**Bio of Tutor:**

* DPhil in Politics candidate, Balliol College, Oxford University
* MPhil in Politics graduate (Distinction), Wolfson College, Oxford University
* BA in Philosophy, Politics, and Economics (1st Class Honours; 9th in cohort of 240), Pembroke College, Oxford University; Kwok Scholar
* World Universities Debating Championships 2020 Open Semi-finalist (top 8 teams out of 350+ teams)
* Debate Coach, Yale Debate Association (ongoing); Director of Training, Oxford Union (till end of ‘20)

**Overarching Objectives:**

*For participants:*

* To develop a healthy, preliminary understanding of the **core ideas of, methodology and means** through which one tackles conundrums and core questions in the social sciences and humanities;
* To acquire and hone practical insights and advice – from an Oxford DPhil, MPhil (Distinction), and BA (Top 10 in year) candidate – concerning **time management, key concepts, and communication skills prized highly for admission into PPE/social sciences higher education;**
* To cultivate the necessary interview skills and techniques to ace **interviews and admissions preparatory work for Oxbridge or other top universities**;
* To develop the confidence and acumen to respond to and debate topics across a wide range of disciplines in the social sciences and humanities, in **a variety of formats** including the British Parliamentary and WSDC formats.

**Course Outline:**

*1 x One-hour Session per week*

*10 weeks*

**Lesson #1:**

**Objectives:**

*For participants:*

* To familiarise themselves with the overarching principles of the study of Humanities
* To learn and recall accurately guiding principles with respect to subject selection for GCSE;
* To begin to cultivate the confidence and ability to articulate clearly their overarching views on particular topics

*For instructor:*

* To gauge and appraise accurately the strengths and weaknesses of individual participants
* To establish tentative rapport and relationships with participants
* To offer informal advice and tips – through interactive Q/A session – to participants, on both subject choice decisions, as well as preparations for higher education

**Session Outline:**

*Overview*

* What is PPE?
* How can one study Philosophy, Politics, and Economics ALL at once?
* Why is PPE so popular?
* Who’s the ideal student/candidate for PPE?
* How should one choose one’s subjects for GCSE and A-levels
* On PPE and Debating

*Practical Tips*

* Public Speaking 101
  + Matter – EXPLAINING – 5W1Hs, STORYTELLING, NARRATIVES
  + Manner – CLARITY AND ENUNCIATION
  + Method – STRUCTURE

**Lessons #2-3: Introduction to Philosophy**

**Objectives:**

*For participants:*

* To develop an adequate working knowledge of core concepts in philosophy
* To cultivate knowledge of the substance, strengths, and weaknesses of commonly adopted methodologies in the study of philosophy
* To apply aforementioned research and analytical skills to introductory taster classes in philosophy

*For instructor:*

* To introduce core concepts/conduct the 101 of Philosophy workshop to students
* To assess/track/appraise students’ progress through a holistic trifecta of criteria:
  + Analytical depth, conceptual breadth, and argumentative dexterity

**Assessment:**

* Questions/Answers
* Tutorial-style Discussions
* Debates, if applicable

**Session Outline:**

*Theory I (Lesson 2)*

* A ‘Taster Session’ – Knowledge
  + What do we know?
  + Knowledge as Justified True Beliefs
  + Gettier cases
  + Internalism vs. externalism
  + Reliabilism, pragmatism, and advanced theories of truth
* What generates knowledge?
* What comprises knowledge?
* **Motion: This House believes that knowledge is justified true belief.**

*Theory II (Lesson 3)*

* On Ethics
  + The Trolley Problem
  + Utilitarianism, deontology, and contractualism
  + Rules vs. acts
  + What is ethics? What justifies ethics?
  + Introduction to practical/applied ethics – abortion
* **Motion: This House would legalise abortion at all stages of pregnancy.//This House would require individuals to donate all of their surplus income to charities.**

**Lessons #4-5: Introduction to Politics**

**Objectives:**

*For participants:*

* To develop an adequate working knowledge of core concepts in political sciences
* To cultivate knowledge of the substance, strengths, and weaknesses of commonly adopted methodologies in the study of politics
* To apply aforementioned research and analytical skills to political sciences

*For instructor:*

* To introduce core concepts/conduct the 101 workshop politics to students
* To assess/track/appraise students’ progress through a holistic trifecta of criteria:
  + Analytical depth, conceptual breadth, and argumentative dexterity

**Assessment:**

* Questions/Answers
* Tutorial-style Discussions
* Debates, if applicable

**Session Outline:**

*Theory I (Lesson 4):*

* A ‘Taster Session’ – Political Legitimacy
  + What makes a state legitimate?
  + Is democraticity linked innately with legitimacy?
  + On social contracts – and why they’re irrelevant today?
  + Why should we care, if at all, about political legitimacy?
  + What is democracy? Are all democracies legitimate? Why or why not?
  + Is voting rational
* **Motion: This House believes a weak democracy is better than a strong dictatorship.**

*Theory II (Lesson 5):*

* On understanding international relations
  + Realism, liberalism, constructivism
  + Global South vs. North
  + Colonialism
  + Yuval Noah Harari on the Future of Mankind
* **Motion: This House believes that former colonial states should pay reparations.**

**Lessons #6-7: Introduction to Economics**

**Objectives:**

*For participants:*

* To develop an adequate working knowledge of core concepts in ecooomics
* To cultivate knowledge of the substance, strengths, and weaknesses of commonly adopted methodologies in the study of economics
* To apply aforementioned research and analytical skills to economics

*For instructor:*

* To introduce core concepts/conduct the 101 economics workshop to students
* To assess/track/appraise students’ progress through a holistic trifecta of criteria:
  + Analytical depth, conceptual breadth, and argumentative dexterity

**Assessment:**

* Questions/Answers
* Tutorial-style Discussions
* Debates, if applicable

*Theory I (Lesson 6):*

* Should institutions be extractive or inclusive? Is that even a useful dichotomy?
  + Acemoglu and Robinson
  + Why nations succeed and fail
  + The 101 to Development Theory
  + How institutional transformations occur – Samuel Huntington
  + On the fundamentals of poverty – why the poor stay poor in international economics

*Theory II (Lesson 7):*

* Introduction to core principles of microeconomics
  + Supply and demand
  + Equilibrium
  + Using curves and mathematical models to resolve economic questions/conundrums – the power of numerical modelling
  + Firm behaviours and market types
  + Micro x macroeconomics

**Lesson #8: On debating and public speaking (I)**

* What is the Oxford Union?
* Why debate/public-speak?
* Debating vs. public speaking?
* On high school/university debating – competitive debating
* Two debate motions – for analysis/introduction to concept of debating
  + This House would impose a sin tax on meat consumption.
    - <https://en.wikipedia.org/wiki/Sin_tax>
    - <https://www.peta.org/about-peta/faq/how-does-eating-meat-harm-the-environment/>
    - <https://www.greenpeace.org.uk/news/why-meat-is-bad-for-the-environment/>
  + This House prefers a world where lying is impossible.
    - <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/lying/>
    - <https://www.thoughtco.com/the-ethics-of-lying-2670509>

**Lesson #9: On debating and public speaking (II)**

* Classroom debates
  + This House supports Genetic Engineering.
  + This House supports Space Exploration.
  + This House regrets the rise of e-sports.
* Resources/links for reading:
  + <https://simple.wikipedia.org/wiki/Genetic_engineering>
  + <https://www.bbc.com/news/topics/c5y915pwp89t/spacex>
  + <https://www.youtube.com/watch?v=9l2Ygf4ANGw>
  + <https://www.youtube.com/watch?v=m0zWiUGrzBk>

**Lesson #10: On debating and public speaking (III)**

* Classroom debates
  + This House believes that high school education should be made optional.
  + This House would abolish religious schools.
  + This House supports separate schools for students who are gifted/talented.
  + This House would prohibit students from enrolling in after-school tutoring.
  + …And beyond
* Resources/links for reading:
  + <https://knightlifenews.com/7732/opinion/high-school-should-be-optional/>
  + <https://www.brookings.edu/research/going-to-school-is-optional-schools-need-to-engage-students-to-increase-their-lifetime-opportunities/>
  + <https://milkfoundation.org/harvey-in-schools/>
* Full debates to cap off the training course
  + This offers students an opportunity to showcase what they have learnt, not only to the tutor, but also their parents