

**UGFH1000P**  
**In Dialogue with Humanity**

**COURSE OUTLINE**

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**TUTORIAL** PT01: Tues., 10:30 am - 12:15 pm; PT02: Tues., 14:30 pm - 16:15 pm  
PT03: Wed., 09:30 am - 11:15 am; PT04: Wed., 13:30 pm - 15:15 pm  
PT05: Thurs., 09:30 am - 11:15 am; PT06: Thurs., 13:30 pm - 15:15 pm

**LECTURE** Friday: 13:30 pm-14:15 pm

**The course** invites you to investigate the problem of “humanity”—or what it means to be human— at two levels: human as an *individual* and human as a *social being*. You will engage in a dialogue with literary writers, thinkers and social reformers—mostly in their own words—as they address two fundamental questions:

- **What does it mean to live a good life?**
- **What does it take to have a good society?**

You are expected to read, discuss, and write about twelve texts of influential classics from various cultural traditions. By considering views and arguments of these texts and their applicability in the modern world, you may discover your own answers to happy living on your own and with the others. Learning takes place as you develop a passion for reading widely and deeply, and the capacity to respond critically to the texts in oral exchange and writing.

**Our Goal** is to help you develop:

- **confidence** – to *read* and *discuss* complicated texts from the humanities
- **knowledge** – to *articulate* major views on good life and good society
- **judgment** – to *evaluate* approaches to good life/good society from multiple perspectives
- **vision** – to *apply* views and arguments in selected texts to contemporary human conditions
- **autonomy** – to *develop* your personal views on desirable life and ideal society

**Criterion-referenced Assessment**

This is a course that celebrates collaborative learning and mutual growth. Each of the four assessment components below has a grading rubric that clearly sets out the criteria and standards expected of each letter-grade (see Blackboard). Your performance will be evaluated according to these criteria and standards and NOT your relative position in the class.

30%: presentation (in groups; 10%) and discussions (20%); 30%: two reflective journals (15% each);  
40%: final term paper (due date TBC)

*\*All written assignments can be done in English or Chinese. Mixed language is not acceptable, except with reference to proper names.*

## Grade Descriptors

In accordance with the intended learning outcomes, each letter-grade awarded for the course carries the following implications:

A / A-	<b>Introspective Performance.</b> The student has outstanding performance on all (or almost all) learning outcomes, demonstrating: <ul style="list-style-type: none"> <li>- <u>thorough</u> understanding and <u>critical</u> interpretation and application of the course material;</li> <li>- <u>substantial</u> evaluation of ideas or theories of good life and good society from <u>multiple</u> perspectives with the support of relevant information;</li> <li>- <u>well-informed</u> judgment/personal views</li> <li>- <u>perceptive</u> reflections on issues concerned and <u>active engagement</u> with differences</li> </ul>
B+ / B / B-	<b>General Performance.</b> The student has substantial performance on some learning outcomes which compensates for less satisfactory performance on others, demonstrating: <ul style="list-style-type: none"> <li>- <u>adequate</u> understanding and <u>appropriate</u> interpretation and application of the course material;</li> <li>- <u>good</u> evaluation of ideas or theories from multiple perspectives with the support of relevant information;</li> <li>- <u>informed</u> judgment/personal views</li> <li>- <u>unbiased</u> reflections on issues concerned and <u>evident attempts</u> to appreciate differences</li> </ul>
C+ / C / C-	<b>Inconsistent Performance.</b> The student has satisfactory performance on some learning outcomes with a few weaknesses, demonstrating: <ul style="list-style-type: none"> <li>- <u>basic</u> understanding of the course material;</li> <li>- <u>attempts</u> to evaluate ideas and theories but with <u>omissions of some crucial perspectives</u> and <u>information</u>;</li> <li>- <u>inadequately supported</u> judgment/personal views on most occasions, and</li> <li>- <u>tendentious</u> reflections on issues concerned and <u>some</u> attempts to appreciate differences</li> </ul>
D+ / D	<b>Incompetent Performance.</b> The student has barely satisfactory performance on a number of learning outcomes, demonstrating: <ul style="list-style-type: none"> <li>- <u>limited</u> evidence of comprehending the course material;</li> <li>- <u>major difficulties</u> in evaluating ideas and theories from appropriate <u>perspectives</u> and identifying appropriate <u>information</u>;</li> <li>- <u>mostly unfounded</u> judgment/personal views;</li> <li>- <u>superficial</u> reflections on issues concerned; and</li> <li>- <u>minimal</u> attempts to appreciate difference</li> </ul>
F	<b>Failed performance.</b> The student has unsatisfactory performance on the majority of learning outcomes, OR fails to meet specified assessment requirement, demonstrating: <ul style="list-style-type: none"> <li>- <u>confusion</u> over or <u>fundamental misrepresentation</u> of the course material;</li> <li>- <u>very little or no intention</u> to evaluate different ideas or theories;</li> <li>- <u>very little or no attempt</u> to formulate personal views;</li> <li>- <u>very little or no attempt</u> to reflect on issues concerned; and</li> <li>- <u>very little or no attempt</u> to appreciate differences.</li> </ul>

## What You Need to Do & How to Do Well

- *Engagement in Discussions* – you will be assessed on your participation in class discussions including your group oral presentation. Each seminar counts. Everyone is expected to (1) have finished the reading before the seminar, (2) bring a copy of the textbook to each class meeting (e-version and pirate-copies will not be accepted), and (3) contribute to discussion in a spirit of collaborative learning. **Playing mobile phone on class will lead to mark deduction.**
- *Reflective Journals* – You are required to hand in **TWO** reflective journals as records of your reflections on key issues as you conduct close reading of the text:
  1. *Odyssey, Symposium, Nicomachean Ethics, Analects, Zhuangzi* – select ONE among them
  2. *Heart Sutra, Bible, Qur'an, Waiting for the Dawn, Social Contract* – select ONE among them

Word limit: about 600 words in English or 900 characters in Chinese.

- Use the templates available on Blackboard.
- The assignment number of each reflective journal is the same with the order of the chosen text.
- The text you're going to write as one of your reflective journals **cannot overlap** the text of your presentation.
- You're allowed to go 10% beyond the word limit. Any exceed the word limit will lead to the deduction of marks.
- Deadline of each reflective journal: **three hours BEFORE** the tutorial on the same text. Submit your reflective journal to VeriGuide. Late submission after the tutorial will cause the deduction of marks.
- *Term Paper* – You will submit one final paper (2,00–2,500 words in English or 2,300–2,800 words in Chinese) at the end of the term. It is intended as an interpretative essay that shows analytic thinking, with a well-formulated thesis supported by sound arguments drawing evidence from the texts.

## Academic Honesty

1. CUHK has a policy of **zero-tolerance for plagiarism**. Students should refer to the following for the University's policy: <http://www.cuhk.edu.hk/policy/academichonesty/>.
2. Each reflective journal and term paper must be run through VeriGuide.

## Absence Policy

- Attend all the tutorials **with the camera on**, absence will be counted if the camera is off.
- A half-hour lateness and early withdrawal from class may be counted as absence. Repeated lateness/absences (excused or non-excused) will result in a poor grade or even **failure** of the course. Students should discuss with your teacher, to consider either dropping the course or doing some make-up work.
- *Excused Absence*: Either seek your teacher's **PRIOR APPROVAL**, or in the case of illness, bring in a medical certificate **with the doctor's diagnosis and recommendation for a sick leave** afterwards.

## Textbook and Library Collection

*In Dialogue with Humanity: Textbook for General Education Foundation Programme*, **Revised Third Edition** (Hong Kong: Office of University General Education, 2013).

**The fourth edition** is available for sale at the University Bookstore.

The required readings and recommended references, including Chinese translations of the required texts and related AV materials, are available at UL Reserve Section, UC General Education Collection and NA General Education Collection. Selections from the Odyssey are available on reserve (6 hours) in UL, CC, NA, and UC libraries.

## Reading List

Students will read selections from the following titles, some in the original language and others in Chinese or English translations. Expect to spend **3-6 hours** per week outside class to do the required reading.

*Odyssey* (Homer), *Symposium* (Plato), *Nicomachean Ethics* (Aristotle), 《論語》, 《莊子》, 《心經》, 《聖經·創世記》 / 《聖經·馬可福音》, *Qur'an*, 《明夷待訪錄》(黃宗羲), *The Social Contract* (Jean-Jacques Rousseau), *The Wealth of Nations* (Adam Smith), *Economic and Philosophic Manuscripts of 1844* (Karl Marx).

## ELearning Platforms

- *Course Materials on Blackboard*: <https://blackboard.cuhk.edu.hk>
- *GEF Online Interactive Learning Resources/Interactive MC Questions*: <http://www.cuhk.edu.hk/oge/gef/studyqs/humanity/interactive/>
- *DAIMON – app for UGFH*

Apart from the online interactive MC questions, we have developed a mobile app which you can use as a reading companion for four difficult UGFH texts, namely, the *Symposium*, *Zhuangzi*, the *Qur'an*, and the *Social Contract*. Based on the interactive online questions, we revised and added new questions, mostly with brief interpretation. In the new Version 2, a mini-dictionary with audio function is added. You are welcome to download the app by clicking on the ITSC link: <https://campusapps.itsc.cuhk.edu.hk/store/> or by going to CUHK Mobile App Store (via Google Search) For IOS, special settings require user to set.

Instructions: <https://support.apple.com/en-hk/HT204460>

For Android, a popup message ask user to accept the installation of apk. No further instructions need.

- *Mini-lectures*  
This lecture series aims to promote deep understanding and active discussion, each offering additional background and alternative angles of analysis for: *Symposium*, *Bible*, *Qur'an* and *The Social Contract*. Watch them anytime, anywhere on the KEEP online-course platform, and check your understanding with the interactive exercise: [https://edx.keep.edu.hk/courses/course-v1:cuhk+ugfh1000+2016\\_1/info](https://edx.keep.edu.hk/courses/course-v1:cuhk+ugfh1000+2016_1/info)

**GE Students' Best Work Award** is granted yearly to UGFH and UGFN students for excellent term papers, accessible at: <http://www5.cuhk.edu.hk/oge/index.php/en/2011-06-22-08-13-07/student-seminars>

**GE Salon Talks** aim to enrich your learning in the GE Foundation Programme. Talk registration or review of previous talks: <http://www5.cuhk.edu.hk/oge/index.php/en/activities/ge-salon>

## Class schedule

Week	Tutorial (Tuesday)	Tutorial (Wednesday)	Tutorial (Thursday)	Lecture (Friday)
1	Sept 8 Introduction	Sept 9 Introduction	Sept 10 Introduction	Sept 11 Homer / <i>Odyssey</i>
2	Sept 15 <i>Odyssey</i>	Sept 16 <i>Odyssey</i>	Sept 17 <i>Odyssey</i>	Sept 18 Plato / <i>Symposium</i>
3	Sept 22 <i>Symposium</i>	Sept 23 <i>Symposium</i>	Sept 24 <i>Symposium</i>	Sept 25 Aristotle / <i>NE</i>
4	Sept 29 <i>NE</i>	Sept 30 <i>NE</i>	Oct 1 <i>National Holiday</i> <i>No class</i>	Oct 2 <i>The day following the</i> <i>Chinese Mid-Autumn</i> <i>Festival</i> 孔子/《論語》
5	Oct 6 《論語》	Oct 7 《論語》	Oct 8 <i>NE</i> /《論語》	Oct 9 莊子/《莊子》
6	Oct 13 《莊子》	Oct 14 《莊子》	Oct 15 《莊子》	Oct 16 《心經》/《般若之心》
7	Oct 20 《般若之心》	Oct 21 《般若之心》	Oct 22 《般若之心》	Oct 23 <i>Bible</i>
8	Oct 27 <i>Bible</i>	Oct 28 <i>Bible</i>	Oct 29 <i>Bible</i>	Oct 30 <i>Qur'an</i>
9	Nov 3 <i>Qur'an</i>	Nov 4 <i>Qur'an</i>	Nov 5 <i>Qur'an</i>	Nov 6 黃宗義/ 《明夷待訪錄》
10	Nov 10 《明夷待訪錄》	Nov 11 《明夷待訪錄》	Nov 12 《明夷待訪錄》	Nov 13 Rousseau / <i>The Social Contract</i>
11	Nov 17 <i>The Social Contract</i>	Nov 18 <i>The Social Contract</i>	Nov 19 <i>(tentative)</i> <i>The Social Contract</i> <i>(Congregation day)</i>	Nov 20 Adam Smith/ <i>The Wealth of Nations</i>
12	Nov 24 <i>The Wealth of Nations</i>	Nov 25 <i>The Wealth of Nations</i>	Nov 26 <i>The Wealth of Nations</i>	Nov 27 Marx /EPM1844
13	Dec 1 <i>EPM1844</i>	Dec 2 <i>EPM1844</i>	Dec 3 <i>EPM1844</i>	Dec 4 Term paper consultation