

## Course Syllabus

offered by School of Law  
with effect from Semester 2015 /16

This form is for the completion by the *Course Leader*. The information provided on this form is the official record of course. It will be used for the City University's database, various City University publications (including websites) and documentation for students and others as required.

Please refer to the Explanatory Notes attached to this form on the various items of information required.

**Prepared / Last Updated by:**

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### Part I Course Overview

<b>Course Title:</b>	Jurisprudence and Political Theories
<b>Course Code:</b>	LW6101E
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	LW5623/LW5655 Jurisprudence; LW6701/LW8701D/LW8710D Jurisprudence and Political Theories LW6701 and LW8701 are the old course codes for LW8710D
<b>Exclusive Courses:</b> (Course Code and Title)	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The primary aim of this course is to foster and develop with students a basic appreciation of the major theoretical and philosophical approaches that have guided the law in all stages of its development. Students will be introduced to a wide range of sources, from the classical writings of philosophers past, to the seminal texts of contemporary philosophers and legal scholars writing on present day jurisprudential debates. Students will learn to reflect in a disciplined and critical manner on the nature and role of the law, as well as the importance of legal systems, legal reasoning, and legal institutions. And students will also have the opportunity to participate in discussions on the presuppositions and methods of legal, political, and therefore also, to some extent, moral philosophy and related social theories for as far as these bear on the institutions, norms and methods of legal systems.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Reflect on the nature and role of the law, and the importance of legal systems, legal reasoning, and legal institutions.			✓	
2.	Critically reflect on the relations between jurisprudential questions and theoretical developments in other disciplines as well as legal methodological approaches including but not limited to the feminist perspective, critical legal studies, the law and economics movement, and the law and society movement.			✓	
3.	Demonstrate an advanced knowledge of the intellectual history, scope and application of Legal Theory, Jurisprudence, and the Philosophy of Law, both for its own sake and in order to shed light on contemporary jurisprudential questions.			✓	✓
4.	Explore further the relation between pertinent and contemporary questions in law and debates in related branches of philosophy, including but not limited to political philosophy and moral philosophy.			✓	✓
5.	Appreciate the major theoretical and philosophical approaches that have guided the law in all stages of its development.		✓	✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> 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	Weekly lectures on key topics relating to the prescribed material.	✓	✓	✓	✓	✓		3 hours
Class participation and e-learning activities on Canvas	Students are required to prepare for class, participate in class discussions, and complete short Canvas assignments which will be based on the prescribed and class material.	✓	✓	✓	✓	✓		
Independent research	Students are required to conduct independent research for a compulsory written assignment.	✓	✓	✓	✓	✓		

### 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: 50%								
1. Class participation and e-learning activities on Canvas	✓	✓	✓	✓	✓		15%	
2. Written assignment	✓	✓	✓	✓	✓		35%	
3. Final take-home examination	✓	✓	✓	✓	✓		50%	Requires a substantial written argument on a contemporary jurisprudential issue
Examination: 50% (duration: 48 hours , if applicable)								

\* The weightings should add up to 100%.

100%
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## 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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and e-learning activities on Canvas	Students are required to attend at least 70% of the classes (lectures, seminars, presentations). If a student does not meet this requirement, he/she may be disqualified for assessment.	Strong evidence of original thinking; good organisation, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical 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 analytical skills; limited or irrelevant use of literature.
2. Written assignment	To pass this course, students must obtain an aggregate mark of 40% and a minimum of 40% in each of the coursework and the examination elements of the assessment. Coursework for this purpose means those ways in which students are assessed otherwise than by the end of session examination.	Strong evidence of original thinking; good organisation, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical 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 analytical skills; limited or irrelevant use of literature.

3. Final, take-home examination		Strong evidence of original thinking; good organisation, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical 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 analytical skills; limited or irrelevant use of literature.
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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.)

Part A: An Introduction to Western and Eastern Jurisprudence

- Introduction to Legal Theory, Jurisprudence and Legal Philosophy
- The founders of the Western Tradition
- Introduction to Chinese Jurisprudence and the founders of the Eastern Tradition

Part B: Legal Theory: The Nature of Law

- Natural Law Theory
- Legal Positivism (Positivist Theories of Law)
- Theoretical alternatives to the Command Models of Law
- Utilitarianism

Part C: Capita Selecta of topics from the Philosophy of Law

- The problem of rights
- Freedom
- Equality
- Justice
- Happiness and Welfare
- Political Community
- Comparative Jurisprudence

**2. Reading List**

**2.1 Selected 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.)

1.	Bix, Brian H. <i>Jurisprudence: Theory and Context</i> 6th Edition (2012) London: Sweet & Maxwell
2.	Coleman, Jules L., Himma, Kenneth Einar, and Scott, Shapiro J. <i>The Oxford Handbook of Jurisprudence and Philosophy of Law</i> (2012) Oxford University Press
3.	Freeman, Michael DA <i>Lloyd's Introduction to Jurisprudence</i> 9th Edition (2014) London: Sweet and Maxwell
4.	Golding, Martin P. and Edmundson, William A. (eds.) <i>The Blackwell Guide to the Philosophy of Law and Legal Theory</i> (2004) Wiley Blackwell Publishing
5.	Hart, H.L.A. <i>The Concept of Law</i> (1961) Oxford University Press
6.	Penner, James and Melissaris, Emmanuel <i>McCoubrey &amp; White's Textbook on Jurisprudence</i> 5 <sup>th</sup> Edition (2012) Oxford University Press
7.	Veitch Scott, Christodoulidis Emilios and Farmer Lindsay <i>Jurisprudence: Themes and Concepts</i> 2nd Edition (2012) London: Routledge

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:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	
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	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	

*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](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.

<b>Selected Assessment Task</b>

## Explanatory Notes

### 1. Course Title

Full title of the course.

### 2. Course Code

*Courses other than Gateway Education Courses*

An alphanumeric code normally using the department code as a prefix, followed by 4-5 digits, where the first digit indicates the level of the course.

For example, the course “Operating Systems” may have a course code of “CS5001”. “CS” is the department code for the Department of Computer Science. “5” after the department code is the level of the course, and in this case the course is at the level of P5, and “001” is the sequence number assigned to the course.

*Gateway Education Courses*

An alphanumeric code using “GE” as a prefix, followed by 4 digits, where the first digit indicates the level of the course and the second digit indicates the area.

For example, the course “Accounting in Everyday Life” will have a course code of “GE1222”. “1” is the level of the course, and the digit that follows is the GE area. In this case, the course is at the level of B1 and falling into Area 2. The last 2 digits “22” is the sequence number assigned to the course.

### 3. Course Duration

This refers to the duration of the course in terms of number of weeks or semesters.

### 4. Credit Units

Number of credit units assigned to the course, with 1 credit unit earned by approximately forty to fifty hours of student work.

### 5. Level

The level of a course shows its degree of academic difficulty. The following levels should be used:

*Associate Degree courses can have levels of A1 or A2;*

*Bachelor’s Degree courses can have levels of B1, B2, B3 or B4;*

*Taught postgraduate courses can have levels of P5 or P6; and*

*Professional Doctorate and Research Degree courses can have levels of D8 and R8 respectively.*

### 6. Proposed Area

This section applies to Gateway Education courses only. Insert “1” for the single primary area, and “2” for the secondary area if applicable. Students will only earn credit units from the primary area.

### 7. Medium of Instruction and Assessment

Unless otherwise determined by Senate for a specific course, the medium of instruction and assessment at the University is English.

### 8. Prerequisites

Courses that students must pass before being allowed to take the current course. A rigid structure of prerequisites may unintentionally hinder a student’s progress and limit flexibility in the choice of courses. Furthermore, the timing of the availability of the prerequisite courses as well as the current course would be critical. Departments should therefore be careful when defining extensive prerequisites for courses.

### 9. Precursors

Courses that students are advised to take and pass before they attempt the current course. In general, precursors are more flexible in allowing student choice and progression. They also serve as indicators of the requirements of the current course.

**10. Equivalent Courses**

Courses of same level where there is sufficient overlap in content that students may register in the course to meet degree/programme requirements, to recover a failure or to improve a course grade.

**11. Exclusive Courses**

These are courses which have sufficient overlap in their content to make it inappropriate for students to earn credit units for more than one of these courses. Students thus should not be allowed to enrol in them.

**12. Abstract**

The abstract is a short description about the course.

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

CILOs state what the student is expected to be able to do at the end of a course according to a given standard of performance. Outcomes should be achievable and assessable. They should be clear to students on the learning outcomes expected at the end of the course and also clear to staff to enable them to design appropriate teaching and learning activities (TLAs) and assessment tasks which facilitate the achievement of CILOs. It is important to ensure that Course ILOs address Programme/Major ILOs. Use verbs from the SOLO Taxonomy in defining Learning Outcomes. The Programme/Major leader has the responsibility to ensure and can demonstrate a proper mapping between the CILOs with the Programme/Major and/or Minor Intended Learning Outcomes.

Weightings can be assigned to CILOs according to their relative importance to the course.

**14. Teaching and Learning Activities (TLAs)**

TLAs are designed to align with CILOs to facilitate student's achievement of those outcomes. TLAs could be teacher, peer, or self-initiated and take various formats such as project work, case studies, lectures, tutorials, practicals, placements, problem-based learning, studio, etc. The choice of TLAs should facilitate active learning and the achievement of CILOs. Some TLAs may address more than one CILO.

**15. Assessment Tasks/Activities**

Assessment tasks or activities are designed to align with the CILOs to provide evidence on how well each student has achieved the CILOs. Such evidence could be provided by project work, case studies, assignments, examinations, laboratory work and reports, practicals, practicum, etc. The choice of Assessment Tasks should relate directly to the learning outcomes of the course. "Remarks" could include information such as when a task is to be performed, due dates, word limit of the assessment tasks/activities, assessed on a Pass/Fail basis, etc., as applicable.

**16. Assessment Rubrics**

Grading of student achievements is based on student performance in assessment tasks/activities with the rubrics defined and be in accordance with the Academic Regulations for Associate Degrees, Bachelor's Degrees, Postgraduate Degrees, Professional Doctorate and Research Degrees, where appropriate. Information on grading of courses can be found at the end of the explanatory notes.

**17. Notes for Dissertation-type Courses**

Courses may be designated "dissertation-type" courses in the course catalogue. Dissertation-type courses relate to independent work which takes a variable time to complete. Sections of "Teaching and Learning Activities" and "Assessment Tasks/Activities" should be replaced with information relevant to such courses, including a specification of a *normal duration* for course registration and a *maximum duration* for course registration, both in terms of the number of semesters. In all cases, the Course Syllabus for dissertation-type courses should specify that students are not permitted to repeat a dissertation-type course.

**18. Keyword Syllabus**

An indication of the key topics of the course. It is provided to let students make informed decisions of whether to take the course. Variations from the indicative topics would be identified in the teaching plan.

**19. Amendments/Revisions to Course Syllabus**

Amendments or revisions to the information provided in the Course Syllabus are subject to the procedures outlined in the University's QA Principles, Policies and Practices. College and School Boards should consider delegation of authority to Programme Committees, College/School Validation and Monitoring Committees, academic units (in particular for Part III where updates are expected to be quite frequent), as necessary to facilitate innovation and change as appropriate.

## Grading of Courses

- Courses are graded according to the following schedule:

Letter Grade	Grade Point	Grade Definitions	
A+	4.3	Excellent	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
A	4.0		
A-	3.7		
B+	3.3	Good	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
B	3.0		
B-	2.7		
C+	2.3	Adequate	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
C	2.0		
C-	1.7		
D	1.0	Marginal	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	0.0	Failure	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
P		Pass	"Pass" in a pass-fail course. Courses to be graded on a pass-fail basis for a programme are specifically identified under the programme in the course catalogue.

### Operational Grades

IP	In Progress	An IP grade is shown where students will register for the same course in subsequent semesters to complete the assessment of the course.
I	Incomplete	A grade of incomplete may be granted (1) where there are extenuating circumstances that have prevented a student from completing required work, or attending the examination; (2) at the discretion of the Assessment Panel. Where an "I" grade is assigned, the Assessment Panel will approve a schedule for the completion of work, or a supplementary examination. An alternative grade should be assigned no later than four weeks after the "I" grade is first reported or as soon as practicable thereafter.
S	Dissertation Submitted	In a dissertation-type course, an S grade is assigned by the Course Leader when a student's dissertation has been submitted for assessment.
TR	Credit Transfer	Assigned when a student is granted transferred credit units for the course.
Z	Exemption	Assigned when a student is exempted from the course.
AU	Audit	An audited grade is assigned when an auditing student has completed the conditions

established at registration as an auditor. No assessment is made or grade awarded for auditing.

X	Late Drop	Assigned when a student is permitted to drop the course after the add/drop deadline.
WD	Withdrawn	Assigned when a student has registered for the course in a semester/term and subsequently submitted a notification of withdrawal from the University.

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- Students assigned a grade of D or better, or a Pass grade in a pass-fail course, earn credit units for the course. Grades of F, IP, I, S, Z, AU, X and WD do not earn credit units.
- A grade with an asterisk (e.g. B+\*) is excluded from the calculation of the GPA. The credits earned will not be counted toward the minimum credit requirement for graduation but will be counted toward the maximum number of credit units permitted.
- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's CGPA. Grades of F are counted, unless the fail is recovered under the section of "Repeating Courses to Improve Grades" in Academic Regulations.
- Grades of P, IP, I, S, TR, Z, AU, X and WD are not counted in the calculation of a student's SGPA.