

**City University of Hong Kong**  
**Course Syllabus**

**offered by School of Law**  
**with effect from Semester A 2021 /22**

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**Part I Course Overview**

**Course Title:** Animal Ethics, Welfare and Law – A Regulatory and Policy Review

**Course Code:** GE1136

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** B1

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** Nil  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

What is animal ethics? Animal welfare? Animal law? What are the differences and similarities between these topics? These questions are important within the science of animal welfare, but are also important in a society and in our interactions with animals. This course is separated into three parts with emphasis in the general understanding of the first and second parts. The first defines, describes and differentiates these three topics but at the same time discover how they inter-relate with each other to form the social norm in the society. The second review how the three topics changed and developed in the history of Hong Kong and how the laws and regulations are influenced with emphasis on general legal and policy systems. The focus of the third part of the course will be a comparative review of Hong Kong's animal laws as compared to other jurisdictions, particularly UK. This part of the course will also consist of a final course project which requires students to solve and suggest effective solutions on animal issues.

### 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.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Compare animal ethics, animal welfare and animal law.	N/A	✓	✓	
2.	Evaluate how animal ethics, animal welfare and animal law had changed in the course of time and how the society shaped the animal-human relationship.	N/A	✓		
3.	Analyse current situations of animal ethics, animal welfare and animal law in Hong Kong and in other jurisdictions.	N/A	✓	✓	
4.	Critique, both orally and in writing, on animal-human related issues.	N/A		✓	
5.	Design effective solutions to real-life and current animal-human related issues.	N/A	✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Interactive lectures	<ul style="list-style-type: none"> <li>● Introduction of the basic concepts, theories, ideas and arguments of animal ethics, animal welfare and animal law.</li> <li>● Discussion on the similarities and differences between the three topics with examination activities on the relationships of them</li> </ul>	✓	✓	✓	✓	✓	
Interactive sessions/tutorials	<ul style="list-style-type: none"> <li>● Students' understanding of the three topics is enhanced by students taking the opportunity to discuss, clarify and evaluate the ideas from the lectures.</li> <li>● Students will exchange different views of the issue and further acquire knowledge and understand of the current state of affairs.</li> </ul>	✓	✓	✓	✓		
Multi-media resource (photos, documentaries, movies etc)	<ul style="list-style-type: none"> <li>● A reflection of the application of the concepts to the real-world.</li> <li>● A view of the real world situations.</li> <li>● An view of application of the principles of the topics to the society.</li> </ul>	✓	✓	✓			
Field trip or guest speaker	<ul style="list-style-type: none"> <li>● Students will see and feel with their own senses the dilemmas discussed in class.</li> <li>● Students are able to discover the animal-human relationship in the society they live in.</li> <li>● Students are able to bring real-life examples back into the classroom and relate them back to the lectures.</li> </ul>	✓	✓				
Reflection on field trip or guest speaker	<ul style="list-style-type: none"> <li>● Encourage students to take part in the field trip/guest speaker session.</li> <li>● Students will need to share what they have learnt and discover during the field trip/guest speaker session.</li> </ul>			✓	✓	✓	
Student presentation	<ul style="list-style-type: none"> <li>● Students will be required to present their views on animal-human related issues throughout the course.</li> <li>● Allow students to apply their knowledge gain and incorporate it with discovery</li> </ul>	✓		✓	✓	✓	

	made regarding real-life situations and articulate their views and arguments.						
Individual essay	<ul style="list-style-type: none"> <li>An independent paper allowing students to apply what they have discovered and document it down in a well-argued and logical format.</li> </ul>	✓	✓	✓	✓	✓	
Group project	<ul style="list-style-type: none"> <li>An opportunity to learn and work as a group to discover and provide a solution for real life problems.</li> <li>The project will result in a tangible piece of work (a letter/proposal to the government, work solution to NGOs, suggestions to animal organizations, promotional matter etc.) to illustrate the animal-human issues and its possible solutions.</li> </ul>	✓		✓	✓	✓	

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

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
In-class participation/student presentation (students will need to present individually their findings on questions or issues assigned and a reflection on the field trip/guess speaker session)	✓	✓		✓	✓	10%	
Individual essay (a short essay allowing students to discover the animal-human relationship and innovate possible reasons on its cause and solutions)	✓	✓	✓	✓	✓	30%	
Group project (A group project that allow students to work as a team to show their ability of research, writing and presentation skills to showcase their accomplishment of discovering the animal-human issues and innovating a solution to the problem)			✓	✓	✓	30%	
Close book quiz	✓	✓	✓	✓		30%	
						100%	

\* The weightings should add up to 100%.

To pass the course students must achieve an overall total mark of 40% or above.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion				
	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
In-class participation/student presentation/student reflection	Strong evidence of original thinking; good organisation, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytical ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; an adequate understanding of the subject; ability to develop articulate.	An acceptable level of familiarity with the subject matter and grasps of materials. Poor articulation and presentation skills.	Little evidence of familiarity with the subject matter, weakness in critical and analytic skills; limited or irrelevant use of literature and very poor articulation.
Individual essay	Excellent familiarity with the subject matter and grasps of material. Excellent writing skills, originality and research.	Good familiarity with the subject matter and grasps of material. Good writing skills, originality and research.	Adequate familiarity with the subject matter and grasps of material. Adequate writing skill, originality and research.	Sufficient familiarity with the subject matter and grasps of material. Poor writing skill, lacks originality and research..	Little evidence of familiarity with the subject matter, weakness in critical and analytic skills; limited or irrelevant use of literature and very poor writing skills.
Group project	Excellent ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; good ability to conduct in-class discussions; superior critical analysis supported by relevant research with high level of articulation and presentation skills.	Good ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; good ability to conduct in-class discussions; superior critical analysis supported by relevant research with high level of articulation and presentation skills.	Evidence to show an ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; good ability to conduct in-class discussions; superior critical analysis supported by relevant research with high level of articulation and presentation skills.	An acceptable ability to delineate materials; the use of relevant and stimulating materials; good and creative organization of materials; good ability to conduct in-class discussions; superior critical analysis supported by relevant research with high level of articulation and presentation skills.	Little evidence of familiarity with the subject matter, weakness in critical and analytic skills; limited or irrelevant use of literature and very poor articulation.
Exam/Quiz	Evidence showing excellent familiarity with the subject matter with excellent critical and analytic skills and articulation.	Evidence showing good familiarity with the subject matter with good critical and analytic skills and articulation.	Evidence showing some degree of familiarity with the subject matter. Critical and analytic skills are average and acceptable articulation.	An acceptable evidence of familiarity with the subject matter. Weakness in critical and analytic skills observed and acceptable articulation.	Little evidence of familiarity with the subject matter, weakness in critical and analytic skills; limited or irrelevant use of literature and very poor articulation.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Animal ethics; animal welfare; animal law; animal rights; treatment of animals; animal issues; animal regulations; animal-human vs human-animal relationships;

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Animal ethics in context: a relational approach / Clare Palmer, 1967-2012
2.	Applied animal ethics / Leland S. Shapiro
3.	Animal Ethics in the Age of Humans: Blurring boundaries in human-animal relationships / edited by Bernice Bovenkerk, Jozef Keulartz
4.	Journal of animal ethics
5.	Animal cruelty, antisocial behaviour, and aggression: more than a link / Eleonora Gullone
6.	An introduction to animals and the law / Joan E. Schaffner
7.	Some We Love, Some We Hate, Some We Eat: Why It's So Hard to Think Straight About Animals (P.S.) , 2011 by Hal Herzog
8.	<a href="http://www.animaethics.org.hk">www.animaethics.org.hk</a> <a href="http://www.oie.int/">www.oie.int/</a> <a href="http://www.ifaw.org">www.ifaw.org</a>

**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	The Prevention of Animal Ordinance
2.	<a href="http://www.worldanimalprotection.org">www.worldanimalprotection.org</a>

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	CILOS 1-5. The interactive lectures, field-trips/guest speaker, in-class participation, individual presentation and essay and the group project allow students the tools and space to think about animal-human related issues and develop their own ideas and apply them.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOS 1-4. The interdisciplinary approach of this course exposes students to the principles and basic methodologies and techniques of understanding animal-human related issues.
PILO 3: Demonstrate critical thinking skills	CILOS 2, 4-5 The assessment task and the course is designed to train students to think critically giving students ample opportunities to develop, enhance and show case their critical thinking skills.
PILO 4: Interpret information and numerical data	CILOS 3, 4 and 5. Students are required to interpret information they receive from the lectures and field trip/guest speaker to form and discover the animal-human relationship and the issues therein.
PILO 5: Produce structured, well-organised and fluent text	CILO 5. The course allow students to produce structured and organised work by requiring students to lay out the students' finding individually and also as a group in the group project.
PILO 6: Demonstrate effective oral communication skills	CILOS 4 and 5. Students are required to effectively articulate their arguments and idea in individual and group presentations. Detail individual comments will be given to improve further oral communication skill.
PILO 7: Demonstrate an ability to work effectively in a team	CILO 5. Students are required to work in a team as part of the assessment task for the final group project.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	CILOS 1-4. The awareness of ethical and social responsibility, especially towards animals and the animal-human relationship is the core of this course. Students would be able to explore ethical sensibility and responsibility.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOS 1-5. Discovery and innovation come in many ways in this course. Students will innovate real-life solutions and in the process would develop a sense of attitude to learn and to discover. Further with the design of the various presentations and writing requirements will ensure the ability of students in discovery. Last, students are required to create sensible solution for real life issues in Hong Kong.

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
● Individual essay for individual work and group project for team work.