

## Course Outline (General Education)

Course Code/Section: UGEC2841	Year: 2022- 23	Term 2
Course Title: Applied Ethics (應用倫理學)		
Time/Venue: 9:30-12:15am (UCC 110)	Course website: See our website at Blackboard	
Course Teacher: Dr. Franz MANG 孟繁麟 Email: <a href="mailto:fmang@cuhk.edu.hk">fmang@cuhk.edu.hk</a>		
Office Location: Room 424, Fung King Hey Building		
Teaching Assistant/Tutor: Email:		
Office Location: 4/F, Fung King Hey Building		

### Course overview: *(as per the course description approved by Senate Committee on GE<sup>1</sup>)*

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.

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.

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.

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

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.

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

1. Lectures
2. In-class discussions
3. Term-end test
4. Term-end essay

<u>Weekly Course Schedule and reading assignment:</u>		
Week/Date	Topic	Required readings/other requirements
1. Jan 10	Introduction, and What is ethics? What is applied ethics?	(See the list of readings)
2. Jan 17	The Moral Problem of Animal Use (1)	(Ditto)
3. Jan 31	The Moral Problem of Animal Use (2)	(Ditto)
4. Feb 7	The Moral Problem of Animal Use (3)	(Ditto)
5. Feb 14	Commodifying Sex (1)	(Ditto)
6. Feb 21	Commodifying Sex (2)	(Ditto)
7. Feb 28	Freedom of Thought and Expression	(Ditto)
<i>March 7</i>	<i>Reading Week (no lecture)</i>	NA
8. March 14	Assisted Suicide (1)	(See the list of readings)
9. March 21	Assisted Suicide (2)	(Ditto)
10. March 28	Biomedical Enhancement (1)	(Ditto)
11. April 4	Biomedical Enhancement (2), and Conclusion	(Ditto)
<b>April 11</b>	<b>Term-end test (held in the same classroom)</b>	

<u>Required readings and other recommended readings/ learning resources:</u>
<p>General:</p> <ol style="list-style-type: none"> <li>1. LaFollette, Hugh (2001) <i>Ethics in Practice: Anthology</i>, 2nd Edition, Blackwell Publishing.</li> <li>2. Mappes, Thomas A. and Jane S. Zembaty (2002) <i>Social Ethics</i>, 6th Edition, Iowa: McGraw-Hill</li> <li>3. Olen, Jeffrey and Vincent Barry (2004) <i>Applying Ethics</i>, 8th Edition, Belmont: Wadsworth Publishing.</li> </ol> <p><b>*Topic-based:</b></p> <ol style="list-style-type: none"> <li> <p><b>1. If you don't know (or are not sure) what ethics is about:</b></p> <p>Pojman, Louis P. and James Fieser (2012) <i>Ethics: Discovering Right and Wrong</i>. Wadsworth. Chaps. 1 and 2, pp. 1-29.</p> <p>Enoch, David (2014) 'Why I am an Objectivist about Ethics (And Why You Are, Too)', in Russ Shafer Landau (ed.) <i>The Ethical Life</i>, 3rd ed. Oxford University Press.</p> </li> <li> <p><b>2. The moral problem of animal use:</b></p> <p>Singer, Peter (2006) 'All Animals Are Equal', in James E. White (ed.) <i>Contemporary Moral Problems</i>. Belmont, CA: Thomson Wadsworth, pp. 379-87.</p> </li> </ol>

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?' *Social Theory and Practice* 28(1): 135-56.

**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*, Chapter 2. Available at Online Library of Liberty [here](#). Alternative version: Mill, J.S. (2003[1832]). *On Liberty*. Edited by David Bromwich and George Kateb. Yale University Press, Chapter 2 (pp. 86-120).

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).

<u>Assessment scheme:</u>		
Assessment component	Description	Weight (%)
1. In-class discussion	See below*.	25%

2. Term-end essay	2000-2500 words in English. 3000-3500 words in Chinese. Details will be given in due course.	30%
3. Term-end test	To be held in the classroom. Instructions will be given in due course.	45%

**\*In-class discussion (25%)**

a) In-class written response (only 3 sentences each time) for discussion: 20%

- **Lectures 3 through 11 (9 times):**
  - This is a good way of honing your writing skills. It also helps you share your ideas with the lecturer and your classmates.
  - Each student **in class** will be asked to write a very short response—within the space of 4 sentences, in Chinese or English—to a question.
- **Grading:** Your response slips will be read by the lecturer carefully but will not be returned. Each of your response will receive either B or A.
- **Note:** Do not help any other student to write her or his response.

b) Interaction with fellow classmates and the lecturer: 5%

c) **Late (關於遲到):** Please do your best not to be late. If you are 15 minutes late, please join us next time. Classroom is *not* café with people coming in at any time. :-)

- In case you have to be late or absent, you can email me ([flmang@cuhk.edu.hk](mailto:flmang@cuhk.edu.hk)) **in advance**.

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 (subject to changes)

- 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](http://phil.arts.cuhk.edu.hk/~phidept/UG/Grade_descriptors.pdf)

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