

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: 4-yr & 5-year FT Undergraduate programmes/ PT BEd Programmes
Programme QF Level	: 5
Course Title	: Taste of Life: The Meaning of Suffering and Hope 人生滋味: 受苦與盼望
Course Code	: GEK1006
Department	: IE
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI/CMI
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

What is the meaning of ‘suffering’? Should ‘hope’ be essential to human existence? What is the relation between suffering and hope in our ‘ups’ and ‘downs’ of personal life? We seldom respond to these fundamental questions in contemporary achievement-oriented society. Yet, from the related classic Chinese and Western philosophical and religious traditions as well as the narratives of life cases, these are the most crucial questions to be explored regarding our existence.

The course will include provocative and interactive lectures and experiential activities in order to cultivate students’ empathetic understanding, existential reflection, positive ability and attitude in making decisions and coping with life challenges. We shall also encourage students to form groups and develop trustful sharing of each member’s life stories.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Identify some fundamental existential themes related to “suffering” and “hope” in selected readings, movies or life cases.
- CILO₂ Construct an analytical and empathetic understanding about the ups and downs of life, from the related classic Chinese and Western religious and philosophical traditions.
- CILO₃ Apply interaction abilities and respectful attitude in response to life challenges and sufferings.
- CILO₄ Reflect critically on personal life goals and experience individually and collectively by applying and evaluating themes and concepts learnt in the course.

3. Content, CILOs and Teaching & Learning Activities

Teaching Contents	CILOs	Teaching & Learning Activities
a. The Nature of Human Life: <ul style="list-style-type: none"> ➤ A general introduction of existentialism in relation to suffering and hope ➤ ‘To have’ vs ‘to be’ ➤ ‘Being-in-the-world’ ➤ Bonds and solitude ➤ Taste of life: body and soul 	CILO ₁ CILO ₂ , CILO ₃ , CILO ₄	The course will include proactive and interactive lectures, including reading activities, class discussions, debates, movie appreciation, group presentations, sharing life stories and continuous reflections; besides, students will also be involved in experiential learning activities, such as dancing, playing games, drawing and interviewing etc., to understand the ‘taste of life’.
b. Suffering <ul style="list-style-type: none"> ➤ Pain and suffering ➤ Different traditions on suffering ➤ Life cases of suffering ➤ Facing death 	CILO ₁ , CILO ₂ , CILO ₃	
c. Hope <ul style="list-style-type: none"> ➤ Hope and despair ➤ Love and relationship ➤ Seeking the truth, good and beauty ➤ Spiritual well-being 	CILO ₁ , CILO ₂ , CILO ₃	

d. Summary: <ul style="list-style-type: none"> ➤ Reflection on personal and collective life experience ➤ Life-scripting in volition 	CILO ₁ , CILO ₂ , CILO ₃ , CILO ₄	
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4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Group presentation - interpretation of existential themes related to “suffering” and “hope” of a life story (suggest to involve artistic and experiential elements to sensitize empathetic understanding of the case concerned)	30%	CILO _{1,2,4}
b. Contribution to group discussion (production of qualitative responses in group discussions on the themes initiated by respective group leaders and related to life experiences and challenges)	10%	CILO _{3,4}
c. Individual Paper (reflective paper either on one theme in the course OR one’s own life story (not less than 1,800 in English or 2,880 Chinese words)	60%	CILO _{1,2,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Chan, L. W. C. & Chow, Y. M. A. (Eds.). (2006). *Death, Dying and Bereavement: a Hong Kong Chinese Experience*. Hong Kong: Hong Kong University Press.
- Dowrick, C. (2017). *Suffering and hope: Helen Lester Memorial Lecture 2016*, England: Royal College of General Practitioners.
- Frankl, V. E. (2006). *Man's Search for Meaning*. Beacon Press.
- Fromm, F. (1975). *The Art of Loving*. London: Unwin.
- Goetz, S. & Taliaferro, C. (2011). *A Brief History of the Soul*. Chichester: John Wiley & Sons Ltd.
- Higginson, J. D. (2007). Emotion, suffering, and hope: Commentary on "How much emotion is enough?". *The Journal of clinical ethics*, 18 (4), 377-379.
- Lewis, C. S. (1940). *The Problem of Pain*. San Francisco: Harper San Francisco.
- Mark C. Taylo (2009). *Field notes from elsewhere: reflections on dying and living*, New York: Columbia University Press.
- Mittleman, A. (2009). *Hope in a Democratic Age*. Oxford: Oxford University Press.
- Samuel, J. (2018) *Grief Works: Stories of Life, Death, and Surviving*. UK: Penguin Life.
- Schleifer, R. (2014). *Pain and Suffering*. New York and London: Routledge.
- Simon R. I., Rosenberg, S. & Eppert, C. (2000). *Between hope and despair: pedagogy and the remembrance of historical trauma*. Lanham, Md.: Rowman & Littlefield Publishers.
- Singer, I. (2009). *Philosophy of Love: A Partial Summing-Up*. Cambridge, Massachusetts; London: The MIT Press.

Sontag, S. (2003). *Regarding the Pain of Others*. New York: Farrar, Straus and Giroux.
Zournazi, M. (2002). *Hope: New Philosophies for Change*. Annandale, N. S. W.: Pluto Press.

畢人龍 (2019): 《老魔王的急診室：急診醫師面對生老病死，以人性為出發點的魔宮寓言》，台北市：凱信企業集團，凱信企業管理顧問有限公司。

彬彬主編 (2001): 《人生滋味》，中國：內蒙古文化出版社。

蔡明洵 (2011. 4. 19): 品嚐生命滋味，輯錄自《天下雜誌 304 期》，瀏覽日期：2021 年 5 月 1 日，擷取自：<https://www.cw.com.tw/article/5011158>。

蔡志忠 (1992): 《世說新語，菜根譚：六朝的清談與人生的滋味》，台北市：時報文化出版企業股份有限公司。

陳廷編 (2011): 《人生七連味，都是好滋味》，中國：中國華僑出版社。

Wiesel, E. 著，陳慕美譯 (2011): 《夜：納粹集中營回憶錄》，新北市：左岸文化。

顧曉蕊 (2013): 淡雅人生滋味長，輯錄自《思維與智慧：上半月》，(1)，18-19。

何恭上編著 (2001): 《使徒與殉道者》，臺北市：藝術圖書公司。

季羨林，馮驥才，豐子愷(2020)：《日子總是匆忙，心中找個自在》，北京：京華出版社。

李天命 (1976)：《存在主義概論》，臺北市：台灣學生書局。

Julia Samuel 著，羅亞琪譯 (2017): 《悲傷練習 Grief works: stories of life, death and surviving》，臺北：商周出版。

鈕則誠 (2004)：《生命教育概論——華人應用哲學取向》，台北：揚智文化出版社

沈倩如，楊蕙瑜 (2013): 《戀食人生：那些來自文學、電影的真情滋味》，台北市：精誠資訊股份有限公司。

蘇嫫霧 (2015): 憂傷與盼望的交會—等待中「止足」的人文療癒向度，輯錄自《哲學與文化》，42 (1)，125-140。

唐君毅 (1993): 《人生之體驗續編》，臺北市：臺灣學生書局。

吳汝鈞 (2002)：《苦痛現象學》，臺北：臺灣學生書局。

余德慧，石佳儀 (2003): 《生死學十四講》，臺北：心靈工坊。

詹宏志 (2015): 《旅行與讀書》，臺北市：新經典圖文傳播有限公司。

張笑恒 (2014): 《幸福，是人生最深的滋味》，台北市：水星文化事業出版社。

趙廣明 (2012)：《尼采的啟示 - 尼采哲學宗教研究》，北京：社會科學文獻出版社。

鍾興叡 (2019): 《致，茫人們 21 篇陪你走出迷茫、熬出人生好滋味的心靈雞湯》，台北市：十字星球文創社。

7. Related Web Resources

Nil

8. Related Journals

Nil

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity*

As of 5 August 2022

with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil