

## Subject Description Form

Subject Code	APSS343											
Subject Title	Philosophy of Welfare											
Credit Value	3											
Level	3											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Seminar presentation</td><td>50 %</td><td>--</td></tr><tr><td>2. Paper</td><td>50 %</td><td>--</td></tr></table> <ul style="list-style-type: none"><li>• The final grade is calculated according to the percentages assigned;</li><li>• The completion and submission of all component assignments are required for passing the subject; and</li><li>• Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li></ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation	50 %	--	2. Paper	50 %	--
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2. Paper	50 %	--										
Objectives	The subject aims to help students develop a better understanding of the controversies which underlie and animate various local issues with regard to who should be responsible for welfare provision. The subject will also introduce students to some of the basic concepts necessary for understanding the ethical issues and predicaments in social work.											
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. recognize the controversial issues involved in welfare provision; b. analyze and deliberate on those issues from a philosophical perspective; c. develop their own critical responses to the ethical problems in social work.											
Subject Synopsis/ Indicative Syllabus	<div>1. Justice, Market and Social Welfare</div> <div>a. the mirage of social justice</div> <div>b. freedom and the market order</div> <div>c. coercion, welfare redistribution and the infringement of the protected domain</div> <div>2. Welfare Liberalism and Social Justice</div> <div>a. justice as fairness</div> <div>b. the veil of ignorance</div> <div>c. the original position and the difference principle</div> <div>d. the distinction between chosen and unchosen inequalities</div>											

	<div>3. Caring as practice and the nature of professional relationship<div>a. care, concern and indifference</div><div>b. caring as an activity</div><div>c. caring as practice with internal standards of excellence</div><div>d. social work as a caring practice</div></div> <div>4. Hermeneutics, Linguistic-Cultural Community and Dialogical Rationality<div>a. hermeneutics and human finitude</div><div>b. the myth of the unconstituted self</div><div>c. the importance of culture and tradition</div><div>d. empathy and dialogue</div><div>e. hermeneutics and social work practice</div></div> <div>5. Freedom and Reflective Self-Evaluation: Beyond Desire-Satisfaction<div>a. the exercise concept of liberty</div><div>b. human emotions and internal constraints</div><div>c. the distinction between first-order and second-order desires</div><div>d. desire-satisfaction and self-determination</div><div>e. freedom and strong evaluation</div></div> <div>6. Concluding Remarks: Limits and Possibilities of Social Work Practice in Local Context:</div>																																						
Teaching/Learning Methodology	The approach will be comprised of lectures and seminars. Key concepts and issues related to the subject are introduced through lectures. In their seminar presentation, students are expected to formulate their own arguments and articulate them in a clear and systematic fashion.																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th></th><th></th><th></th></tr><tr><td>1. Seminar presentation</td><td>50 %</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Paper</td><td>50 %</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>Since the above assessment methods allow students to demonstrate their critical thinking abilities as well as their understanding of the concepts covered, they are appropriate for assessing the intended learning outcomes. Specifically, in both the paper and the seminar presentation, students will be mainly assessed on their ability to articulate clearly their ideas, develop coherent, cogent and well-supported arguments, and illustrate key philosophical concepts with appropriate examples.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Seminar presentation	50 %	✓	✓	✓				2. Paper	50 %	✓	✓	✓				Total	100 %						
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2. Paper	50 %	✓	✓	✓																																			
Total	100 %																																						
	Class contact:																																						

<b>Student Study Effort Expected</b>	▪ Lecture	24 Hrs.
	▪ Seminar	15 Hrs.
	Other student study effort:	
	▪ Seminar Preparation	42 Hrs.
	▪ Paper Writing	42 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Hayek, F. A. (1976). <i>Law, legislation and liberty, vol. 2: The mirage of social justice</i>. London: Routledge and Kegan Paul.</p> <p>Kymlicka, W. (2002). <i>Contemporary political philosophy: An introduction</i>. (2nd edn). Oxford: Oxford University Press. Rawls, J. (1999). <i>A theory of justice</i> (rev. edn). Cambridge, Mass.: Belknap Press of Harvard University Press.</p> <p>Richardson, F. C. (2023) <i>Suffering and Psychology</i>, New York and London: Routledge.</p> <p>Taylor, C. (1985). <i>Philosophy and the human sciences: Philosophical papers II</i>. Cambridge: Cambridge University Press.</p> <p>Tronto, J. C. (2015). Who cares? how to reshape a democratic politics (1st ed.). Cornell Selects, an imprint of Cornell University Press.  <a href="https://doi.org/10.7591/9781501702761">https://doi.org/10.7591/9781501702761</a></p> <p>Tronto, J. C. (1994). <i>Moral boundaries : a political argument for an ethic of care</i>. Routledge.</p> <p><u>Supplementary</u></p> <p>Butler, E. (2012). <i>Friedrich Hayek: The ideas and influence of the libertarian economist</i>. Hampshire England: Harriman House.</p> <p>Daly, M., &amp; ebrary, I. (2011). <i>Welfare</i>. Polity Press.</p> <p>Grimwood, T. (2016). <i>Key debates in social work and philosophy</i>. Routledge.</p> <p>Miller, R. B. (2005) ‘Suffering in psychology: the demoralization of psychotherapeutic practice’, <i>Journal of Psychotherapy Integration</i> <b>15</b>(3), pp. 299–336.</p> <p>Mulhall, S. and Swift A. (1996). <i>Liberals and Communitarians</i> (2nd edn). Oxford: Blackwell.</p> <p>Gadamer, H-G. (2004). <i>Truth and method</i> (2nd edn). London: Continuum.</p> <p>Plant, R. (2009). <i>Social and moral theory in casework</i>. Abingdon: Routledge.</p> <p>Plant, R., Lesser, H., and Taylor-Gooby, P. (2009). <i>Political philosophy and social welfare: Essays on the normative basis of welfare provision</i>. (2nd edn). London: Routledge.</p>	

	<p>Richardson, F., Fowers, B., and Guignon, C. (1999). <i>Re-envisioning psychology: Moral dimensions of theory and practice</i>. San Francisco: Jossey-Bass.</p> <p>Sandel, M. (2009). <i>Justice: What's the right thing to do?</i> New York: Farrar, Straus and Giroux.</p>
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