Total = 100%): (The major assessments of L1 and L2 are different!)

1	Weekly activities	Pre-class online activities for seven modules (On Canvas)	14%
2	Canvas online discussions	<ul style="list-style-type: none"> ➤ Ongoing 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. 	16%

3	Group project outline	➤ Demonstrates the aim and plan of group project.	5%
4	Group project	<ul style="list-style-type: none"> ➤ One explainer video; ➤ Three academic blogposts; ➤ Use of multimodality. 	50%
5	Individual Reflection	➤ Uses evidences and/or specific instances as support to demonstrate a clear learning process	15%

What Students are Expected to Do:

Participating in Lectures and Pre-class Online Activities: Lectures will introduce to the students 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 the pre-class online activities. They will need to connect what they learn in the lectures with what they do in the online discussion forum and the group project. There are weekly quizzes to assess how much they have acquired from the educational videos and the in-class discussions.

Canvas Online Discussions: 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.

Group Project

The aim of the group project is to allow you to explore a real-life topic of your own choice that interests you. You will be required to apply the concepts learned from the lectures to this topic in order to try to understand ideas from the humanities perspective. The project will consist of 1 explainer style video and 3 academic blog posts. The components should work together for a clear purpose and aim to express your opinion on your chosen topic. All your work will be recorded and completed using the collaborative online platform Miro. The workshops and teaching team will be available to guide you through this process.

Please be reminded that this is not a course on how to use Miro or how to create and edit videos.

Individual Reflection

After completing the project, you will be asked to critically reflect on the entire learning process. The planning of the project will be recorded on Miro so you will be able to use them as starting points for your reflection. You will be assessed on the depth and critical understanding of the choices made as well as any evidence of development.

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 “literature 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: “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.

Course Outline (5 Modules)

Module	Topics
1	Introduction: General overview of the course and topics to be covered, with brief mention of the assessments and expectations.
2a	Moral Conflict in Western Ethics I: Principle of Utility in Utilitarianism
2b	Moral Conflict in Western Ethics II: Categorical Imperative in Kantianism
2c	Moral Conflict in Chinese Philosophy I: Moral Feeling in Confucianism
2d	Moral Conflict in Chinese Philosophy II: Inclusive Care in Mohism
3	Rationale of Dissolving Moral Conflict in the Thought of Daoism
4a	Destiny I: The Concept of <i>Tian</i> and <i>Ming</i>
4b	Destiny II: The Distinction between Righteousness and Destiny in the <i>Mencius</i>
5	Well-being: Self-establishment and Detachment in the <i>Zhuangzi</i>

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Learning Materials (Supplementary only; No textbook):

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).