

Course Outline (General Education)¹

Course Code/Section: UGEC2841	Year: 2021- 22	Term 1
Course Title: Applied Ethics (應用倫理學)		
Time/Venue: 9:30-12:15am (ICS L1, The Institute of Chinese Studies) Course website:		
Course Teacher: Dr. Franz MANG (孟繁麟) Email: franz.mfl@gmail.com Phone: 3943 7153		
Office Location: Room 436, Fung King Hey Building		Office Hours: TBD
Teaching Assistant/Tutor:	Email:	Phone:
Office Location:	Office Hours:	

<p><u>Course overview:</u> <i>(as per the course description approved by Senate Committee on GE²)</i></p> <p>A survey of major moral debates that shows how philosophical thought can be brought to bear upon contemporary issues. Students will be encouraged to develop their own judgments in a critical manner.</p> <p>Students will discuss animal use, prostitution, assisted suicide, freedom of thought and expression, and biomedical enhancement. Should these things be prohibited, regulated, or recognized by law? In the course of discussion, students (you) will be introduced to several major moral theories, including consequentialism, deontology, and virtue ethics.</p> <p>In short: this course will help you develop your ability to think carefully (and responsibly) about some of the most difficult and controversial issues of personal and public morality.</p>

<p><u>Learning outcomes:</u> <i>(based on the learning outcomes approved by Senate Committee on GE)</i></p> <ol style="list-style-type: none"> 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. 7. At least: learn to read slowly and think carefully.
--

<p><u>Learning Activities:</u> <i>(as per the learning activities approved by Senate Committee on GE)</i></p> <ol style="list-style-type: none"> 1. Lectures 2. In-class discussions 3. Term essay 4. Term-end test <p><i>(A detailed course outline will be available later.)</i></p>
--

<u>Weekly Course Schedule and reading assignment:</u>		
Week/Date	Topic	Required readings ³ /other requirements
1. Sept 6	Introduction, and ‘What is ethics? What is applied ethics?’	(See the list of readings below)

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](#).

² Approved course design of UGE/CGE courses can be obtained from your department office/ relevant College GE Office.

³ Please specify chapters/pages to be read.

2. Sept 13	The Moral Problem of Animal Use (1)	(Ditto)
3. Sept 20	The Moral Problem of Animal Use (2)	(Ditto)
4. Sept 27	The Moral Problem of Animal Use (3)	(Ditto)
5. Oct 4	Commodifying Sex (1)	(Ditto)
6. Oct 11	Commodifying Sex (2)	(Ditto)
7. Oct18	Consultation (no lecture)	NA
8. Oct 25	Freedom of thought and expression	(See the list of readings below)
9. Nov 1	Assisted Suicide (1)	(Ditto)
10. Nov 8	Assisted Suicide (2)	(Ditto)
11. Nov 15	Biomedical enhancement (1)	(Ditto)
12. Nov 22	Biomedical enhancement (2), and Conclusion	(Ditto)
13. Nov 29	Term-end test (held in the same classroom)	(Ditto)

Required readings and other recommended readings/ learning resources:

General:

1. LaFollette, Hugh (2001) *Ethics in Practice: Anthology*, 2nd Edition, Blackwell Publishing.
2. Mappes, Thomas A. and Jane S. Zembaty (2002) *Social Ethics*, 6th Edition, Iowa: McGraw-Hill
3. Olen, Jeffrey and Vincent Barry (2004) *Applying Ethics*, 8th Edition, Belmont: Wadsworth Publishing.

***Topic-based:**

1. If you don't know (or are not sure) what ethics is about:

Enoch, David (2014) 'Why I am an Objectivist about Ethics (And Why You Are, Too)', in Russ Shafer Landau (ed.) *The Ethical Life*, 3rd ed. Oxford University Press.

Pojman, Louis P. and James Fieser (2012) *Ethics: Discovering Right and Wrong*. Wadsworth. Chaps. 1 and 2, pp. 1-29.

2. The moral problem of animal use:

Singer, Peter (2006) 'All Animals Are Equal', in James E. White (ed.) *Contemporary Moral Problems*. Belmont, CA: Thomson Wadsworth, pp. 379-87.

Regan, Tom (2006) 'The Case for Animal Rights', in James E. White (ed.) *Contemporary Moral Problems*. Belmont. CA: Thomson Wadsworth, pp. 387-96 or in Peter Singer (ed.), *In Defense of Animals*, New York: Basil Blackwell, 1985, pp. 13-26.

Nobis, Nathan (2002) 'Vegetarianism and Virtue: Does Consequentialism Demand Too Little?'

3. Commodifying sex: prostitution and legalization

Anderson, Elizabeth (1993) *Value in Ethics and Economics*. Cambridge, MA: Harvard University Press, pp. 150-58.

Nussbaum, Martha (2006) “Whether from reason or prejudice”: Taking Money for Bodily Services’. *The Journal of Legal Studies*, Vol. 27, No. S2 (June 1998), pp. 693-723. Read Section V in pp. 710-24.

Satz, Debra (2010) *Why Some Things Should Not Be for Sale: The Moral Limits of Markets*. Oxford University Press, Chapter 6.

4. Freedom of thought and expression

Mill, John Stuart (1832). *On Liberty*. In *On Liberty and other essays*, ed. John Gray. Oxford: Oxford University Press, 1991 – Chap. 1 ‘Introductory’ (pp. 5-19); Chap. 2 ‘Of the Liberty of Thought and Discussion’ (pp. 20-61). Another edition available ([Online Library of Liberty](#)) [online](#).

Waldron, Jeremy (1993). *Liberal Rights*. Cambridge: Cambridge University Press. Chap. 5 ‘Mill and the value of moral distress’.

Conly, Sarah (2013). *Against Autonomy*. Cambridge University Press. Chap. 2, ‘Individuality’.

5. Assisted suicide: morality and law

Dworkin, Ronald (1993) *Life’s Dominion: An Argument about Abortion, Euthanasia and Individual Freedom*. New York: Knopf, pp. 179-217.

Kamisar, Yale (1978) ‘Euthanasia Legislation: Some Nonreligious Objections’, in Tom L. Beauchamp and Seymour Perlin (eds.) *Ethical Issues in Death and Dying*. Englewood Cliffs, NJ: Prentice Hall, pp. 220-31.

6. Biomedical enhancement

Singer, Peter (2009) ‘Parental Choice and Human Improvement’, in Julian Savulescu and Nick Bostrom (eds.) *Human Enhancement*. New York: Oxford University Press, pp. 277-89.

Buchanan, Allen (2011) *Better Than Human: The Promise and Perils of Enhancing Ourselves*. New York: Oxford University Press, Ch. 6. ‘Is Enhancement Corrupting?’ (pp. 133-71).

Assessment scheme:

Assessment component	Description	Weight (%)
1. In-class discussions	In-class discussions with fellow classmates and the lecturer	25%
2. Term essay	Normally 2,000 to 2,500 words (if in English)	30%
3. Term-end test	To be held in the classroom in the last week of the course, expectably on 29 November 2021	45%

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.

Grade Descriptors:

http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf) in you course outline

Attachment 1

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