

**UOW COLLEGE HONG KONG / COMMUNITY COLLEGE OF CITY UNIVERSITY**  
**COURSE INFORMATION RECORD**  
**(Associate Degrees, Higher Diplomas and Diploma)**

This form is for the completion by the Course Examiner. The information provided on this form is the official record of course. It will be used for the College's database, various College 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.

Offered by	Faculty of Social Sciences
With effect from <i>(semester and academic year)</i>	Semester B, 2020/2021

**Part I Course Overview**

Course Title:	Ethics and Society
Course Title <i>(in Chinese if applicable):</i>	
Course Code:	CGE24411
Course Duration:	One Semester
Credit Units:	3
Level:	A2
QF Credit Units:	14
QF Level:	4
GE Domain: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and humanities <input type="checkbox"/> Science and technology <input type="checkbox"/> Society and organisations
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course code and title)</i>	NA
Precursors: <i>(Course code and title)</i>	NA
Equivalent courses: <i>(Course code and title)</i>	CGE24401 Ethics and Society
Exclusive courses: <i>(Course code and title)</i>	NA
Programmes/cohorts of students not allowed to enrol in this course (if any):	NA

**Part II Course Details**

**1. Course Aims**

The course aims to engage students in examining major controversial issues in contemporary society through the study of influential theories of ethics.
---

## 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.)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	explain the key features of moral reasoning	20
2.	describe the basic concepts in theories of ethics	20
3.	analyze the relative strengths and weaknesses of various theories of ethics	20
4.	critically engage with ethical issues in contemporary society	20
5.	evaluate ethical positions adopted in controversies of contemporary society	20
If weighting is assigned to CILOs, they should add up to		100%

## 3. Alignment of the CILOs with the Programme Intended Learning Outcomes

<i>Only for Generic Courses and General Education Courses</i>	<b>CILOs</b> (Please ✓ if the CILO(s) is/are aligned with the PILOs)				
<b>Intended learning Outcomes of General Education</b>	1	2	3	4	5
<b>I-V Required (All outcomes below must be aligned with at least one CILO)</b>					
I. Demonstrate a solid foundation of inquiry skills for life-long learning		✓			✓
II. Apply critical and creative thinking skills			✓		✓
III. Communicate coherently in written and spoken language		✓			
IV. Apply quantitative reasoning / problem solving skills				✓	
V. Demonstrate capacity for ethical reasoning and responsible actions	✓	✓	✓	✓	✓
<b>VI – VIII Optional (At least one outcome below must be aligned with at least one CILO)</b>					
VI. Recognize the important characteristics of diverse peoples and cultures				✓	✓
VII. Examine the major regional and global issues and relate them to the socio-political, cultural, economic and technological factors.				✓	✓
VIII. Appreciate the impact of scientific and technological development on society and individual.				✓	✓

## 4. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				
		1	2	3	4	5
a. Lecture	Lectures focus on introducing the key concepts. Extensive examples will be offered as illustrations, supplemented by video-clips when appropriate. In-class discussion will be held to engage students in applying the concepts and theories.	✓	✓	✓	✓	✓
b. Think-pair-share	In-class discussion will be held to engage students in applying the concepts and theories in examining relevant conceptual and ethical issues.	✓	✓	✓		
c. Case study	Cases will be given to students for analysis.				✓	✓

### 5. Teaching Schedule:

Lecture (hr/week):	3	Tutorial (hr/week):		Other (please specify) (hr/week):	
--------------------	---	---------------------	--	-----------------------------------	--

### 6. Assessment Tasks/Activities (ATs)

(ATs are designed to allow students to demonstrate how well they have achieved the CILOs.)

AT	Brief Description	CILO No.					Weighting (%)
		1	2	3	4	5	
a. Reflection on Lecture Content	Every student is asked to complete a one-page worksheet with some concepts covered in the course during lecture.	✓				✓	20
b. Case Study	Every student is required to use some concepts learnt from the course to analyze an assigned case study. The word limit is 500.				✓	✓	25
c. Individual Written Assignment	Every student has to prepare an individual written assignment on an assigned topic on some contemporary ethical issues. The word limit is 1,000.	✓	✓	✓	✓	✓	30
d. Take-home Exercise	Students are required to complete a worksheet individually within three hours. The worksheet will be available on Moodle. The exercise assesses students' knowledge of concepts /theories and the ability to apply and evaluate concepts/theories.	✓	✓	✓			25
The weightings must add up to							100%

# Delete if there is no examination for this course.

## Part III Learning Contents and Readings

### 1. Syllabus and Alignment with Course Intended Learning Outcomes

Major themes	Related issues and topics	CIOs				
		1	2	3	4	5
a. Ethical concepts:	Good, right, virtue, duty, utility, justice, caring		✓		✓	✓
b. Ethical theories	Utilitarianism, deontology, virtue ethics, social contract theory, just war theory	✓	✓	✓	✓	✓
c. Contemporary ethical issues	Examples include ghost writing (hiring others to write term papers), abortion, euthanasia, animal rights, terrorism, capital punishment, sexual orientation, sex discrimination, genetic engineering	✓	✓		✓	✓

### 2. Reading List

#### Compulsory Readings:

MacKinnon, B., & Fiala, A. (2018). *Ethics: Theory and contemporary issues*. Belmont, CA: Wadsworth Cengage Learning.

#### Additional Readings:

Hinman, L. M. (2013). *Contemporary moral issues: Diversity and consensus*. Boston, MA: Pearson.

Morton, A. (2004). *Philosophy in practice: An introduction to the main questions*. Malden, MA: Blackwell.

Rosenstand, N. (2018). *The moral of the story: An introduction to ethics*. New York, NY: McGraw Hill.

Sandel, M. (2012). *What money can't buy: The moral limits of markets*. New York, NY: Farrar, Straus and Giroux.

White, J. E. (2012). *Contemporary moral problems*. Boston, MA: Wadsworth, Cengage Learning.

Wolff, J. (2011). *Ethics and public policy: A philosophical inquiry*. London, UK: Routledge.

#### Online Resources:

Basij-Rasikh, S. (2012, December). *Dare to educate Afghan girls* [Video file]. Retrieved from [http://www.ted.com/talks/shabana\\_basij\\_rasikh\\_dare\\_to\\_educate\\_afghan\\_girls](http://www.ted.com/talks/shabana_basij_rasikh_dare_to_educate_afghan_girls)

Bronkhorst, G. V., & Wynants, H. (2012). *Castrated: Human male castration in the Netherlands*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=9tE4Jp-pC3k>

De Waal, F. (2011, November). *Moral behavior in animals* [Video file]. Retrieved from [http://www.ted.com/talks/frans\\_de\\_waal\\_do\\_animals\\_have\\_morals](http://www.ted.com/talks/frans_de_waal_do_animals_have_morals)

- Dreger, A. (2010, December). *Is anatomy destiny?* [Video file]. Retrieved from [http://www.ted.com/talks/alice\\_dreger\\_is\\_anatomy\\_destiny](http://www.ted.com/talks/alice_dreger_is_anatomy_destiny)
- Elman, J. (2008). *Kanzi in the kitchen: Primates and communication* [Video file]. Retrieved from <https://www.youtube.com/watch?v=KxmvRpnVXJQ>
- Singer, P. (1996). *One man's way* [Video file]. Retrieved from <https://www.youtube.com/watch?v=0Kip4XVDYIE>
- Stevenson, B. (2012, March). *We need to talk about an injustice* [Video file]. Retrieved from [http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice#t-1084788](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice#t-1084788)
- Zimbardo, P. (2011, March). *The demise of guys?* [Video file]. Retrieved from <http://www.ted.com/talks/zimchallenge#t-1865>

#### **Part IV**

**1. Course Examiner:**

Name: Ho Pui King

Date: 23 October 2020

**2. Associate Dean of Faculty**

Name: Dr. Jack Yue

Date: 23 October 2020

**3. Reviewer (if applicable):**

Name: \_\_\_\_\_

Position/Affiliation: \_\_\_\_\_

Date: \_\_\_\_\_