

THE CHINESE UNIVERSITY OF HONG KONG

General Education

Course Outline Template¹

Course Code/Section: UGEC2841	Year: 20__18__ - 19__	Term __2__
Course Title: Applied Ethics		
Time/Venue: W 5-6/ CKB 706	Course website:	
Course Teacher: Tang Man-to	Email: mttang@cuhk.edu.hk	Phone: 3943 7141
Office Location: KHB Room 404a	Office Hours: T 1-9	

Course overview: *(as per the course description approved by Senate Committee on GE)*

A survey of major moral debates that shows how philosophical thought can be brought to bear upon contemporary issues. This course will focus on such moral problems as arising from abortion, our treatment of animals and our natural environment, euthanasia, war and inequality. Students will learn normative ethical theories and reflect on how these theories can contribute to the resolution of the above-mentioned problems. Students will also be encouraged to develop their own judgments in a critical manner.

The first part of the course provides a comprehensive introduction to some of the major ethical theories and concepts in order that the student may be properly equipped to analyze and address specific moral problems. These general ideas will be made clear through reference to specific cases and problems.

The second part of the course will further ground the theoretical ideas in specific topics likely to engage students directly and personally, so as to promote individual understanding and make possible productive debates and reflection.

¹ Detailed guidelines and procedures for writing course outlines are available at the Course Planning [website of Centre for Learning Enhancement and Research](#). Please read also the [policies for teaching and assessment of GE courses](#) under the staff area of [OUGE website](#).

Grade descriptors: *(based on the grade descriptors approved by Senate Committee on GE)*

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Learning outcomes: *(based on the learning outcomes approved by Senate Committee on GE)*

On completion of this course, students who successfully engage with the course material will be able to:

1. Understand the nature of applied ethics.
2. Recognize the characteristics and importance of some main problems of applied ethics.
3. Reflect on how to resolve these problems of applied ethics.
4. Understand each problem of applied ethics in its own right, and whether a particular problem must be resolved.
5. Identify the characteristics and value of ethical theories.
6. Explain and assess different moral stances in a perspicuous, non-doctrinaire way.

Learning Activities: *(as per the learning activities approved by Senate Committee on GE)*

In this course, you are expected to

- read and think about the assigned readings;
- develop the skills mentioned in the course outcomes through philosophical discussion and writing;
- attend *all* lectures/tutorials and participate in discussion.

Activities and workload:

In-class (mandatory):

- Lecture/Seminar Discussion: 3 hours each week.

Out-of-class (average workload per week):

1. Reading: 1 hour on the required readings each week.
2. Doing exercises: About 1 hour each week on finishing the exercises.
3. Presentation: Preparing and thinking the presentation topic. You should try to comprise and design a schedule to finish the materials a week before presentation.

Writing group paper: Preparing writing group paper based on your presentation topic throughout the term. You should try to design a schedule that allows you to apportion more time on writing and discussing your essay with your teacher before week 13.

<u>Weekly Course Schedule and reading assignment:</u>		
Week/Date	Topic	Required readings/other requirements
1.	Introduction	<i>B. MacKinnon, pp. 1-19 & 46-66.</i> <i>R. L. Holmes, pp. 55-65.</i>
2.	Consequentialism (Egoism + Utilitarianism)	<i>B. MacKinnon, pp. 67-109.</i>
3.	Deontological Ethics (Kant + Kantian Ethics)	<i>B. MacKinnon, pp. 110-130.</i> <i>S. Luper, pp. 141-159.</i>
4.	Virtue Ethics (Aristotle + Confucianism)	<i>B. MacKinnon, pp. 149-172.</i> <i>R. L. Holmes, pp. 33-36.</i> 楊國榮，頁 54-59
5.	Human Right and Freedom	<i>B. MacKinnon, pp. 46-66.</i>
6.	Mid-term exam	
7.	Euthanasia	<i>B. MacKinnon, pp. 195-211.</i> <i>L. Pojman, pp. 53-64.</i> 楊國榮，頁 147-165。
8.	Abortion	<i>MacKinnon, pp. 223-260.</i> <i>L. Pojman, pp. 69-84.</i> 楊國榮，頁 119-146。
9.	Inequality & Discrimination	<i>B. MacKinnon, pp. 292-326.</i> <i>E. Barcalow, pp. 259-269, 273-286.</i>
10.	Animal Ethics	<i>B. MacKinnon, pp. 438-469.</i> <i>L. Pojman, pp. 103-122</i>
11.	Environmental Ethics	<i>B. MacKinnon, pp. 399-436.</i> <i>D. Keller, pp. 1-24</i>

12.	War	<i>B. MacKinnon, pp. 508-539.</i> <i>Reichberg, et., pp. 1-30</i>
13.	Conclusion	<i>B. MacKinnon, pp. 46-66.</i>

Required readings and other recommended readings/ learning resources:

Required readings

1. Barcalow, Emmett. *Moral Philosophy: Theories and Issues*, Belmont, CA: Thomson Wadsworth, 2007.
2. Holmes, Robert L. *Basic Moral Philosophy*, Belmont, CA: Thomson Wadsworth, 2007.
3. MacKinnon, Barbara. *Ethics: Theory and Contemporary Issues*, 8th edition. Belmont, CA: Wadsworth, 2014.
4. Luper, Steven. *A Guide to Ethics*, Boston: McGraw-Hill Higher Education, 2002.
5. Pojman, Louis. *Life and Death: Grappling with the Moral Dilemmas of Our Time*, 2nd edition, CA: Wadsworth Publishing Company, 2000.
6. Keller, David. *Environmental Ethics: The Big Questions*, NY: Wiley-CBlackwell, 2010.
7. LaFollette, Hugh. *Ethics in Practice: Anthology*, 2nd Edition, Blackwell Publishing, 2001.
8. Reichberg, Gregory, Henrik Syse and Endre Begby. *The Ethics of War: Classic and Contemporary Readings*, NY: Wiley-Blackwell, 2006.
9. 楊國榮，青紅皂白，香港: 三聯書店，2006。

Recommended readings

1. Armstrong, Susan J. and Richard G. Boltzer, eds. *Environmental Ethics*, New York: McGraw-Hill, 1993.
2. Arthur, John and William H. Shaw, eds. *Justice and Economic Distribution*, Englewood Cliffs: Prentice-Hall, 1991.
3. Assiter, Alison, *Pornography, Feminism and Individualism*, Cambridge: Unwin Hyman, 1990.
4. Baker, Robert and F. Elliston, eds. *Philosophy and Sex*, Amherst: Prometheus Books, 1994.
5. Beauchamp, Tom L. and LeRoy Walters, eds. *Contemporary Issues in Bioethics*, 5th ed., Belmont: Wadsworth Pub., 1999.
6. Bennett, Jonathan, *Morality and Consequences*, Salt Lake City: University of Utah Press, 1981.
7. Black, Charles L. Jr., *Capital Punishment: The Inevitability of Caprice and Mistake*, 2nd ed., Norton, 1981.
8. Cohen, Andrew I. and Wellman Christopher Heath, eds. *Contemporary Debates in Applied Ethics*, Oxford: Blackwell Publishing, 2005.
9. Gruen, Lori and Dale Jamieson. *Reflection on Nature*, New York: Oxford University Press, 1994.
10. Helga, Kuhse and Peter Singer. *Bioethics: An Anthology*, Blackwell Publishers, 1999.
11. Mappes, Thomas A. and Jane S. Zembaty. *Social Ethics*, 6th Edition, Iowa: McGraw-Hill, 2002.
12. Marquis, Don, "Why Abortion is Immoral," *Journal of Philosophy*, vol. 86 (April 1989).
13. Mill, J. Stuart. *On Liberty*, New Haven: Yale University Press, 2003.
14. Norman, Richard. *Ethics, Killing and War*, Cambridge: Cambridge University Press, 1995.
15. Olen, Jeffrey and Vincent Barry. *Applying Ethics*, 8th Edition, Belmont: Wadsworth

- Publishing, 2004.
16. Peterfreund, Denise White. *Great Tradition in Ethics*, 10th edition, Belmont, CA: Thomson Wadsworth, 2007.
 17. Pojman, Louis. *Ethics: Discovering Right and Wrong*, CA: Wadsworth Publishing Company, 1990.
 18. Rachels, James. *The End of Life: Euthanasia and Morality*, Oxford: Oxford University Press, 1986.
 19. Rachels, James. *The Elements of Moral Philosophy*, 5th edition, Boston: McGraw-Hill, 2007.
 20. Regan, Tom. *Matters of Life and Death*, New York: McGraw Hill, 1993.
 21. Ridley Matt. *The Origins of Virtue*, Penguin, 1996.
 22. Sandel, Michael. *Justice: What is the Right Thing to Do?*, London: Penguin Book Ltd., 2009.
 23. Sen, Amartya. *On Economic Inequality*, Oxford: Clarendon Press, 1973.
 24. Singer Peter. *Practical Ethics*, 2nd Edition, Cambridge: Cambridge University Press, 1993.
 25. Singer, Peter, *Animal Liberation*, 2nd Edition, London: Pimlico, 1995.
 26. Singer, Peter. *Writings on an Ethical Life*, Manhattan: Ecco Press, 2000.
 27. Steinbock, Bonnie, ed. *Killing and letting Die*, Prentice-Hall, 1980.
 28. Teichman, Jenny. "Abortion," *Social Ethics: A Student's Guide*, Cambridge: Blackwell, 1996.
 29. Thomson, Judith Jarvis. "A Defence of Abortion", *Philosophy and Public Affairs*, vol.1, no.1 (1971), pp.47-66.
 30. Van Norden, Bryan. *Virtue Ethics and Consequentialism in Early Chinese Philosophy*, Cambridge: Cambridge University Press, 2007.
 31. 羅秉祥,《繁星與道德》,香港:三聯書店,1993。

<u>Assessment scheme:</u>		
Assessment component	Description	Weight (%)
Class participation	Active participation in lecture will be marked	10%
Presentation	A group of 1-3 students presents on a topic	20%
Term paper	A group paper based on the presentation topic around 1500-2000 words	30%
Mid-term examination	20 T/F + 20 MC Question	40%

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students are required to submit a [signed declaration](#) (attachment 1) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via **VeriGuide**, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Feedback for evaluation

- a. Course and teaching evaluation survey will be conducted in the second last week of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
- b. Students are welcome to give feedbacks to the course teacher at any time in person or through emails.

Declaration for written assignment

I am/we are submitting the assignment for:

- ☐ an individual project or
- ☐ a group project on behalf of all members of the group. It is hereby confirmed that the submission is authorized by all members of the group, and all members of the group are required to sign this declaration.

I/We declare that the assignment here submitted is original except for source material explicitly acknowledged, the piece of work, or a part of the piece of work has not been submitted for more than one purpose (i.e. to satisfy the requirements in two different courses) without declaration, and that the submitted soft copy with details listed in the <Submission Details> is identical to the hard copy(ies), if any, which has(have) been / is(are) going to be submitted. I/We also acknowledge that I am/we are aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the University website <http://www.cuhk.edu.hk/policy/academichonesty/>. In the case of a group project, we are aware that each student is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

It is also understood that assignments without a properly signed declaration by the student concerned and in the case of a group project, by all members of the group concerned, will not be graded by the teacher(s).

 Signature(s)

 Date

 Name(s)

 Student ID(s)

 Course code

 Course title

August 2018