

Feb 18, 2020

**HUMA1000F Cultures and Values: Individualism, Family Values, and Social Responsibilities**  
**Spring 2020 Course Syllabus** (*Subject to changes*)  
**Lectures on Fridays, 10:30am-12:20pm**

***Lecturing Faculty:***

Prof. Shengqing WU ([hmswu@ust.hk](mailto:hmswu@ust.hk)), Associate Professor, Division of Humanities (HUMA)  
Office Hour: Friday 1:00pm to 4:00pm; or by appointment, Room 2380

***Writing Workshop Teaching Faculty:***

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

***Canvas Online Discussion Coordinator:***

Mr. Perseus TSANG ([hmper@ust.hk](mailto:hmper@ust.hk)), Instructional Assistant, Division of Humanities (HUMA)  
Office Hour: By appointment

**Course Description:**

This course will explore three core concepts of individualism, family values, and social responsibilities, including the individual self's emotional well-being, ethical and socially responsible citizenship, and the possibility of a fulfilled life. Centering around the self's relationship with family and the society, the course will address the following issues as reflected in a range of readings of Western and Chinese writings, literature, film and cultural texts: conceptions of the self; universal and culturally particular aspects of ethics and human nature; different conceptions of individual emotions (romantic love in particular); as well as the appreciation of beauty and art. Students will be introduced to key concepts concerning individual morality, feelings and social responsibilities, and to the ways in which nationality, family, the society, and other affiliations have been constructed in modern narratives of identity and selfhood. This introductory humanities course aims to develop students' critical thinking and writing skills, while cultivating their moral sensibilities and abilities to become well-rounded individuals.

**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: "Individualism", "Family Values", and "Social Responsibilities".

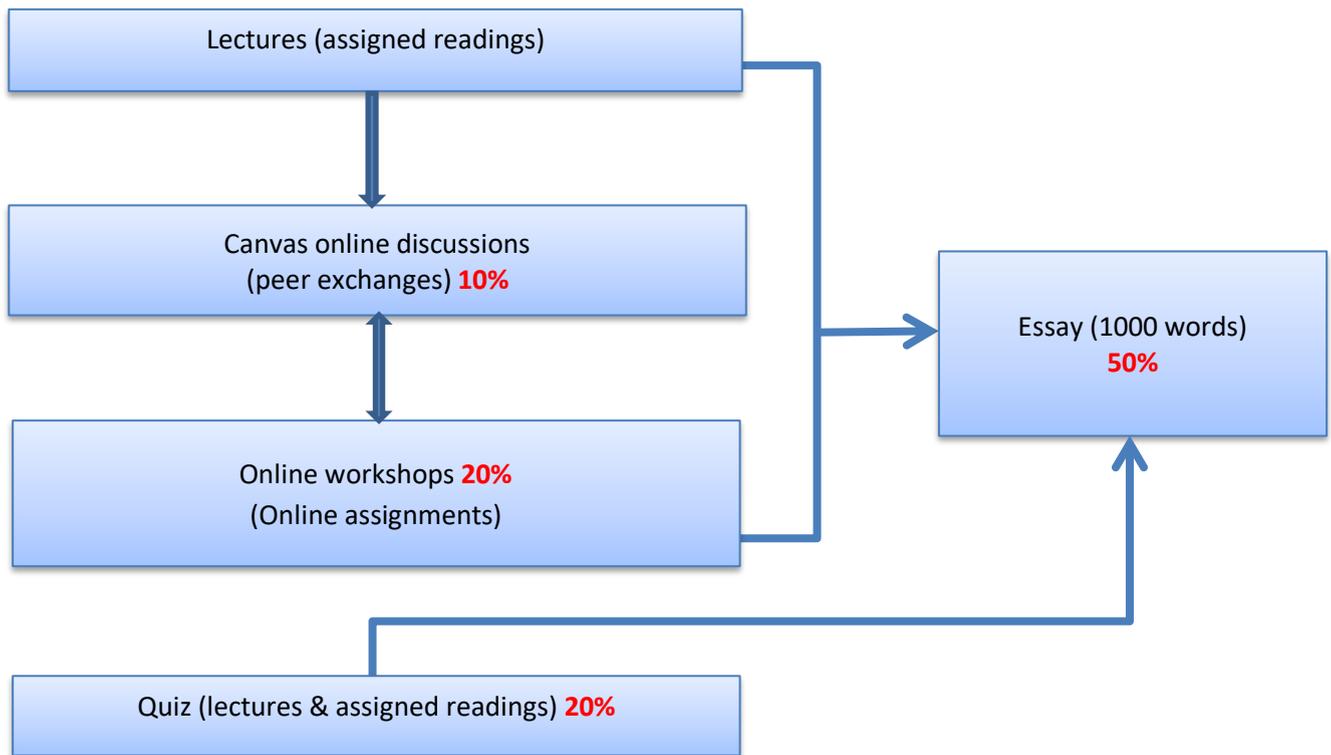
The objectives of the course are two-fold:

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.

Feb 18, 2020



**Assessment:**

1	Quiz	Multiple choice questions	20%
2	Canvas online discussions	<ul style="list-style-type: none"> <li>➤ Peer exchange forum on questions posted by the faculty regarding the weekly readings and lectures;</li> <li>➤ Three deadlines over the process of the discussion; topics given by each would be closed afterwards – see “Rubric for Canvas Peer Exchanges” for details.</li> </ul>	10%
3	Online writing workshops (Canvas)	<ul style="list-style-type: none"> <li>➤ Viewing online content and completion of all tasks embedded in the online content.</li> </ul>	20%
4	Term essay (including revision efforts)	<ul style="list-style-type: none"> <li>➤ Write a persuasive essay of 1000 words;</li> <li>➤ Which is revised at least once;</li> <li>➤ Show evidence of response to feedback on your first draft.</li> </ul>	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. There are supplementary readings and movies for voluntary enrichment but not listed as required readings to be tested.

Participating in Lectures and the Quiz: Lectures will introduce to the students basic concepts and theories regarding the three values: “Individualism”, “Family Values”, and “Social Responsibilities”. 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 and an online classroom this term.

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 four online 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 the online discussions you have with your teacher.

So long as you work through the online strand of the workshop *before* you take part in the online discussion with your teacher at the scheduled 'classroom' 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 “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: “Individualism”, “Family Values”, and “Social Responsibilities”.

- ILO#1: Communicate in writing and to speak persuasively in a professional manner.
- 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 the self’s relationship with family and the society.

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

### Week 1 – Lecture on Feb. 21

**Introduction:** Defining the Self; General overview of the course and topics to be covered (including the introduction to the conception of the self), with brief mention of the issues, activities, and expectations.

### Week 2 – Lecture on Feb. 28

**Self and Morality:** This class discusses the good and bad in human nature, different conceptualizations of moralities across cultures and the exemplary moral behavior in Confucian culture, etc.

- **Assigned Reading:** Pinker, S. (2008, January 13). "The moral instinct." *The New York Times*. Retrieved from: [http://www.nytimes.com/2008/01/13/magazine/13Psychology-t.html?pagewanted=all&\\_r=1&](http://www.nytimes.com/2008/01/13/magazine/13Psychology-t.html?pagewanted=all&_r=1&).

### Week 3 – Lecture on March 6

**Self and Emotions:** This class examines the role of positive and negative emotions in individual life.

- **Assigned Reading:** Flanagan, O. (2000). "Destructive emotions." *Consciousness and Emotions*, 1(2), 259–281.
- **Supplementary Reading:** Nussbaum, Martha C (2008). "Introduction," in *Upheavals of Thought: Intelligence of Emotions* (Cambridge UP).

### Week 4 – Lecture on March 13

**Self and Technology:** This class addresses the affects of the development of technology upon individual human life in its positive and negative aspects, and discusses one sci-fi story that deals with such issues.

- **Assigned Reading:** Mitcham, C. (2003). "Three ways of being-with technology." In R. C. Scharff & V. Dusek (Eds.), *Philosophy of technology: The technological condition - An anthology* (pp. 523-538). Wiley-Blackwell.
- **Supplementary Reading:** Liu, Ken: "The Perfect Match," *Lightspeed Magazine*. Retrieved from: <http://www.lightspeedmagazine.com/fiction/the-perfect-match>.

### Week 5 – Lecture on March 20

**Self, Love and Family Responsibilities:** This class addresses the representation of romantic love in different cultures and delves into the conflicts between individual love and ethical values.

- **Assigned Reading:** Dion, K. & Dion, K (1996). "Cultural perspectives on romantic love." *Personal Relations*, 3, 5-17.
- **Supplementary Viewing:** *In the Mood for Love*, dir. Wong Kar-wai, 2000.

### Week 6 – Lecture on March 27

**Self, Love and Death:** This class talks about the values and challenges of love, aging and death.

- **Assigned Reading:** Badiou, Alan (1996). "What is Love," trans. Justin Clemens, *Umbra 1*: (1996): 37-53.
- **Supplementary Reading:** Munro, Alice (December 27, 1999). "The bear came over the mountain." *The New Yorker*. Retrieved from: <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>.
- **Supplementary Viewing:** *Her*, dir. Spike Jonze, 2013.

Feb 18, 2020

### **Week 7 – Lecture on April 3**

**Self and Appreciation of Beauty:** This class deals with the value of art and beauty in individual life and the formation of well-rounded persons.

- **Assigned Reading:** Etcoff, N. (2000). Introduction to *Survival of the Prettiest: The Science of Beauty* (pp. 3-27). New York: Anchor Books.
- **Supplementary Reading:** Sontag, Susan (2002). “An argument about beauty.” *Daedalus*, 21-26.

### **Week 8 – April 10 (Good Friday—No class)**

### **Week 9 – Lecture on April 17 (Guest Lecture by Prof. Eric Nelson)**

**Self, Freedom, and Social Responsibilities:** What are the roles of liberty and government in society?

- **Assigned Reading:** Excerpt from John Stuart Mill, *On Liberty*.

### **Week 10 – Lecture on April 24**

**Self, Nature and Animals:** This class discusses the relationship between the self, the nature and animals in different cultures as well as offers reflections on our current environmental situation.

- **Assigned Reading:** Ginn, F. & Demeritt, D. (2009). “Nature: A contested concept.” In N. Clifford, S. Holloway, S. P. Rice, & G. Valentine (Eds.), *Key concepts in geography* (pp. 300-308). London: Sage publication.
- **Supplementary Reading:** Singer, P. (1989). “All animals are equal.” In T. Regan & P. Singer (Eds.), *Animal rights and human obligations* (2<sup>nd</sup> ed.) (pp. 148-162). Englewood Cliffs, N.J.: Prentice-Hall.
- **Supplementary Viewing:** *Princess Mononoke*, dir. Hayao Miyazaki, 1997.

### **Week 11 – May 1 (Labor Day—No Class)**

### **Week 12 – Lecture on May 8**

**Self, Hope and a Better World:** This class discusses the concepts of utopia and dystopia and offers some concluding remarks.

- **Assigned Reading:** Levitas, Ruth (1990). “Introduction” in *The Concept of Utopia* (pp. 1-8). New York: Philip Allan.

### **Week 13 – Quiz on May 15 (No teaching)**