

Jan 25, 2021

HUMA1000D Cultures and Values: “Identity and Community”, “Contact and Conflict”, “Justice and Resolution”

Spring 2021 Course Syllabus (*Subject to changes*)

Lectures on Mondays, 3:30-5:20pm

Lecturing Faculty:

Dr. Lawrence Lok Cheung ZHANG (hmlczhang@ust.hk), Assistant Professor, Division of Humanities
Office Hours: By appointment

Writing Workshop Teaching Faculty:

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

Canvas Online Discussion Coordinator:

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

Course Description:

Human beings are social animals. As human society evolved with increasing complexity, individuals have also taken on additional layers of identities, from the most basic family affiliations to abstract notions of national belonging. These identities and groupings are fundamentally informed by their historical past, and have in turn shaped the development of human society in the process. This course is an exploration of this complex series of issues through a historical analysis of the roots of these broad categories that we use to organize ourselves. The first value of “identity and community” examines the formation and changes in basic categories of differences in human society, and to challenge the meaning that each of these hold for us that are often taken for granted. These categories include ethnic, religious, and linguistic differences that gave rise to varying layers of identities that each individual may possess. Exploring the second value, “contact and conflict,” entails analyzing how these differences in identities caused competition over ideologies and resources. Finally, understanding the value of “justice and resolution” is an investigation of the ways through which human beings have devised ways to resolve conflicts and disputes within and between groups.

Course Highlights:

- 3-credit HUMA common core course with no exam but one essay, Canvas online peer discussions, and one quiz.
- Learn how to convince others in writing.
- Learn more about three specific values: identity and community”, “contact and conflict”, “justice and resolution”.

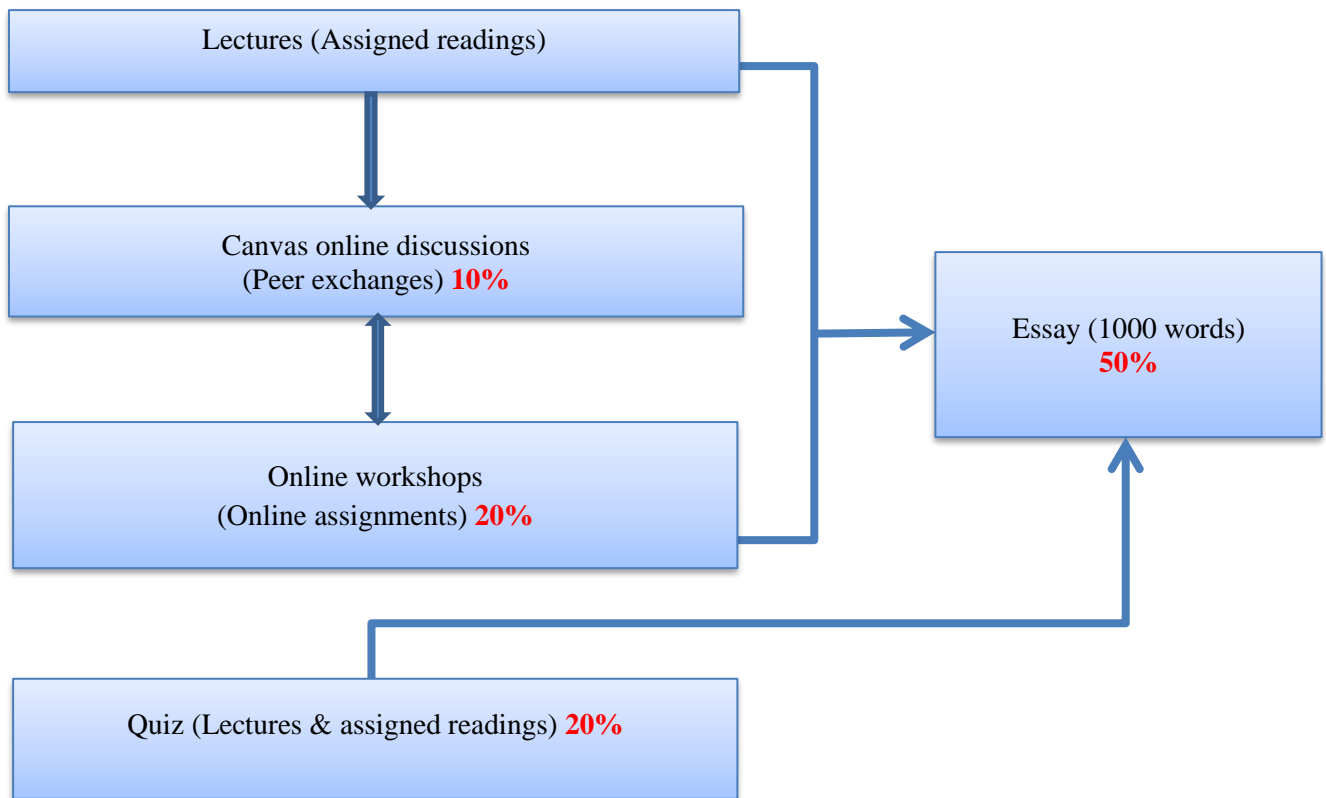
The objectives of the course are two-fold:

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.

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Assessment (Total=100%):

1	Quiz	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 “Canvas Discussion Rubric” for details. 	10%
3	Online writing workshops (Canvas)	<ul style="list-style-type: none"> ➤ Viewing online content and completion of all tasks embedded in the online content. 	20%
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 MC quiz will test their comprehension of these readings.

Participating in Lectures and the Quiz: Lectures will introduce to the students basic concepts and theories regarding the three values: “Identity and Community”, “Contact and Conflict”, and “Justice and Resolution”. 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 is one quiz to assess how much they have acquired from the assigned readings and the lectures.

The Writing Workshops: The Writing Workshops will be presented in two strands: online activities and writing workshops. 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 online writing 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 the online discussions you have with your teacher.

So long as you work through the online activities of the workshop *before* you take part in the online workshop with your teacher at the scheduled workshop time, 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 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 online writing workshops.

Full details of the course structure and assessment will be given in an orientation in the first lecture.

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 “identity and community” 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: identity and community”, “contact and conflict”, “justice and resolution”.

- 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 “identity and community”, “contact and conflict”, “justice and resolution” in professional and daily affairs.

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Course Schedule and Readings (*Lecture content and readings are subject to changes*)

Week 1 (Lecture 1) – February 1st

Introduction

Week 2 (Lecture 2) – February 8th

Identity and Community: Family

Assigned Readings:

- Patricia B. Ebrey, *Chu Hsi's Family Rituals: a Twelfth-Century Chinese Manual of Cappings, Weddings, Funerals, and Ancestral Rites*, 1991, Princeton University Press, selections.

Week 3 – February 15th

No Class (Lunar New Year Holiday)

Week 4 (Lecture 3) – February 22nd

Identity and Community: Villages, Cities, States

Assigned Readings:

- P. J. Rhodes, *The Greek City States: A Source Book*, 1986, Cambridge University Press, pp. 27-29.
- Johann Wax and Johannes Wax, "On Current Urban Dance Life In and Around Regensburg," *World of Music* 41(2) (1999): 137-58.

Week 5 (Lecture 4) – March 1st

Identity and Community: Ethnicity and Nation

Assigned Readings:

- French Constitution of 1791.
- Lyrics of the French national anthem "La Marseillaise" and the German national anthem "Deutschlandlied".
- Holocaust Encyclopedia entry on "Defining the Enemy" – from the US Holocaust Memorial Museum. <https://encyclopedia.ushmm.org/content/en/article/defining-the-enemy>.

Week 6 (Lecture 5) – March 8th

Identity and Community: Religion

Assigned Readings:

- Wm Theodore de Bary, *Sources of Chinese Tradition vol. 1*, 2013, Columbia University Press, pp. 7-19.
- Wm Theodore de Bary, *Sources of Japanese Tradition*, 2002, Columbia University Press, pp. 13-31.

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Week 7 (Lecture 6) – March 15th

Identity and Community: Class

Assigned Readings:

- Karl Marx and Frederick Engels, *The Communist Manifesto*, David Harvey ed., 2008, Pluto Press, Preface, Chapters 1-2.

Week 8 (Lecture 7) – March 22nd

Contact and Conflict: Trade and Taxation

Assigned Readings:

- Emperor Qianlong's letter to King George III
- Sidney Mintz, *Sweetness and Power: The Place of Sugar in Modern History*, New York: Penguin Books, 1985. Introduction.

Week 9(1) (Lecture 8) – March 29th

Contact and Conflict: War

Assigned Readings:

- Carl von Clausewitz, Michael Howard and Peter Paret trans., *On War*, 1989, Princeton University Press, chapter 1.

Week 9(2) – April 5th

No Class (Public Holiday)

Week 10 (Lecture 9) – April 12th

Contact and Conflict: Rebellion

Assigned Readings:

- Elements of the 1619 Project from The New York Times (PDFs available on Canvas for the New York Times items, minus the photos. Read on NYT website if you want to see the graphics, account required).

<https://www.nytimes.com/interactive/2019/08/14/magazine/sugar-slave-trade-slavery.html>.

<https://www.nytimes.com/interactive/2019/08/14/magazine/racial-wealth-gap.html>.

<https://www.battlefields.org/learn/articles/why-non-slaveholding-southerners-fought>.

Week 11 (Lecture 10) – April 19th

Justice and Resolution: Delivery of Justice

Assigned Readings:

- David Johnston, *A Brief History of Justice*, Chichester: Wiley-Blackwell, 2011. Epilogue.

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Week 12 (Lecture 11) – April 26th

Justice and Resolution: Democracy

Assigned Readings:

- David A. Palmer and Joseph F. McCormick, “What went wrong with democracy in America?”
<https://medium.com/re-constitution/what-went-wrong-with-democracy-in-america-e3e8b117a1ce>.

Week 13 (No Lecture) – May 3rd

Quiz (*Arrangements to be announced in due course*)