

Subject Description Form

| Subject Code | APSS4541 | | | | | | | | | | | | | | |
|---|--|------------------|--|----------------------------|-----------------------|------------------|-------------------------|------|-----|--------------------------|-----|--|-----------------------|------|----|
| Subject Title | Justice and the Modern Social Context | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 4 | | | | | | | | | | | | | | |
| Pre-requisite/ Co-requisite/ Exclusion | <u>Pre-requisite:</u> APSS2200 The Art of Reasoning | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>2. Seminar Participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>3. Written assignment</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The final grade is calculated according to the percentages assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Seminar presentation | 20 % | 20% | 2. Seminar Participation | 10% | | 3. Written assignment | 50 % | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Seminar presentation | 20 % | 20% | | | | | | | | | | | | | |
| 2. Seminar Participation | 10% | | | | | | | | | | | | | | |
| 3. Written assignment | 50 % | -- | | | | | | | | | | | | | |
| Objectives | The objective of this subject is to introduce students to the different approaches to “justice”, with particular reference to the modern social context. | | | | | | | | | | | | | | |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. compare the various ways of thinking about “justice”; b. recognize the importance of the connection between modernity and the various perspectives of moral reasoning in relation to the concept of “justice”; c. evaluate the links among moral reasoning, the concept of “justice”, social policy and administration, and the modern Chinese social context. | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Introduction: Ethics v. Morality: Aristotle, Confucius, and the Good Life 2. Justice and Modernity: Secularization, Individualism, and Instrumental Rationality 3. Maximizing Welfare and Utilitarianism: Jeremy Bentham and John Stuart Mill 4. Immanuel Kant on Freedom, Autonomy, and the Categorical Imperative 5. John Rawls’s “Theory of Justice” 6. Robert Nozick and Libertarianism | | | | | | | | | | | | | | |

| | <p>7. Beyond Rawls: Nussbaum, Sen, and others</p> <p>8. Individual Rights, Virtue, Community, and the Common Good</p> <p>9. “Justice” and the Chinese Social Context</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---|---|--|--|----------|-----------------------------------|-------------|--|--|--|--|--|--|-----------|---|---|--|--|--|---|---------|-----------|---|---|--|--|--|----------------------------------|---------|-----------------------------|---|---|--|--|--|-------|-------|--|--|--|--|--|--|--|---------|----------------------------------|--|--|--|--|--|--|---------|----------------------------|--|--|--|--|--|--|----------|
| <p>Teaching/Learning Methodology</p> | <p>Lectures and seminars are used to facilitate students’ learning of the subject. In the lectures, the instructor introduces students to major concepts and arguments related with relevant topics. The instructor demonstrates to them the relevance of those concepts and arguments for thinking about “justice”. Students are encouraged to discuss current social justice issues in class.</p> <p>Students are expected to pay their effort to organize presentations and small group discussions in seminars on assigned topics. It is hoped that they can draw insights from the concepts and arguments they have learnt in the lectures to illuminate their reflections on issues and cases in thinking about “justice”.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="456 734 1481 1178"> <thead> <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> </thead> <tbody> <tr> <td>1. Seminar presentation and participation</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Individual written assignment</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> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminar presentations and small group discussions enable the students to show their own understanding and analysis of the issues concerning justice.</p> <p>Individual written assignments enable the students to show their own understanding and analysis of the issues concerning justice.</p> | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | | | | 1. Seminar presentation and participation | 50 % | ✓ | ✓ | ✓ | | | | 2. Individual written assignment | 50 % | ✓ | ✓ | ✓ | | | | Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | a | b | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Seminar presentation and participation | 50 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Individual written assignment | 50 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <table border="1" data-bbox="456 1581 1481 2031"> <tr> <td colspan="7">Class contact:</td> <td></td> </tr> <tr> <td colspan="7">▪ Lecture</td> <td>26 Hrs.</td> </tr> <tr> <td colspan="7">▪ Seminar</td> <td>13 Hrs.</td> </tr> <tr> <td colspan="7">Other student study effort:</td> <td></td> </tr> <tr> <td colspan="7">▪ Seminar presentation and participation</td> <td>38 Hrs.</td> </tr> <tr> <td colspan="7">▪ Written assignment preparation</td> <td>38 Hrs.</td> </tr> <tr> <td colspan="7">Total student study effort</td> <td>115 Hrs.</td> </tr> </table> | | | | | | | Class contact: | | | | | | | | ▪ Lecture | | | | | | | 26 Hrs. | ▪ Seminar | | | | | | | 13 Hrs. | Other student study effort: | | | | | | | | ▪ Seminar presentation and participation | | | | | | | 38 Hrs. | ▪ Written assignment preparation | | | | | | | 38 Hrs. | Total student study effort | | | | | | | 115 Hrs. |
| Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Seminar | | | | | | | 13 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Written assignment preparation | | | | | | | 38 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Reading List and References

Essential

- Kymlicka, W. (2002). *Contemporary political philosophy: An introduction*. (2nd Ed.). Oxford: Oxford University Press.
- Miller, D. (2003). *Political philosophy: A very short introduction*. Oxford: Oxford University Press.
- Sandel, M.J. (2009). *Justice: What's the right thing to do?* New York: Farrar, Straus and Giroux.
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Supplementary

- Bai, T. (2020). *Against political equality: The Confucian case*. Princeton: Princeton University Press.
- Bell, D. & Wang, P. (2020). *Just hierarchy: Why social hierarchies matter in China and the rest of the world*. Princeton: Princeton University Press.
- Chan, J. (2015). *Confucian perfectionism: A political philosophy for modern times*. Princeton: Princeton University Press.
- Cohen, G. (2001). *If you're an egalitarian, how come you're so rich?* Cambridge, MA: Harvard University Press.
- Bellah, R.N. et al. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.
- De Bary, W.T. (1998). *Asian values and human rights: A Confucian communitarian perspective*. New York: Columbia University Press.
- De Bary, W.T., & Tu, W. (Eds.) (1998). *Confucianism and human rights*. New York: Columbia University Press.
- King, Ambrose Yeo-chi (2018). *China's great transformation: Selected essays on confucianism, modernization, and democracy*. Hong Kong: The Chinese University Press.
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- Mulhall, S., & Swift, A. (1996). *Liberals and communitarians*. (2nd Ed.). Oxford: Blackwell.
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- Sandel, M.J. (1998). *Liberalism and the limits of justice*. (2nd Ed.). Cambridge England: Cambridge University Press.
- Sandel, M.J. (Ed.) (2007). *Justice: a reader*. New York: Oxford University Press.
- Sandel, M.J. (2020). *The tyranny of merit: What's become of the common good?* New York: Penguin.

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| | <p>Sen, A, (2009). <i>The idea of justice</i>. Cambridge, MA: Belknap Press of Harvard University Press.</p> <p>Taylor, C. (1985). <i>Philosophy and the human sciences: Philosophical papers 2</i>. Cambridge: Cambridge University Press.</p> <p>Taylor, C. (1991). <i>The ethics of authenticity</i>. Cambridge, MA: Harvard University Press.</p> <p>Taylor, C. (1989). <i>Sources of the self: The making of the modern identity</i>. Cambridge, MA: Harvard University Press.</p> <p>Taylor, C. (2004). <i>Modern social imaginaries</i>. Durham: Duke University Press.</p> |
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