

## Subject Description Form

<b>Subject Code</b>	APSS4541														
<b>Subject Title</b>	Justice and the Modern Social Context														
<b>Credit Value</b>	3														
<b>Level</b>	4														
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> APSS2200 The Art of Reasoning														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td style="text-align: center;">15 %</td> <td style="text-align: center;">15%</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;">60 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </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 all the components if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation	15 %	15%	2. Seminar Participation	10%		3. Written assignment	60 %	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Seminar presentation	15 %	15%													
2. Seminar Participation	10%														
3. Written assignment	60 %	--													
<b>Objectives</b>	The objective of this subject is to introduce students to the different approaches to “justice”, with particular reference to the modern social context.														
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> <li>a. compare the various ways of thinking about “justice”;</li> <li>b. recognize the importance of the connection between modernity and the various perspectives of moral reasoning in relation to the concept of “justice”;</li> <li>c. evaluate the links among moral reasoning, the concept of “justice”, social policy and administration, and the modern Chinese social context.</li> </ol>														
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Introduction: Justice and Moral Reasoning</li> <li>2. The Modern Social Context: Secularization, Individualism, and Instrumental Reason</li> <li>3. Maximizing Welfare and Utilitarianism: Jeremy Bentham and John Stuart Mill</li> <li>4. The Free Market Ideology of Libertarianism</li> <li>5. Immanuel Kant on Freedom, Autonomy, and the Categorical Imperative</li> <li>6. John Rawls’s “Theory of Justice”</li> </ol>														

	<p>7. Individual Rights, Virtue, Community, and the Common Good</p> <p>8. “Justice” and the Chinese Social Context</p> <p style="padding-left: 40px;">a. The Deep Structure of Chinese Familism and its Relationship with “Justice”</p> <p style="padding-left: 40px;">b. Cultural Differences, Deep Understanding and “Justice” in Chinese Societies</p>																																												
<p><b>Teaching/Learning Methodology</b></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><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="443 869 1474 1312"> <thead> <tr> <th data-bbox="451 880 786 1037" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="794 880 946 1037" rowspan="2">% weighting</th> <th colspan="6" data-bbox="962 880 1465 969">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="962 981 1034 1037">a</th> <th data-bbox="1042 981 1114 1037">b</th> <th data-bbox="1121 981 1193 1037">c</th> <th data-bbox="1201 981 1273 1037"></th> <th data-bbox="1281 981 1353 1037"></th> <th data-bbox="1361 981 1465 1037"></th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1048 786 1137">1. Seminar presentation and participation</td> <td data-bbox="794 1048 946 1137">40 %</td> <td data-bbox="962 1048 1034 1137">✓</td> <td data-bbox="1042 1048 1114 1137">✓</td> <td data-bbox="1121 1048 1193 1137">✓</td> <td data-bbox="1201 1048 1273 1137"></td> <td data-bbox="1281 1048 1353 1137"></td> <td data-bbox="1361 1048 1465 1137"></td> </tr> <tr> <td data-bbox="451 1149 786 1238">2. Individual written assignment</td> <td data-bbox="794 1149 946 1238">60 %</td> <td data-bbox="962 1149 1034 1238">✓</td> <td data-bbox="1042 1149 1114 1238">✓</td> <td data-bbox="1121 1149 1193 1238">✓</td> <td data-bbox="1201 1149 1273 1238"></td> <td data-bbox="1281 1149 1353 1238"></td> <td data-bbox="1361 1149 1465 1238"></td> </tr> <tr> <td data-bbox="451 1249 786 1305">Total</td> <td data-bbox="794 1249 946 1305">100 %</td> <td colspan="6" data-bbox="962 1249 1465 1305"></td> </tr> </tbody> </table> <p data-bbox="443 1361 1474 1429">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="443 1462 1474 1529">Seminar presentations and small group discussions enable the students to show their own understanding and analysis of the issues concerning justice.</p> <p data-bbox="443 1563 1474 1630">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	40 %	✓	✓	✓				2. Individual written assignment	60 %	✓	✓	✓				Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c																																									
1. Seminar presentation and participation	40 %	✓	✓	✓																																									
2. Individual written assignment	60 %	✓	✓	✓																																									
Total	100 %																																												
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p> <ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Seminar</li> </ul> <p>Other student study effort:</p> <ul style="list-style-type: none"> <li>▪ Seminar presentation and participation</li> </ul>						<p>26 Hrs.</p> <p>13 Hrs.</p> <p>38 Hrs.</p>																																						

	<ul style="list-style-type: none"> <li>▪ Written assignment preparation</li> </ul>	38 Hrs.
	Total student study effort	115 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Bellah, R.N. et al. (1992). <i>The good society</i>. New York: Vintage Books.</p> <p>Kymlicka, W. (2002). <i>Contemporary political philosophy: An introduction</i>. (2<sup>nd</sup> Ed.). Oxford: Oxford University Press.</p> <p>Mulhall, S., &amp; Adam S. (1996). <i>Liberals and communitarians</i>. (2<sup>nd</sup> Ed.). Oxford: Blackwell.</p> <p>Sandel, M.J. (2009). <i>Justice: What's the right thing to do?</i> New York: Farrar, Straus and Giroux.</p> <p><b><u>Supplementary</u></b></p> <p>Allen, D.S. (2002). Jurgen Habermas and the Search for Democratic Principles. In Sharon, L. B., &amp; Christians, C.G. (Eds.) <i>Moral engagement in public life: Theorists for contemporary ethics</i>, (97-122). New York: Peter Lang.</p> <p>Bellah, R.N. et al. (1985). <i>Habits of the heart: Individualism and commitment in American life</i>. Berkeley, CA: University of California Press.</p> <p>De Bary, W.T. (1998). <i>Asian values and human rights: A Confucian communitarian perspective</i>. New York: Columbia University Press.</p> <p>De Bary, W.T., &amp; Tu, W. (Eds.) (1998). <i>Confucianism and human rights</i>. New York: Columbia University Press.</p> <p>Flyvbjerg, B. (1998). <i>Rationality and power: Democracy in practice</i>. Trans. Steven Sampson. Chicago: The University of Chicago Press.</p> <p>Forester, J. (1999). <i>The deliberative practitioner: Encouraging participatory planning processes</i>. Cambridge, MA: MIT Press.</p> <p>Forester, J. (Ed.) (1985). <i>Critical theory and public life</i>. Cambridge, MA: MIT Press.</p> <p>Leonard, S.T. (1987). <i>Critical Theory in Political Practice</i>. Princeton, NJ: Princeton University Press.</p> <p>MacIntyre, A. (1984). <i>After virtue: A study in moral theory</i>. (2<sup>nd</sup> Ed.). Notre Dame, IN: University of Notre Dame Press.</p> <p>Rawls, J. (1971). <i>A theory of justice</i>. Oxford: Oxford University Press.</p> <p>Sandel, M.J. (1998). <i>Liberalism and the limits of justice</i>. (2<sup>nd</sup> Ed.). Cambridge England: Cambridge University Press.</p>	

	<p>Sandel, M.J. (Ed.) (2007). <i>Justice: a reader</i>. New York: Oxford University Press.</p> <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. (1995). <i>Philosophical arguments</i>. Cambridge, MA: Harvard University Press.</p> <p>Taylor, C. (2004). <i>Modern social imaginaries</i>. Durham: Duke University Press.</p> <p>Yuen, S-P, Law, P-L, and Ho, Y-Y (2004). <i>Marriage, gender, and sex in a contemporary Chinese village</i>. Armonk, N.Y.: M.E. Sharpe.</p> <p>金耀基，(1995): 〈中國人的「公」、「私」觀念——兼論中國人對私穩權的理解〉，載於《公與私：人權與公民社會的發展》，文思慧、張燦輝(編)，香港，香港人文科學出版社，151-166。</p> <p>金耀基，(1997): 《中國政治與文化》，香港，牛津大學出版社。</p>
--	---