

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Values and Justice in the Contemporary World

Course Code: GE1109

Course Duration: One Semester

Credit Units: 3

Level: B1

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to examining major issues related to values and justice in the contemporary world. Students will be exposed to fundamental concepts such as justice, the political, power, equality, fairness and consequences. It is an attempt to heighten students' awareness of different theoretical perspectives on important ethical and political issues with the aid of rational arguments. Upon completion of this course, students should be able to form informed and reasoned positions in relation to ethical issues from both the local and global contexts.

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.	Distinguish normative issues from non-normative issues in the contemporary world with the aid of philosophical analysis.		√	√	√
2.	Identify and explain the ethical implications of issues of the contemporary world with reference to concepts such as power, the political, morality, justice, fairness and so on.		√	√	√
3.	Apply major ethical theories such as Consequentialism, Deontology and virtue ethics to analyze contemporary issues related to values and justice.		√	√	√
4.	Develop and demonstrate an open mindset, moral sensibility and multiple points of view.		√	√	√
5.	Construct philosophical arguments based on critical thinking and rational judgment.		√	√	√
		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	5	
Lectures	Introduction of basic concepts, theories, ideas, and arguments; examination of philosophical issues arising from reflections on the human condition and the nature of human existence.	x	x	x	x		2-3
Class discussion	Prior to the lecture, the lecturers will post a list of study questions. Students shall consult the reading questions as they read the assigned chapter. During the lecture, the lecturers will randomly select students to answer these questions.	x	x	x	x	x	0.5-1
Group presentation	Offers students a chance to work out well-argued and defensible positions of their own through a process of collaboration.				x	x	0.5 hour per group
Term paper	Short, focused papers requiring students to concentrate on the systematic presentation of key ideas and sharp arguments based on their independent analysis.	x	x	x		x	N.A.

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	5		
Continuous Assessment: <u>100</u> %							
Class participation	x	x	x	x	x	10%	
Group presentation (25 minutes max.)	x	x	x	x	x	30%	
Term paper (approximately 750 words)	x	x	x	x	x	30%	
In-Class Test: 30% (duration: 2 hours)	x	x	x	x	x	30%	
Examination: _____% (duration: _____ hours)							
						100%	

* The weightings should add up to 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. Grading pattern: Standard (A+,A,A-...F)		Strong evidence of original thinking; good organisation, capacity to analyse and synthesise; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.
2. Group presentation	<ul style="list-style-type: none"> - Structure of the paper - Logical flow of argument/ Clarity in reasoning - Demonstrating the ability to explain relevant ideas using one's own words - Ability to understand and respond to Objections 	The ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; ability to conduct in-class discussion; capability in responding to questions derived from alternative perspectives; clear evidence of superior critical analysis and synthesis; excellent grasp of subject matter; evidence of in-depth knowledge.	The use of materials largely relevant to the topic; indications of good grasp of subject; some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature; good ability to initiate dialogues with other students.	Basic and adequate understanding of the subject; ability to respond to simple problems during discussion.	An acceptable level of familiarity with the subject matter and grasps of materials.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

3. Term paper	<ul style="list-style-type: none"> - Structure of the paper - Logical flow of argument/ Clarity in reasoning - Demonstrating the ability to explain relevant ideas using one's own words - Ability to understand and respond to Objections 	<p>Ability to respond to questions directly, creatively and precisely; strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.</p>	<p>Evidence of grasp of subject, some evidence of critical capacity and analytic ability, reasonable understanding of issues; evidence of familiarity with literature.</p>	<p>Adequate understanding of the subject; ability to respond to simple problems.</p>	<p>Sufficient familiarity with the subject matter to enable the student to progress without failing.</p>	<p>Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.</p>
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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.)

Philosophical analysis; normative vs. descriptive; ethical reasoning; social issues; rights; liberty; justice; equality; community; fairness; consent; autonomy; political obligation; civil disobedience; democracy; sexual morality; decency; discrimination; gender; race; education; trade; economic development; globalization; the media; free speech; money; business; technology; science; liberalism; Consequentialism; Deontology; virtue ethics; social contract theories; eudaimonia; pornography; compensated dating; drug abuse; human organ trade; animal welfare; animal rights

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.)

Introductory reading:

1. Sandel, Michael (2010), *Justice: What's The Right Thing To Do?* New York City, N.Y.: Farrar, Straus and Giroux.

Other recommended readings:

1. Jeremy Bentham, *Introduction to the Principles of Morals and Legislation*, 1789.
2. John Stuart Mill, *On Liberty*, 1859.
3. *Robert Nozick, Anarchy, State, Utopia*, 1974.
4. Immanuel Kant, *Groundwork of the Metaphysics of Morals*.
5. *John Rawls, A Theory of Justice, Harvard University Press.*
6. Aristotle, *The Politics*.

2.2 Additional Readings

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

1. http://www.cp1897.com.hk/product_info.php?BookId=9789868271265 [Chinese translation]
2. <http://www.justiceharvard.org/> [The website of Harvard University's *Justice with Michael Sandel*]

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 3-5 plus reading, in-class discussion, essay writing
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 2-3: The course takes a philosophical and ethical look at contemporary issues
PILO 3: Demonstrate critical thinking skills	CILOs 2-3: Philosophy and ethical thinking involve critical thinking
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 1-3 The identification of the ethical dimensions of contemporary issues should alert to students their significance.
PILO 9: Value ethical and socially responsible actions	CILOs 2, 3 and 5: This is a course focusing on the ethical and philosophical dimensions of contemporary issues.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 1-3, 5: Discovery in this course mainly consists in the identification of a wide range of ethical problems related to social justice. Innovation on the part of students can be displayed through their own application of philosophical theories to tackle ethical issues.

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Final quiz Designed to test student's grasps of basic concepts and their ability to construct arguments. (To be held during the last week of the semester)