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	CHC5R06
Subject Title	Academic Integrity and Ethics in China-related Humanities
Credit Value	1
Level	5
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	To equip students with a deep appreciation of ethical guidelines and codes of conduct that they can apply in their research studies at PolyU and in their future professional and personal lives.
Intended Learning Outcomes *(Note 1)*	On completion of the subject, students will be able to: 1. Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics. 2. Demonstrate awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours. 3. Recognise important ethical issues and practices in a university context. 4. Understand the implications and concerns on academic integrity raised by the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools. 5. Identify and deal with complex ethical and professional issues in discipline-specific settings, and be able to communicate effectively the issues to the stakeholders and the public.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. The need for ethics training and the meaning of ethical behavior in research, fieldwork, data and artifact collection, interviews, and written work 2. Codes of ethics and their origins 3. Obtaining ethical approval for a research project: procedures and processes 4. Ethics in the humanities: issues, principles, and case studies 5. Understanding copyright, plagiarism and proper citation in term papers, presentations, and theses 6. Introduction to types of AI used in the humanities and their appropriate uses

	7. Understanding abuses of AI in plagiarism and presenting inaccurate or biased facts and interpretations
	8. Ethics and human behavior: individual, professional and societal responsibilities
Teaching/Learning Methodology *(Note 3)*	Like most other RPg subjects in the humanities disciplines, the primary teaching/learning methods will include the following: 1. Self-study: Students will be required to complete the weekly reading assignments before each class session; 2. Lecture: Instructors can choose to use part of the class session to deliver a short lecture on the topic that will be discussed in that session; 3. Discussion and presentation: At least half of the class contact time should be used for discussions and presentations on the weekly topics.
Assessment Methods in Alignment with Intended Learning Outcomes *(Note 4)*	(table below)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		1	2	3	4	5	
1. Group assignment and oral presentations	60%		X	X	X		
2. Written exam	25%		X	X	X	X	
3. Attendance and participation	15%	X				X	
Total	100%						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The group assignment and oral presentations will assess the student's ability to identify, discuss and analyze ethical principles and issues in the humanities and the importance for following ethically acceptable behavior and practices.

The written exam will assess the students' understanding of the course material and their ability to form and present arguments related to research ethics and academic integrity.

Attendance and participation allow students to critically process and interpret what they have learned through readings and lectures.

Student Study Effort Expected	Class contact:	
	▪ Lecture/seminar/oral presentation	13 Hrs.
	Other student study effort:	
	▪ Self study and group work	15 Hrs.
	▪ Assignment preparation	15 Hrs.
	Total student study effort	43 Hrs.
Reading List and References	Jeremy Knox, *AI and Education in China: Imagining the Future, Excavating the Past.* Taylor & Francis, 2023. Benjamin H. Bratton, Anna Greenspan and Bogna Konior, eds. *Machine Decision Is Not Final: China and the History and Future of Artificial Intelligence.* Urbanomic: 2024. JAN KRIKKE, "China's ancient worldview shines light on future of AI," Asian Times, 2018, 2,5 https://asiatimes.com/2018/02/chinas-ancient-world-view-shines-light-future-ai/ 扬·克里克，"前往人工智能的未来，要先回到中国的历史，"观察者， 2018,2,21 https://www.guancha.cn/JanKrikke/2018_02_21_447504.shtml Shuangye Chen & Bruce Macfarlane Dawson, A. G. (2023). "Academic Integrity in China" https://link.springer.com/referenceworkentry/10.1007/978-981-287-079-7_32-1 Stephen Gow & Qingyang Sun. "Academic Integrity in China: Challenges for Policy, Practice, and Quality Assurance in Higher Education" https://link.springer.com/referenceworkentry/10.1007/978-3-031-39989-3_175 *Artificial Intelligence and Academic Integrity.* Aspen. Ethics in Generative AI. https://www.datacamp.com/tutorial/ethics-in-generative-ai

	Stenmark, C. K. and Winn, N. A. (2015). Ethics in the Humanities pp.1-14. In *Handbook of Academic Integrity*. Springer. Diebel-Fischer, H. Research Ethics in the Digital Age: Fundamentals and Problems (2018). In Dobrick, F. M., Fischer, J. and Hagen, L. M. (eds). *Research Ethics in the Digital Age Ethics for the Social Sciences and Humanities in Times of Mediatization and Digitization*. Springer **馮象，"我是阿爾法：論人機倫理，"《新國際》，** https://www.newinternationalism.net/?p=6966

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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