

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester B 2021/ 22**

Part I Course Overview

Course Title:	Introduction to Social and Political Philosophy
Course Code:	POL 2402
Course Duration:	One Semester 3
Credit Units:	
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	SA2401 Introduction to Social and Political Philosophy; SA2402 Introduction to Social and Political Philosophy; SA/POL2404 Foundations in Social and Political Philosophy
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce to entry-level college students the central ideas and concepts in major Western and Chinese social and political philosophical traditions. It also aims to help students develop an ability to philosophically evaluate some of the core ethical and political issues that have strong bearing on political life and public policy-making. It enhances students' critical thinking and analytical reasoning on the topics including the purpose of the state, justice, political legitimacy, citizenship, freedom, and equality within the nation-state as well as in the global society. Students are expected to develop their abilities to formulate reasoned arguments, organize ideas systematically, and improve their oral and written communication skills.

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.	Recognize the social, cultural and philosophical context of the ideal of good society and public policy-making		√	√	
2.	Develop their own critical perspective on major philosophical debates on justice and their implications for good society and public policy-making		√	√	√
3.	Understand the key ideas and concepts in major Western and Chinese traditions of social and political thought, and discover how they are relevant to public policy.		√	√	
4.	Formulate independent evaluation and judgment on the rival conceptions, theories and approaches in contemporary social and political philosophy.		√	√	√
5.	Construct reasoned and persuasive arguments to justify their own point of views, and apply them to critically evaluate contemporary social and political issues that have strong bearing on public policy and the question of justice.		√	√	√
6.	Develop skills in applying ethical judgment and philosophical principles to guide policy formulation and make society more just.		√	√	√
7.	Enhance student communication skills.		√	√	√

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

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.

Take-Home Test 1	√	√	√	√	√	√	√	30%
Take-Home Test 2	√	√	√	√	√	√	√	40%
Participation	√	√	√	√	√	√	√	10%
<i>* The weightings should add up to 100%.</i>								100%

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

5. Assessment Rubrics

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

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Assessment Task	Criterion				
	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reflection Paper	High standard of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; Excellent understanding of core philosophical arguments and critical comparison with other theories	Fairly good understanding, critical assessment of, and self-discovery of the ethical and political implications of public policy. Good understanding of core philosophical arguments and critical comparison with other theories.	Rudimentary understanding of the ethical and political implications of public policy. Some self-discovery regarding the relation between ethics and public policy. Weak ability to discover and analyse key challenges. Basic research, writing and communication skills.	Unsatisfactory understanding of the ethical and political implications of public policy. Little self-discovery regarding the relation between ethics and public policy.	Complete failure to understand the ethical and political implications of public policy. No demonstrated self-discovery regarding the relation between ethics and public policy
2. Take-Home Test 1	High standard of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; Excellent ability to make a philosophically reasoned argument in writing; a clear demonstration of the excellent self-discovery with regard to the relation between ethics	Fairly good understanding of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; good ability to make a philosophically reasoned argument in writing; a clear demonstration of the good level of self-discovery with regard to the relation	Rudimentary understanding of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; an acceptable demonstration of an ability to make a philosophically reasoned argument in writing; occasional demonstration of self-discovery with	Rudimentary understanding of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; limited demonstration of an ability to make a philosophically reasoned argument in writing; occasional demonstration of self-discovery with	Complete failure to understand key concepts and theories; complete failure to understand and address the ethical dimension of public policy and their implications of the people's collective social life. Complete failure to develop an ability to identify key challenges. Inadequate research, writing and communication skills.

	and public policy and its profound implications for the people's public life.	between ethics and public policy and its profound implications for the people's public life.	regard to the relation between ethics and public policy and its profound implications for the people's public life.	regard to the relation between ethics and public policy and its profound implications for the people's public life.	
3. Take-Home Test 2	High standard of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; Excellent ability to make a philosophically reasoned argument in writing; a clear demonstration of the excellent self-discovery with regard to the relation between ethics and public policy and its profound implications for the people's public life.	Fairly good understanding of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; good ability to make a philosophically reasoned argument in writing; a clear demonstration of the good level of self-discovery with regard to the relation between ethics and public policy and its profound implications for the people's public life.	Rudimentary understanding of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; an acceptable demonstration of an ability to make a philosophically reasoned argument in writing; occasional demonstration of self-discovery with regard to the relation between ethics and public policy and its profound implications for the people's public life.	Rudimentary understanding of understanding, critical assessment of, self-discovery of the ethical and political implications of public policy; limited demonstration of an ability to make a philosophically reasoned argument in writing; occasional demonstration of self-discovery with regard to the relation between ethics and public policy and its profound implications for the people's public life.	Complete failure to understand key concepts and theories; complete failure to understand and address the ethical dimension of public policy and their implications of the people's collective social life. Complete failure to develop an ability to identify key challenges. Inadequate research, writing and communication skills. Complete failure to develop an ability to identify key challenges. Inadequate research, writing and communication skills.
4. Readings and Participation	Active participation during lectures and class discussions based to prior readings of the reading materials and some additional research	Active participation during lectures and class discussions; little evidence of the prior readings of the reading materials and some additional research	Occasional participation in class discussions; little evidence of the prior reading of the assigned reading materials	Rare participation in class discussions; no evidence of the prior reading of the assigned reading materials	Complete lack of participation; no evidence of the prior reading of the assigned reading materials

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

The Nature of Philosophy. Social Philosophy. Political Philosophy. Philosophical Method. Individual and the State. Natural Law. Natural Rights. Social Contract. Rights. Virtues. Liberty. Freedom. Justice. Equality. Community. Benevolent Government. Individual Liberty. Rule of Law. Rule of Virtue. Liberal Philosophy. Confucian philosophy. Confucius. Mencius. Locke. Mill, Rawls. Nozick.

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.)

1.	John Rawls, <i>A Theory of Justice</i>
2.	Michael Walzer, <i>Spheres of Justice</i>
3.	Charles Beitz, <i>Political Theory and International Relations</i>
4.	David Miller, <i>National Responsibility and Global Justice</i>
5.	Milton Friedman, <i>Capitalism and Freedom</i>
6.	Daniel A. Bell, <i>Confucian Political Ethics</i>

2.2 Additional Readings

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

1.	Robert Nozick, <i>Anarchy, State and Utopia</i>
2.	John Rawls, <i>Justice as Fairness: A Restatement Political</i>
3.	Daniel A. Bell, <i>Beyond Liberal Democracy: Political Thinking for an East Asian Context</i>
4.	Joseph Carnes, <i>The Ethics of Immigration</i>