

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I Course Overview

Course Title: History of Modern Western Political Thought

Course Code: CAH2861

Course Duration: 1 Semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

Political thought is the study of political theories in relation to nation, power, justice, right, freedom, equality, governance, revolution, etc. This course examines major texts in the history of modern Western political thought that arise between 16th century and 19th century. It was the critical period for the formation of modern political thought and ideologies. Political thinkers such as Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Tocqueville, John S. Mill, Karl Marx, as well as the most important modern ideologies like republicanism, liberalism, nationalism and socialism, will be discussed selectively and intensively. The course will focus on understanding the arguments of the original texts and evaluating their strengths and weaknesses. We will also analyze the significance of political thought from historical perspective, and illuminate its implication in today's world.

With an extensive understanding of the Western political thought, students can evaluate Western political system critically and develop their own judgments by consulting relevant historical sources.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate the features of the modern Western political thought	25%	√		
2.	Illustrate some important issues in the modern Western political thought in order to examine the relationship among politics, social order and cultures	25%	√	√	
3.	Apply the modern Western political thought to interpret the development of the Western history	25%	√	√	
4.	Evaluate the strengths and weaknesses of various modern Western political thoughts	25%		√	
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lecture	The lectures provide an overview on the topic each week. Primary source readings, audio-visual presentation, methodological issues and comparative approaches will be selectively adopted in class.	√	√	√	√	
Tutorial	Each student will deliver an oral presentation. Student should read, and organise the assigned or self-selected readings. Based on those readings, students are required to finish the oral report. The audience should give comments and responses to the presenter. Oral presentation and discussion aim to assess students' critical thinking, analytical skills and understanding of various issues.	√	√	√	√	
Term paper (around 2500 words)	Every student will finish a term paper individually. The paper can demonstrate the student's writing skill and the ability to use primary and secondary source materials. It can also reflect the student's capacity of understanding Western political thoughts.	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 70%								
Participation in Learning Activities: Students should read the assignment before attending class and group discussion. They are encouraged to take notes during class and list the main points related to the learning at the end of the lecture. They should listen carefully to others both in groups and in class discussions, and respect each other's opinions. They should contribute to class discussion by offering insightful ideas and asking significant questions so that every participant can benefit from the intellectual discussion.	√	√	√	√			20%	
2. Group Presentation:	√	√	√	√			20%	

Students need to develop their own points and express their ideas in a creative and fluent manner.								
3. Term paper (around 2500 words): Students are required to write a final paper on a selected topic in academic form. They are expected to organize the source materials properly and provide their own arguments or original discovery.	√	√	√	√			30%	
Examination: 30% (duration: 1.5 hours)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation in Learning Activities	This assessment will grade on performance in learning activities. They are required to actively participate in discussions and express their ideas in tutorials.	<p>Strong evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Oral Presentation	This assessment will grade on content and fluency of presentation. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection,	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content. Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; Simple and 	<ul style="list-style-type: none"> Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; Loose organization, without distinct primary and

	<p>integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.</p>	<p>composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> •Critical analysis, convincing statement and creative comment; •Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>balanced composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>unilateral comments, without clear explanation;</p> <ul style="list-style-type: none"> • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>secondary structure;</p> <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
3. Term paper	<p>This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Able to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/or unreasonable

		<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>the opinions originally;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>comment;</p> <ul style="list-style-type: none"> • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Political thought, Western history, Europe, Political, Political theory, Political philosopher, Politics, Culture, Intellectuals, Liberalism, Republicanism, Nationalism, Conservatism, Socialism, Communism, Enlightenment, Democracy

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Texts selected from the following book:

David Wootton (ed.), *Modern Political Thought: Readings from Machiavelli to Nietzsche*, 2nd ed. (Indianapolis: Hackett Publishing, 2008).

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Dante Germino, *Machiavelli to Marx: Modern Western Political Thought* (Chicago: University of Chicago Press, 1972).

Sheldon S. Wolin, *Politics and Vision: Continuity and Innovation in Western Political Thought*, expanded ed. (Princeton: Princeton University Press, 2004).

J. S. McClelland, *A History of Western Political Thought* (London: Routledge, 1996).

Iain Hampsher-Monk, *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx* (Oxford: Blackwell Publishers, 1992).

J. H. Burns and Mark Goldie (eds.), *The Cambridge History of Political Thought 1450-1700* (Cambridge: Cambridge University Press, 1991).

Mark Goldie and Robert Wokler (eds.), *The Cambridge History of Eighteenth-Century Political Thought* (Cambridge: Cambridge University Press, 2006).

Gareth Stedman Jones and Gregory Claeys (eds.), *The Cambridge History of Nineteenth-Century Political Thought* (Cambridge: Cambridge University Press, 2011).