

UGED 2321 Philosophy of Happiness 22-23 R1

Course Code: UGED 2321
Title in English: Philosophy of Happiness
Title in Chinese: 幸福論

Course overview:

毫無疑問，我們每個人都在追求幸福的生活。但到底幸福是什麼呢？

成長過程中，我們逐漸失去了昔日的歡笑，似乎心智越成熟，越無法安頓自己的心境，徬徨復徬徨，我應該怎樣過生活才有意義呢？我們有時以為自己最關心的是金錢問題、出路問題，想深刻一些，金錢利益之間的得失，尚是表層的，更深層的，卻是愛情、人生目的、生死壽夭等等的感觸。

存在主義 (Existentialism) 認為人並沒有確定的存在本質，因此所謂「幸福」亦沒有一成不變的定義；存在，總是先於本質。人只有在其存活的歷程中，一往無前地探索生命現象，就會發覺人生的目的在追求一整體性的統合。人必須徹底安立生命的限制，然後活在自由之中。也許人們所冀望的幸福，正是哲人所嚮往的逍遙境界。

Learning outcomes:

1. 借助生活的處境養成批判思考的習慣
2. 參考思想家對待人生的態度，擴闊學員的視野
3. 關心自我與他人的關係
4. 尋求個人的理想目標，積極生活
5. 認識自我

Topic	Contents/ fundamental concepts
I. 導論一： 導論二：	a. 幸福的一般定義與內涵 a. 幸福的類型 b. 被偶然所擺佈的幸福
II. 幸福 = 快樂嗎？	a. 亞里士迪帕斯的自我中心的快樂主義 b. 伊壁鳩魯之快樂主義 c. 效益主義 (Unitarianism) d. 快樂主義的盲點
III. 不幸福的根源	a. 寂寞、無聊、空虛等負面情緒 b. 絕望 = S - M

IV.人生意義與幸福	<p>c. 尼采論不幸福的人</p> <p>a. 入世人生：斯多亞學派與儒家</p> <p>b. 恬靜人生：道家與莊子</p> <p>c. 捨離人生：佛教與禪</p>
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Learning activities

Lecture	Activity
26 Hrs	13 Hrs

Task nature	Description	Weight
1.中期測驗（1小時）	測驗形式：短題目 五題選三題	30%
2. 期終考試（2小時）	<p>a. 短題目（四選二）例如幸福的類型、為何人會不幸福等</p> <p>b. 長題目（四選二），考核課堂的理論內容及閱讀資料，例如：不同學派的幸福理論、人生價值的反思等</p>	70%

Grade Descriptors for Essay Examinations

<p>[Excellent]</p> <p>A (85–92) or</p> <p>[Very Good]</p> <p>A- (80–84)</p>	<p>Argument</p> <ul style="list-style-type: none"> • You faithfully reconstruct the author’s positions, and prove this knowledge by knowing the argument(s) supporting the theses in the text. • You evidence independent and self-initiated thinking and understanding of the arguments and philosophical problems through your ability to present your own counter-arguments and possible replies to counter-arguments. <p>Theory Analysis</p> <ul style="list-style-type: none"> • You exhibit thorough understanding of the relations of the themes presented in the various texts. • You demonstrate a comprehensive understanding of the relations between the various subjects and authors discussed in the course. • You demonstrate an above-average facility in judgment by applying the various theories to cases
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	and situations presented in the course of the exam.
[Good] B+ (76– 79), B (72–75), or B- (68–71)	<p>Argument</p> <ul style="list-style-type: none"> You can faithfully reconstruct the author’s positions, and demonstrate a basic comprehension of the arguments supporting those positions. You show some independence in thinking, but have difficulty developing your own criticisms and rebuttals to criticism. <p>Theory Analysis</p> <ul style="list-style-type: none"> You exhibit relatively complete understanding of the relations between the authors and the themes presented in the various texts. You show some basic, though average, facility in judgment by applying the various theories to cases and situations presented in the course of the exam.
[Fair] C+ (64– 67), C (60–63), or C- (56–59)	<p>Argument</p> <ul style="list-style-type: none"> You demonstrate an ability to properly relay information about the various texts and the positions contained therein, but have difficulty re-constructing the arguments, presenting counter-arguments, and criticism. You can faithfully relay information, but you show no independence in philosophical thinking, fail to show basic competence in philosophical argumentation and have a difficulty understanding arguments. <p>Theory Analysis</p> <ul style="list-style-type: none"> You show an incomplete understanding of the relations between the authors discussed in the course as well as the themes presented in the various texts. You demonstrate competence to memorize information, but you have some difficulty applying various theories to cases and situations presented in the course of the exam.
[Pass] D+ (53– 55), or D (50–52)	<p>Argument</p> <ul style="list-style-type: none"> You demonstrate some understanding of the course content, but have difficulty relaying accurate information about the positions and the arguments for such positions in the text. <p>Theory Analysis</p> <ul style="list-style-type: none"> Although the answers are readable, you exhibit seriously incomplete understanding of the content as well as the relationships between authors and themes covered in the readings and discussed in class. You fail to demonstrate facility in the application of various theories to cases and situations presented in the course of the exam.
[Fail] F (0-49)	<p>Argument</p> <ul style="list-style-type: none"> You demonstrate no understanding of the course content. You relay inaccurate information about the positions and arguments for those positions in the text. <p>Theory Analysis</p> <ul style="list-style-type: none"> The answers are unreadable, and your answers exhibit a complete lack of understanding of the relationships between authors and themes covered in the readings and discussed in class.

Course schedule

週數	課題	指定閱讀材料	
1	導論一：	W. Tatarkiewicz, <i>Analysis of Happiness</i> (1976), “Four Notions of Happiness”, pp.1-7	
2	導論二：	Bauman, Zygmunt. “Introduction: What is Wrong with Happiness?” and “Afterword: On Organized and Being Organized” in <i>The Art of Life</i> (Cambridge: Polity, 2008), pp.1-19, 125-133.)	
3	人的存在	Camus, Albert. “The Myth Of Sisyphus” in <i>The Myth of Sisyphus</i> , Eng trans. Justin O'Brien (London: Penguin, 2005), pp.115-119.	
4	幸福與內在世界的關係情緒：	Erich Fromm, <i>The Art of Loving (Excerpt)</i>	
5	快樂主義的盲點	陶國璋：《思考的盲點》第六章：現實主義，匯智出版社，2003年	
6	二：負面情緒	陶國璋：《哲學的陌生感》第三章，匯智出版社，2007年	
7	三：絕望	陶國璋：《哲學的陌生感》第二章，匯智出版社，2007年	
8	四：不幸福的人	一行禪師：「般若之心」收《與人文對話》，香港中文大學，2010，頁 321-346	
9	幸福的理論一	Götz : <i>Jeremy Bentham</i> , pp281-291; <i>John Stuart Mill</i> , pp. 317-336.	
10	幸福的理論二	唐君毅著：〈人生之艱難與哀樂相生〉，載《人生之體驗續編》(臺北：學生書局，1993年)，頁 53-74。	
11	幸福與人生意義一	Russell, Bertrand. “The Conquest of Happiness” in <i>The Search for Meaning in Life</i> , ed. Robert F. Davidson (New York: Holt, 1962), pp.84-91.	
12	幸福與人生意義二	「禪宗思想要旨」《佛禪大智慧》李淼，楊尚東編著。長春：吉林人民出版社，1994	
13	總結		

I. 中文參考書：

1. 陳瑛主編：《人生幸福論》，北京：中國青年出版社。1996年
2. 周輔成：《西方倫理學名著選輯》（上、下）。北京：商務印書館。1987年
3. 唐君毅：《人生的體驗》，台北：學生書局，1979年

4. 唐君毅：《人生的體驗續篇》，台北：學生書局，1979年
5. 陶國璋：《思考的盲點新篇》，香港，匯智出版社，2007年
6. 劉小楓：《沉重的肉身》，香港：牛津大學，1998年
7. 米蘭·昆德拉：《生命中不能承受之輕》，台北：時報文化，96年
8. 羅素：《幸福之路》，北京，文化藝術，1998年
9. 羅念生：《論古希臘戲劇》，北京：中國戲劇出版社，1985年。
10. 海德格爾：《人，詩意地安居》，上海：上海遠東，1996年

II. 英文參考書：

1. Becker, Lawrence C (1998), *A New Stoicism*, Princston: Princeton University Press.
2. Götz, Ignacio L. (1995), *Conceptions of Happiness*. Lanham, N.Y.: University Press of America.
3. Luper-Foy, Steven (1996), *Invulnerability: On Securing Happiness*. Chicago: Open Court.
4. Marar, Ziyad (2003) *The Happiness Paradox*. London : Reaktion
5. Mcfall, Lynne (1989), *Happiness*, New York: Peter Lang.
6. McMahon, Darrin M. (2006) *Happiness: A History*. New York: Atlantic Monthly Press.
7. McGill, V J. (1967), *The Idea of Happiness*. New York: Praeger.
8. Nussbaum, Martha (1994), *The Therapy of Desire*. Princeton: Princeton University Press.
9. Nussbaum, Martha (1986), *The Fragility of Goodness*. Cambridge: Cambridge University Pres
10. Rouner, Leroy S. ed. (1995), *In Pursuit Of Happiness*. Notre Dame: University of Notre Dame Press.
11. Tatarkiewicz, W(1976), *Analysis of Happiness*. The Hague: M Nijhoff.
12. Telfer, Elizabeth (1980), *Happiness*. London: Macmillan.

Feedback for evaluation

Feedback for evaluation:

1. Students are welcome to give feedback on the course at any time. They can do so by communication to teacher or tutor in class, by email, posting comments and questions to the eLearning platform, or during tutorials.
2. As with all courses in General education, students evaluate the course through a survey and written comments at the end of the term.

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Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.