

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

The Human History of Amorous Deeds

2. COURSE CODE

ENGL4117

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of English Language and Literature

5. PREREQUISITES

Nil

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

- 1) To refine our critical minds and practices;
- 2) To map the range of proper relations—historical, historicized, and critical--in humanist work and research;
- 3) To identify how criticism complicates social, intellectual, and academic consensus;
- 4) To re-evaluate the continuing efficacy of criticism (its methods, themes, and debates) as it evolves to meet and inspect the developing needs of historical humanism; and
- 5) To justify the persistent values and purposes of the Western critical tradition.

8. COURSE CONTENT

Taking its departure from the Western cultural project of historical humanism, this seminar will ask questions about the amorous deeds that occur within humanism's emergence and development processes. These questions presume that the pathology of love acts as the cultural dominant within domains of knowledge production, creativity, and species formation. They attempt to test the thesis that the erotic is both a necessary component in the development of humanism and one of the consequences of that emergence. The syllabus will move from philosophy to aesthetics, from the mythical

Greek to the posthuman. It shall cover a range of genres and include creative, critical, philosophical, and theoretical works.

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Explain how the course of amorous deeds has made human history possible as we make it and the universe as we come to know it
CILO 2	Build the genealogy of historical and critical humanism in relation to Enlightenment and modernity
CILO 3	Evaluate the process in which philosophical and aesthetic ambition—'truth' and 'beauty'--has not only inspired artists, thinkers, and critics, but also shaped important socio-political thoughts and produced revolutionary influence
CILO 4	Analyze the different emotions at the center of the amorous deeds that have come to define our mode of being, historical, national, and cultural

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
CILO 1	Attend lectures and apply knowledge
CILO 2	Articulate critical and theoretical concepts studied in the course readings
CILO 3	Review and evaluate students' learning reports
CILO 4	<ul style="list-style-type: none"> - Attend an onlione test to exemplify effective scholarship - Complete a term paper on an assigned topic to test degree of academic literacy and exemplify research skills - Create a research project to analyze and evaluate knowledge according to a range of topics

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Oral Report on Reading	10 %	1, 2	Each week, one student group will come in with answers for a list of four to five questions related to the week's reading. These questions will focus on asking introductory facts about the writer and his or her work.
Learning Report	20 %	3, 4	Each week, one student group will write up the week's learning report for circulation. All students must understand the reports and are encouraged to build on them through the course

			online discussion forum.
In-class Test: Keywords	30 %	1, 2, 3, 4	This is an open-book, strictly timed, test that purports to assure understanding of and competence in all the major concepts.
Final Project	40 %	1, 2, 3, 4	Creative critical work is essential to any humanistic education. Since it is important to learn how to discriminate what is important and what is of interest, students will have the opportunity to do a research-based, experientially critical project using their own combination of readings.

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