

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS1A04																	
Subject Title	Understanding Ethics in Daily Life																	
Credit Value	3																	
Level	1																	
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																	
Pre-requisite / Co-requisite/ Exclusion	<p><u>Exclusion:</u></p> <p>APSS2815 Ethics and Daily Life</p>																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Project</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td>4. Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	30%	--	2. Participation	10%	--	3. Group Project	10%	10%	4. Term Paper	40%	--
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	<ul style="list-style-type: none"> • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
Objectives	This subject aims to help students have an elementary understanding of the significance of moral discussions in their daily lives and in their future professional practices. It also enables students to apply moral concepts and theories to moral problems that they face in the fast changing modern society.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Familiarize themselves with the basic concepts and theories of morality; Identify the current moral issues in the rapidly changing modern society; employ critical thinking skills to make moral decisions in their workplace. <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</p> <ol style="list-style-type: none"> Students will be required to do substantial readings to enable their better understanding on the various ethical concepts and issues. They are expected to do group projects and submit written works which reflect their critical thinking abilities in dealing with the ethical issues in daily life. They are also expected to develop in the future a self-motivated pursuit of an independent critical framework on daily life ethical issues.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> Introduction: What is ethics all about? The status of moral claims: Beyond emotivism and relativism Moral Theories: What are the criteria of Right and Wrong? <ol style="list-style-type: none"> Utilitarianism Kant and Deontological Ethics Libertarianism and Natural Rights Social Contract Theory Virtue Ethics Ethical Issues in Daily Life <ol style="list-style-type: none"> Honesty and the varieties of dishonesty Ethics in the workplace Distributive justice & the morality of markets Animal ethics Environmental ethics & climate change ethics Ethics, AI, and algorithmic Bias Charity and effective altruism Ethics of social media

Teaching/Learning Methodology <i>(Note 3)</i>	The subject will be taught via lectures. Audio and video materials will be used to engage students' interest in the subject. Students are expected to pay their efforts to explore moral issues through their group projects and individual papers, as well as to participate in class discussions on assigned topics.																																																							
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="494 425 1508 907"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group Project</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Term Paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="494 940 1508 1052">The quiz is intended to test students' general knowledge of the facts and concepts concerning ethics, as well the basic understanding of moral theories and issues. This will require them to fulfill the literacy requirements set by (a), (b) and (c).</p> <p data-bbox="494 1086 1508 1243">Students may also want to develop their own views on various ethical issues through discussion and collaboration with others. For this purpose, the group project is designed to let students apply the ethical concepts and theories to practical problems in society, which enhances both (a), (b) and (c).</p> <p data-bbox="494 1276 1508 1444">The term paper is intended to provide students with an opportunity to study carefully various ethical theories and their applications to contemporary moral issues, and also to develop their original views of the good life and morality. This is expected to bring about both (a), (b) and (c), as far the students' personal views on the issues are concerned.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Quiz	30%	✓	✓	✓				2. Participation	10%	✓	✓	✓				3. Group Project	20%	✓	✓	✓				4. Term Paper	40%	✓	✓	✓				Total	100%						
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Reading List and References	Essential																																																							

MacKinnon, B. (2012). *Ethics: Theory and Contemporary Issues*. 7th edition, Wadsworth Cengage Learning

Supplementary

Rachels, J. and S. Rachels. (2007). *The Elements of Moral Philosophy*. 5th ed. Boston, Mass.: McGraw Hill College.

Almond, B. and D. Hill, eds. (1991). *Applied Philosophy: Moral and Metaphysics in Contemporary Debate*. London: Routledge.

Anderson, E. (2019). *Private Government: How Employers Rule Our Lives (And Why We Don't Talk About It)*. Princeton: Princeton University Press.

Blackburn, S. (2003). *Ethics: A Very Short Introduction*. Oxford: Oxford University Press.

Broome, J. (2012). *Climate Matters: Ethics in a Warming World*. New York: Norton.

Coeckelbergh, M. (2020). *AI Ethics*. Cambridge, MA: MIT Press.

Cohen, A. and C. Wellman, eds. (2005). *Contemporary Debates in Applied Ethics*. London: Blackwell.

Frankfurt, H. (2005) *On Bullshit*. Princeton: Princeton University Press.

MacIntyre, A. (2007). *After Virtue* 3rd ed. Notre Dame: Notre Dame University Press.

McGinn, C. (1992). *Moral Literacy or How to Do the Right Thing*. Indianapolis: Hackett Publishing Company.

Nelson, L. (2018). *Social Media and Morality: Losing Our Self Control*. Cambridge: Cambridge University Press.

Sandel, M. (2013). *What Money Can't Buy: The Moral Limits of Markets*. New York: Farrar, Straus & Giroux.

Singer, P.(2011). *Practical Ethics* 3rd ed. Cambridge: Cambridge University Press.

Singer, P., eds. (1993). *A Companion to Ethics*. Oxford: Blackwell.

Singer, P. (2015). *The Most Good You Can Do: How Effective Altruism is Changing Ideas about Living Ethically*. New Haven: Yale University Press.

Spinello, R. (2006). *Cyberethics: Morality and Law in Cyberspace, Third Edition*. Sudbury, Mass.: [Jones and Bartlett Publishers](#).

Teichman, J. (1996). *Social Ethics: A Student's Guide*. Oxford: Blackwell.

	<p>Vallor, S. (2016). <i>Technology and the Virtues: A Philosophical Guide to a Future Worth Wanting</i>. New York: Oxford University Press.</p> <p>Veltman, A. (2016). <i>Meaningful Work</i>. New York: Oxford University Press.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.