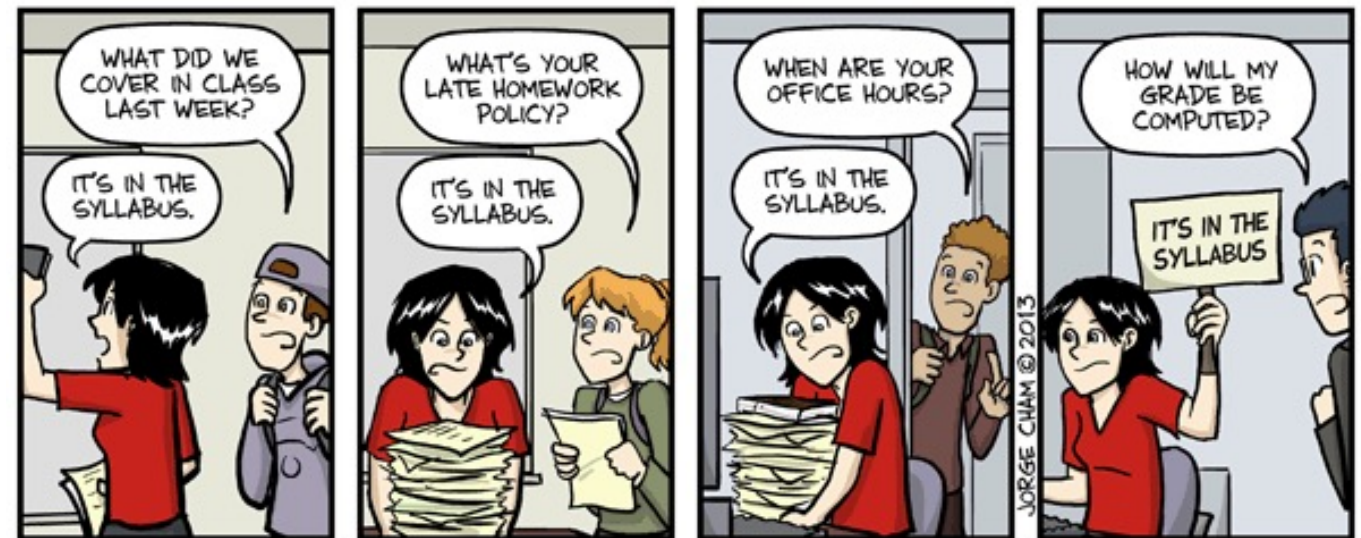
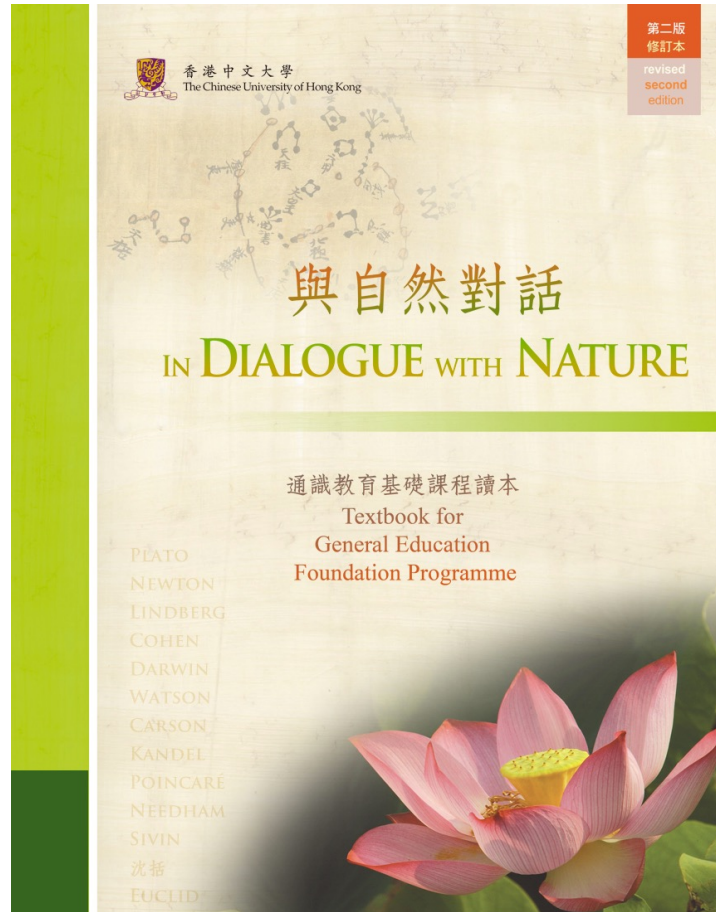


Tutorial 0

Introduction

GFN1000 In Dialogue with Nature

Content



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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French High-School Philosophy Exam Questions

1. Is it our duty to seek out the truth?
2. Are there questions that no science answers?
3. Is every belief contrary to reason?
4. Am I what my past has made of me?
5. Do technological developments threaten our liberty?
6. Is the only purpose of working to be useful?
7. Is people's conscience only the reflection of the society they live in?
8. Are we prisoners of the past?

French High-School Philosophy Exam Questions

1. Is it our duty to seek out the truth? [Plato]
2. Are there questions that no science answers? [Aristotle; Euclid]
3. Is every belief contrary to reason? [Newton]
4. Am I what my past has made of me? [Darwin; Watson]
5. Do technological developments threaten our liberty? [Carson]
6. Is the only purpose of working to be useful? [Poincaré]
7. Is people's conscience only the reflection of the society they live in?
[Kandel]
8. Are we prisoners of the past? [Needham; Sivin]

In Dialogue with Nature

History of Science

- The evolution of natural knowledge claims over time and the underlying causes of these changes
- Science is an invention – a relatively recent invention.
- History emancipates us from the tyranny of the present.

Philosophy of Science

- What qualifies as science, the reliability of scientific theories, and the ultimate purpose of scientific endeavors
- Fundamental underpinnings: physics and metaphysics
- Philosophy of science is science gone self-conscious.

Science and Modernity

- *Scientia* (Latin): simply meant knowledge; science (French/English) took on its current meaning in the early C19
 - “Scientist”: rarely used until late C19
- Modernity
 - Narratives of progression and progressivism
 - Linear time vs. cyclical time
 - Put into effect through the development of science and technology



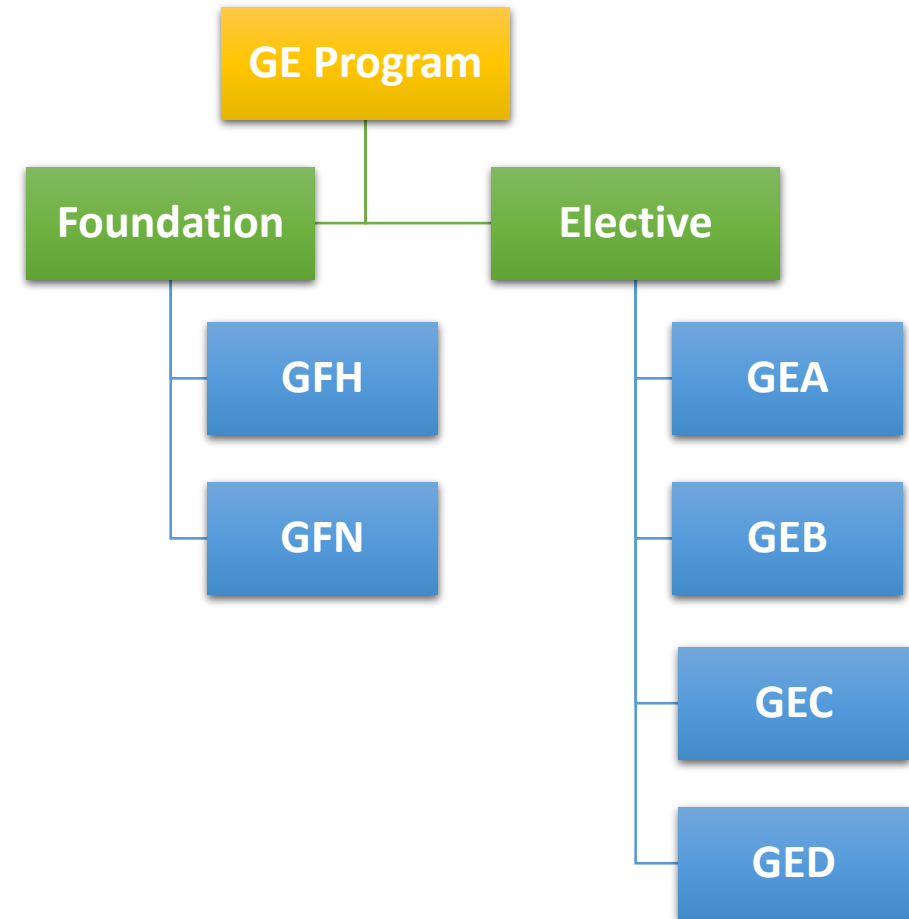
Clash of Civilizations

- The making of modern China
 - Foreign incursions and domestic upheavals; reform and revolution
 - The rise and endurance of radical revolt against its own cultural tradition
- Adopting Western knowledge for its pragmatic purposes while preserving Chinese values as the core (中体西用)?

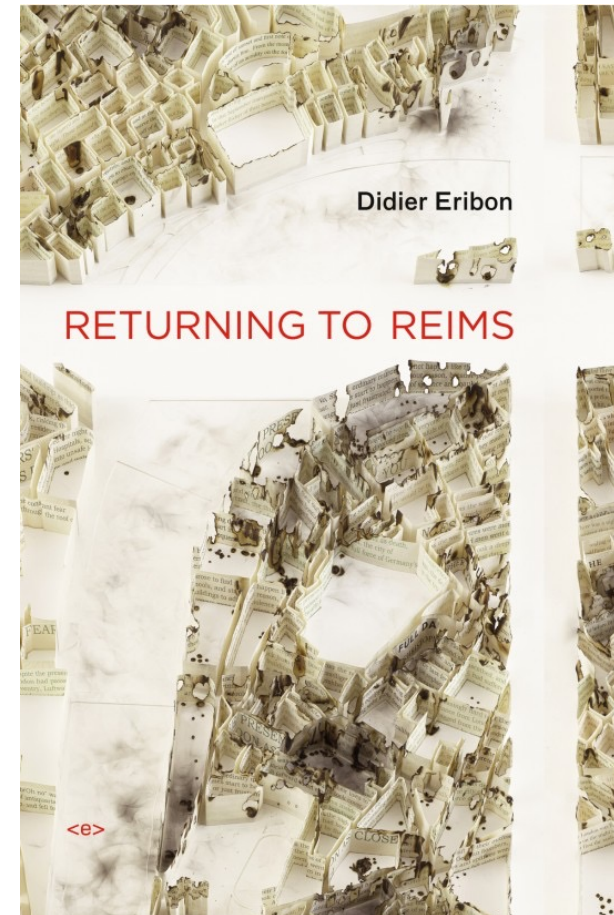
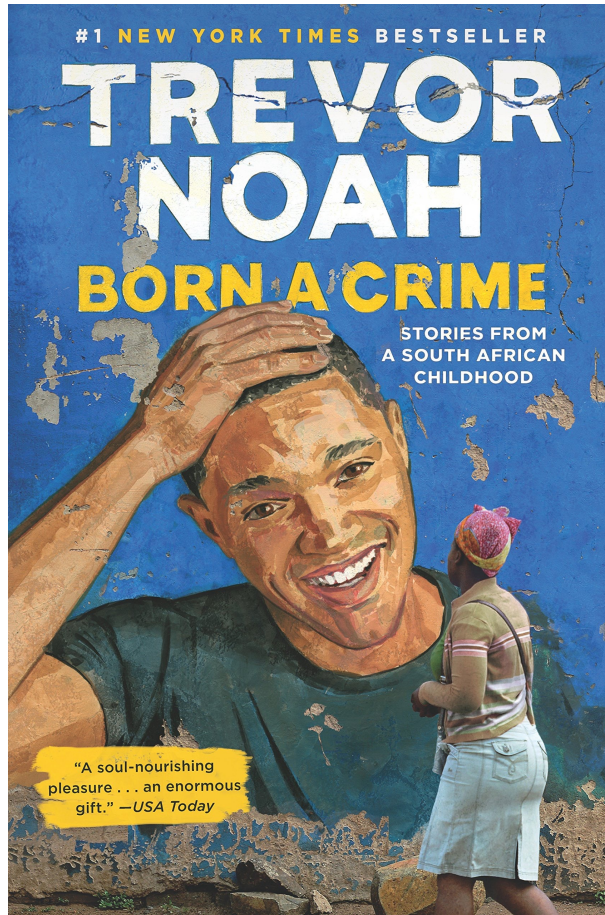


Liberal Arts Education

- Liberal arts education is the education of a free (*liber*) human being
- *Liberalis* (Latin): "worthy of a free person"
- Seven liberal arts
 - Grammar, rhetoric, and logic
 - Geometry, arithmetic, music, and astronomy



Social Class and Education



Time and Course Schedule

- Tutorial (TD313)
 - Monday
 - T1: 1:30-3:20 PM
 - T2: 3:30-5:20 PM
 - Tuesday
 - T3: 1:30-3:20 PM
 - T4: 3:30-5:20 PM
- Lecture (TB102)
 - Friday: 1:30-2:20 PM

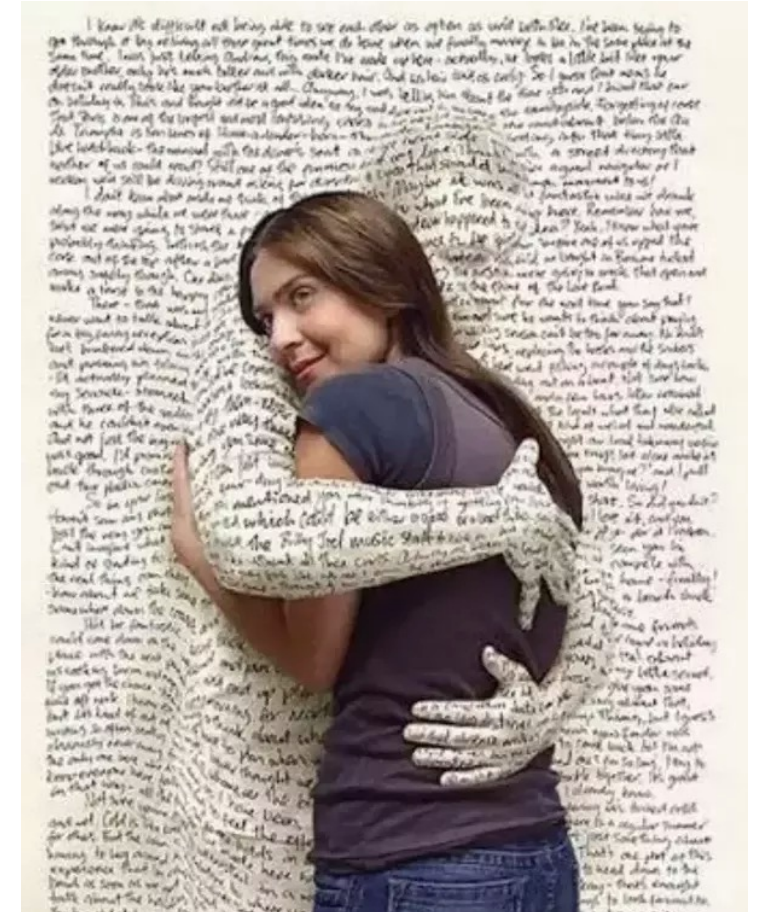
Week	Tutorial	Lecture	Note
1	Intro (Jan.8/9)	Plato (Jan.12)	The add-drop period
2	Plato (Jan.15/16)	Aristotle (Jan.19)	
3	Aristotle (Jan.22/23)	Euclid (Jan.26)	
4	Euclid (Jan.29/30)	Newton (Feb.2)	
Chinese New Year Holiday			
5	<i>RJ Consultation (Feb.26/27)</i>	Darwin (Mar.1)	RJ submission
6	Newton (Mar.4/5)	<i>Mid-term Quiz (Mar.8)</i>	
7	Darwin (Mar.11/12)	Watson (Mar.15)	
8	Watson (Mar.18/19)	Carson (Mar.22)	
9	Carson (Mar.25/26)	Poincaré (Mar.29)	
10	Poincaré (Apr.1/2)	Kandel (Apr.7)	Class make-up for Apr. 4
11	Kandel (Apr.8/9)	Needham (Apr.12)	
12	Needham (Apr.15/16)	Sivin+Shen (Apr.19)	
13	Sivin+Shen (Apr.22/23)	<i>Final Quiz (Apr.26)</i>	
Labor Day Holiday			
14	<i>TP Consultation (May 6/7)</i>		TP submission

Assessment

- Participation: 25%
 - In-class Participation: 10%
 - Online Participation: 15% (5%×3);
- Quiz: 25%
 - The Mid-term Quiz (10%)
 - The Final Quiz (15%)
- Reflective Journal (RJ): 20%
 - English: 600-800 words;
Chinese: 900-1200 words
 - Deadline: March 3
- Term Paper (TP): 30%
 - English: 1300-1500 words;
Chinese: 1900-2300 words
 - Deadline: May 12

How to Read Classics

- Be patient: Classics are not novels
 - Take your time and approach them with patience
- Be critical: Classics are not the bible
 - Look for limitations, omissions, inconsistencies, oversights, and counterarguments
- Be reflexive: Classics are not outdated
 - Try to connect classroom discussions with personal experiences and real-world issues



Class Policy

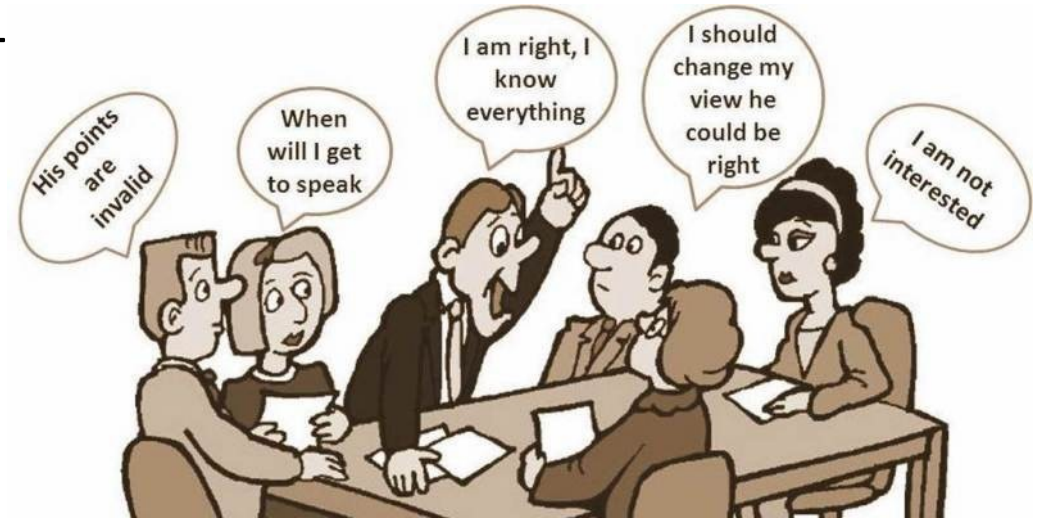
- Late Work Policy
 - Documentation is necessary
- Attendance
 - Three unexcused absences will lead to academic failure
- Email policy
 - Questions about course content are welcome during the office hours
- Student Accessibility
 - Appropriate arrangements will be made
- Academic Integrity
 - **Zero tolerance on academic dishonesty**

Course Content

Part	Question	Author/Thinker
Human Exploration of the Physical Universe	1. What is real?	Plato
	2. How do we handle what Nature tells us?	Aristotle
	3. What is scientific understanding?	Newton
Human Exploration of the World of Life	4. What are the laws of life?	Darwin
	5. What is the code of life?	Watson
	6. What impacts does manipulation of life bring?	Carson
Our Understanding of Human Understanding	7. What guides the scientist's mind?	Poincaré
	8. What is the human mind?	Kandel
	9. What did Chinese know about Nature?	Needham
	10. What has the scientific revolution revolutionized?	Sivin
	11. What makes modern science unique?	Euclid

Group Discussion

- Students will be assigned to several discussion groups.
 - Reorganization of groups after the mid-term
- Your role as a participant
 - Communication, collaboration, and cooperation.
- Your role as a reporter
 - Summarize diverse opinions rather than solely presenting your own viewpoint



Practicing Group Discussion

- Share with us your most significant experience during the three-year pandemic.
- How has the pandemic changed your personal life?
- What do you think are the ramifications of the pandemic on the nation and the world?

