

HUMA1000G Cultures and Values: Love, Death and Human Nature Spring 2024 Course Outline (*Subject to changes*)

Lecturing faculty:

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Writing workshop teaching faculty:

Language Instructors from CLE: <https://cle.hkust.edu.hk/about/staff>

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Course Description:

Three themes in Chinese philosophy will be explored in this course: love, death and human nature. Lectures and readings will be based on selected texts of Chinese philosophy and religion. Through studying the texts, students will reflect and explore the deep meanings and different aspects embodied in the concepts of love, death and human nature, which, in the long run, may serve as stimulating factors for the construction of their philosophies of life. For the concept of love, love as benevolence in Confucius' and Mencius' thoughts and love as universal love in Mohism will be compared and explored. For the concept of death, a naturalistic view of death in contrast to death viewed by Chinese Buddhism and religious Taoism will be introduced. A Confucian view of death will be put forward as a dialectical unity of the previous two seemingly contradictory views of death. As for the concept of human nature, various traditional views of human nature will be discussed, and a suggestion is given to explain why Mencius' idea that human nature is good triumphs over other views and becomes the orthodox view of human nature in the Chinese tradition.

Course highlights:

- 3-credit HUMA common core course with no exam but one essay, Canvas online peer discussion and assignments, and three mini quizzes.
- Learn how to convince others in writing.
- Learn more about three specific values: love, death and human nature.

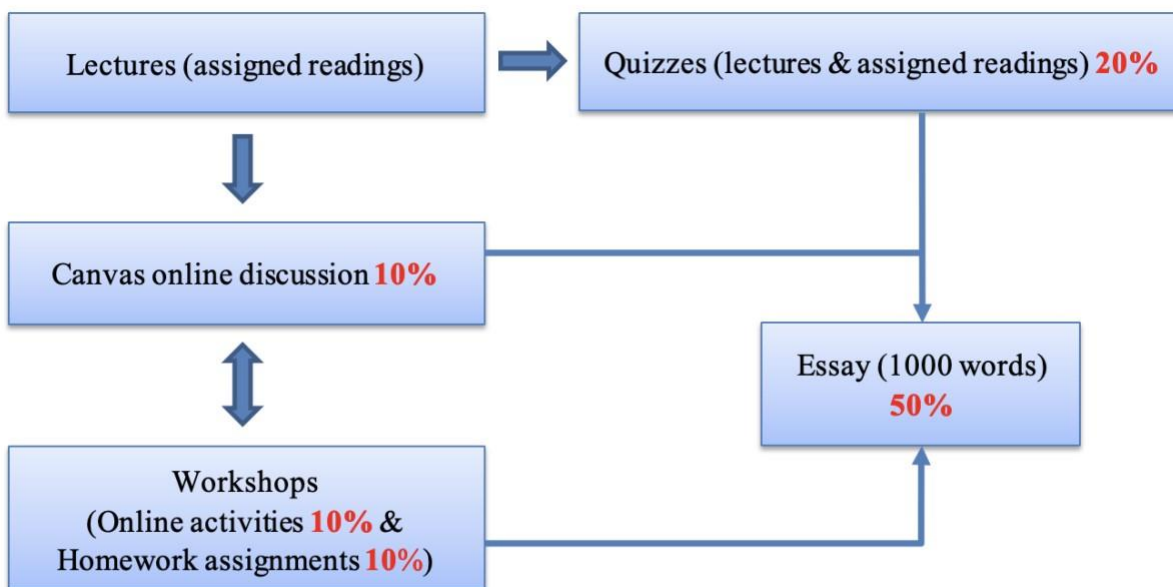
The objectives of the course are two-fold:

- (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	3 Lecture quizzes	Multiple choice questions	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 “Grade Scheme for Canvas Discussion” for details. 	10%
3(a)	Writing workshops: Online activities	<ul style="list-style-type: none"> View online content and complete all quizzes on Canvas; 	10%
3(b)	Writing workshops: Classroom sessions	<ul style="list-style-type: none"> Attend all five writing workshops on time. Attendance: Absence will be penalized if without justifications. Poor attendance will affect your final grade for the course. Punctuality: You will be marked absent if late for more than 15 minutes. Complete all homework assignments on Canvas, including the draft essay. 	10%

4	Essay (including revision efforts)	<ul style="list-style-type: none"> • Write a persuasive essay of 1000 words; • Which is revised at least once; • Which shows evidence of response to feedback on your first draft. 	50%
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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. The lecture 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: love, death and human nature. 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 classroom 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 classroom 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 classroom 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 writing workshops.

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

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.

Policy on use of GenAI:

For our course assignments, including Workshop Homework, Final Essay and Canvas Online Discussion, we would adopt the policy of **'restrict ways of using generative AI tools for assessment'**: Generative AI may be used to find and evaluate sources of information, but must not be used to compose the essay or cited in the text or as an author of the text.

Please be reminded that the academic integrity policies and regulations remain unchanged.

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: Love, Death, and Human Nature.

- 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: Love, Death and Human Nature

Course Schedule and Readings (*Subject to changes*)

[Week 1 \(Feb 1\)](#)

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

[Week 2 \(Feb 6 & Feb 8\)](#)

Love: Universal Love in the Mozi

[Week 3 \(Feb 15\)](#)

Love: Humanity in the Analects

[Week 4 \(Feb 20 & Feb 22\)](#)

Love: Humanity in the Mencius

[Week 5 \(Feb 27 & Feb 29\)](#)

Love: Comparison between Universal Love and Humanity

[Week 6 \(Mar 5 & Mar 7\)](#)

Death: A Treatise on Death (Wang Chung)

[Week 7 \(Mar 12 & Mar 14\)](#)

Death: Debates on the Immortality of the Soul (Fung Yu-lan)

[Week 8 \(Mar 19 & Mar 21\)](#)

Death: The Belief in Immortals (Ko Hung)

[Week 9 \(Mar 26\)](#)

Death: The Secret of Caring for Life (Zhuangzi)

[Week 10 \(Apr 9 & Apr 11\)](#)

Death: On Life and Death (Liu Zongzhou)

[Week 11 \(Apr 16 & 18\)](#)

Human Nature: Is human nature nonmoral or good? (Gaozi and Mencius)

[Week 12 \(Apr 23 & 25\)](#)

Human Nature: Human nature is evil (Xunzi)

[Week 13 \(Apr 30 & May 2\)](#)

Human Nature: Three grades of human nature (Han Yu)

[Week 14 \(May 7 & May 9\)](#)

Conclusion

Further Reading:

- A Source Book in Chinese Philosophy, trans. and compiled by Wing-tsit Chan. Princeton: Princeton University Press, 1969.
- Alchemy, Medicine, Religion in the China of A.D. 320; the Nei p'ien of Ko Hung (Pao-p'u tzu), trans., James R. Nove. Cambridge, Mass.: M.I.T. Press, 1966.
- Fung Yu-lan. A Short History of Chinese Philosophy. Ed. by Derk Bodde. New York: Free Press, 1966.
- Fung Yu-lan. History of Chinese Philosophy. 2 vols. Trans. by Derk Bodde. Princeton: Princeton University Press, 1983.
- Mencius, trans., D. C. Lau. Hong Kong: Chinese University Press, 2003.
- Mozi: Basic Writings, trans., Burton Watson. New York: Columbia University Press, 2003.
- Sources of Chinese Tradition, 2 vols., compiled by Wm. Theodore De Bary et al. New York: Columbia University Press, 1999.
- The Analects, trans., D. C. Lau. New York: Dorset Press, 1986.
- The Complete Works of Chuang Tzu, trans., Burton Watson. New York: Columbia University Press, 1968.
- Xunzi: Basic Writings, trans. Burton Watson. New York: Columbia University Press, 2003.