THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Liberal Studies Education
Programme QF Level	**: 5**
Course Title	: Liberal Arts Foundation II
Course Code	: SSC1166
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   This course provides a foundation of liberal arts for students who seek to learn the key concepts and fundamental skills in studying history, philosophy and politics. The focus of the course is on the skills of studying history, philosophy and politics. In the first part of the course, basic approaches to studying will be emphasized, including the types of sources, strengths and weaknesses of various sources and historical interpretations. The second part of the course will examine key philosophical topics such as human nature, utilitarianism and liberty. The final part of the course will study the basic skills in the study of politics, including political ideologies, comparative political analyses, interviews and surveys.

2. **Course Intended Learning Outcomes** (CILOs)

   Upon completion of this course, students will be able to:
   CILO$_1$ Understand the basic skills of studying history.
   CILO$_2$ Develop the knowledge of basic philosophical ideas.
   CILO$_3$ Understand the skills and approaches in studying political science.
   CILO$_4$ Consolidate the foundation of studying liberal arts.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Understanding the basic skills of studying history, philosophy and politics	CILO$_{1,2,3,4}$	• Lectures • Student presentations and guided reading • Class discussions including analyses of the ideas of selected philosophers, analyses of how history is interpreted, and analyses of political issues • Videos, films, documentaries, and current news reports will be used to stimulate students' discussions and active participation in the learning.
b. Engaging in the discussions of the generic skills of studying history, philosophy and politics; and understand the key approaches to conduct research on history, philosophy and politics	CILO$_{1,2,3,4}$	
c. Understanding the basic philosophical ideas	CILO$_2$	
d. Understanding how history is interpreted and how politics is studied from various methodologies	CILO$_{1,3}$	

4. **Assessment**

Assessment Tasks	Weighting (%)	CILOs
a. Individual museum report (800 words).	30%	CILO$_{1,2,3,4}$
b. Final quiz.	30%	CILO$_{2,3,4}$

c. A group project paper of 3,000 words on a topic assigned by the lecturer. Oral presentation of the group project paper.	40%	*CILO$_{1,2,3,4}$*

5.   Recommended Readings

(I)   History

Banner, James M. *Being a historian: an introduction to the professional world of history* (Cambridge; New York : Cambridge University Press, 2012).

Burton, Antoinette, ed. *Archive stories: facts, fictions, and the writing of history* (Durham, N.C.: Duke University Press, 2005.)

Cantor, Norman F. *How to Study History* (London: Harlan Davidson, 1967).

Dietrich, Craig. *People's China: A Brief History* (New York: Oxford University Press, 1998).

Hsü, Immanuel C. Y. *The rise of modern China*, 6th ed. (New York: Oxford University Press, 2000).

Jenkins, Keith. *At the limits of history: essays on theory and practice* (London; New York: Routledge, 2009).

Kirsch, Gesa E. and Rohan, Liz, eds. *Beyond the archives: research as a lived process* (Carbondale, Ill.: Southern Illinois University Press, 2008).

Lovell, Julia. *The Opium War: drugs, dreams and the making of China* (London: Picador/Pan Macmillan, 2011).

Marks, Robert B. *The Origins of the Modern World: A Global and Ecological Narrative from the Fifteenth to the Twenty-First Century* (Lanham, MD: Rowman and Littlefield, 2007).

McNeill, William. *The Rise of the West: A History of the Human Community* (Chicago: University of Chicago Press, 1992).

Melancon, Glenn. *Britain's China policy and the opium crisis balancing drugs, violence and national honour, 1833-1840* (Aldershot, England: Ashgate, 2003).

Robert Tignor et al., *Worlds Together, Worlds Apart: A History of the Modern World from the Beginnings of Humankind to the Present* (New York: W.W. Norton & Co., 2008).

Shafer, Robert Jones Shafer. *A Guide to Historical Method* (London: Wadsworth, 1974).

Spence, Jonathan D. *The search for modern China*, 3rd ed. (New York: W.W. Norton & Company, 2013).

(II)   Philosophy

Burnor, Richard and Raley, *Yvonne. Ethical choices: an introduction to moral philosophy with cases* (New York : Oxford University Press, 2011).

Cohen, Andrew I. *Philosophy, ethics, and public policy: an introduction* (Abingdon, Oxon ; New York, N.Y. : Routledge, 2015).

Engelland, Chad. *The way of philosophy: an introduction* (Eugene, Oregon : Cascade Books, 2016).

Mill, John Stuart. *Utilitarianism* (Indianapolis: Hackett Publishing, 2001).

Morgan, John. *An easeful death?: perspectives on death, dying, and euthanasia* (Annandale, NSW: Federation Press, 1996).

Morris, Christopher W., ed. *Questions of life and death: readings in practical ethics.* (New York: Oxford University Press, 2012).

Peterson, Michael, et al. *Reason & religious belief: an introduction to the philosophy of religion*, 5th ed. (New York : Oxford University Press, 2013).

Pojman, Louis P. and Vaughn, Lewis, eds., *Classics of Philosophy*, Third Edition (London: Oxford University Press, 2010).

Rosenfeld, Barry. *Assisted suicide and the right to die: The interface of social science, public policy, and medical ethics* (Washington, DC: American Psychological Association, 2004).

Shafer-Landau, Russ, ed. *The ethical life: fundamental readings in ethics and moral problems*, 3rd ed. (New York: Oxford University Press, 2015).

Solomon, Robert C. and Higgins, Kathleen M. *The big questions: a short introduction to philosophy* (Belmont, CA: Wadsworth/Cengage Learning, 2014).

Vaughn, Lewis. *Beginning ethics: an introduction to moral philosophy* (New York: W.W. Norton & Company, 2015)

Yount, Lisa. *Right to die and euthanasia*, rev. ed. (New York: Facts on File, 2007).

(III)   Politics

Ball, Alan R. *Modern Politics and Government* (London: Macmillan, 1993).

Blondel, Jean. *Comparative Government: An Introduction* (London: Prentice Hall, 1995).

Brodie, Janine and Rein, Sandra. *Critical Concepts: An Introduction to Politics* (Toronto: Pearson/Prentice Hall, 2005).

Caramani, Daniele. *Comparative Politics*, 3rd ed. (New York: Oxford University Press, 2014).

Gabriel A., et al. *Comparative politics today: a world view*, 8th ed. (New York; Hong Kong: Pearson/Longman, 2006).

Grayson, Richard S. *British politics: a beginner's guide* (Oxford: Oneworld, 2016).

Kraft, Michael E. *Public policy: politics, analysis, and alternatives*, 5th ed. (Thousand Oaks, Califorina : CQ Press, an imprint of SAGE, 2015).

Lijphart, Arend. *Patterns of democracy: government forms and performance in thirty-six countries* (New Haven : Yale University Press, 2012).

Lutz, Donald S. *Principles of constitutional design* (Cambridge; New York: Cambridge University Press, 2006).

Magstadt, Thomas M. *Understanding politics: ideas, institutions, and issues* (Boston, Mass. : Wadsworth, Cengage Learning, 2013).

Riemer, Neal, Simon, Douglas W., and Romance, Joseph. *The challenge of politics: an introduction to political science* (Los Angeles: CQ Press/SAGE, 2015).

Rhodes, A.W., Binder, Sarah A., and Rockman, Bert A. (eds). *The Oxford handbook of political institutions* (Oxford: Oxford University Press, 2006).

Storey, William. *US government and politics* (Edinburgh: Edinburgh University Press, 2010).

Waldron, Jeremy. "Separation of Powers in Thought and Practice", 54 *Boston College Law Review* 433 (2013), http://lawdigitalcommons.bc.edu/bclr/vol54/iss2/2

6.   Related Web Resources

http://www.howtostudy.org/resources_subject.php?id=14
http://www.historyguide.org/guide/guide.html
http://www.wikihow.com/Study-History-Independently
http://www.philosophypages.com/sy.htm
http://www.philosophypathways.com/guide/
http://philosophy.hku.hk/think/
http://www.studypolitics.org/

7.   Related Journals

Current History
Philosophy and Public Affairs
Comparative Politics
Foreign Affairs
Orbis
Hong Kong Journal of Social Sciences

8.   Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

9.   Others

Films and videos on how historical events are interpreted and how politics is studied will be used.

Updated: August 2017