Course Code/Section: GESC1230HA	Year: Term 2, 2024/25
Course Title: Caring Heart Service Learning - Animal Ethics and Social Practices 動物倫理作為社會實踐	
Time: Friday 14:30 – 17:15	Venue: WMY 504
Course Teacher: Dr. CHAN Ka Ming (Email: kamingchan@cuhk.edu.hk)	

Course overview:

How do we, as human, understand and connect animals in our living?

How do animal issues in our surroundings reflect public concern and apathy?

How do social practices for animal protection change our city, morality and value?

Animal protection is always said to be a critical issue in Hong Kong; and many people certainly present positive views in seeing animals, especially with the close connection with their animal family members. Nevertheless, issues of animal abuse, strayed and wildlife animals are still hot topics in Hong Kong; and the problems of anthropocentric vision and social managing issues always reflect that animals are not well treated. There are in fact cases reflecting human unkind attitude and behaviour in dealing with animals in our surroundings; and there are always room for improvement in education, social practices and mindset in facing animal issues. This course is designed with an empathic concern of other-than-human animals by research-based service learning. By exploring different issues of human and animals – animals in our living, animals in the city and performing animals, this course looks for a harmonious balance of human and other-than-human animals in our city; and students are encouraged to treat animal protection as a social practice in their lives.

動物保護一直被視為香港的重要議題，而許多人都會為此深表贊同，尤其是面對動物作為「家庭成員」的關係。然而虐待動物、流浪和野生動物等等現象，仍然是香港的重要議題；而人類中心主義，以及社會管理問題，往往反映出動物並沒有得到善待。事實上，香港仍有不少案例可見，人類對待動物，依然存在著不友善的態度和行為；這就可見動物議題的發展，在教育、社會實踐和心態上，畢竟仍有改善的空間。本課程的設計提出深思「非人類動物」在社會上的狀況，並透

過研究為本的服務學習，去探討人類與動物的不同議題 — 日常中的動物、城市動物及展演動物，讓學生尋求人與動物和諧共生的方向，更鼓勵學生將動物保護視為生命中的社會實踐。

Grade descriptors:

Grade Overall Performance

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

Learning outcomes:

Upon completion of the course, students will be able to:

1. Explain the concern of other-than-human animals with ethical and cultural perspective;

2. Develop empathy and concern towards animals and nature;

3. Understand the approach in dealing with animal issues in Hong Kong;

4. Apply knowledge and skills to assess needs of the community with corresponding courses of action;

5. Appreciate how volunteerism and service learning can bring about positive changes to the community;

6. Appreciate how their own discipline relates to and contributes to the society; and

7. Develop an enhanced sense of civic responsibility to promote greater good in the society.

Learning Activities:

The course will employ the following methods of instruction:

a. *Lectures and Class Discussion* – The lecturer will introduce 6 major animal issues in Hong Kong during lectures. The topics are in the 3 areas listed in Class Syllabus and Schedule. Students will be encouraged in making group discussions to analyze animal issues for uncovering the complexities of our society.

b. *Preliminary Group Work* – Students will be divided into 6 groups to have observation, evaluation and comment on any issue related to animals in 6 regions in CUHK campus.

c. *Service-Learning Group Research Projects* – Students will be divided into 6 groups to research on 3 major areas. There is no arrangement for sight / community visit for students; but they may have to visit any related place for research, observation and photo-taking as later thought and revision. In Week 9 and Week 12, the groups will meet the lecturer for consultation and preparation of project and presentation.

d. *Group Project Presentations* – Students are required to make group presentations for their preliminary group work in Week 7 and research projects in Week 14. Through preparation for the group presentations, students will consolidate knowledge acquired from lectures and readings and reflect their learning gained from the research projects.

e. *Readings* – Students have to read the articles stipulated for each topic after the lectures to consolidate the knowledge gained during lectures. Essential readings are also stipulated for the major themes included in the course. Students are also encouraged to consult other readings listed in the reference list.

f. *Audio-visual aid* – Whenever appropriate, audio-visual materials will be used during class to aid the instruction.

Weekly Course Schedule and reading assignment:		
Week/Date	Topic	Required readings/other requirements
W1 10 Jan 2025 (Fri)	Introduction - Why do we need to study human-animal relationship?	Lecture 1
W2 17 Jan 2025 (Fri)	**Area A: Animals in Our "Living"** Family Companion – What do we mean by having a non-human animal as family member?	Lecture 2
W3 24 Jan 2025 (Fri)	Factory Farm – What do we mean by eating animals?	Lecture 3
W4 31 Jan 2025 (Fri)	Lunar New Year Vacation	
W5 7 Feb 2025 (Fri)	**Area B: Animals in the City** Strayed Animals - What do we mean by protecting dogs and cats in the community?	Lecture 4
W6 14 Feb 2025 (Fri)	Guest Lecture Sharing – Miss Leung Mei Po, Editor of Hong Kong Animal Post	Guest Lecture

W7 21 Feb 2025 (Fri)	Wildlife – What do we mean by touring the countryside? Group Presentation for campus observation and recommendation	Lecture 5 and presentation
W8 28 Feb 2025 (Fri)	Film Screening: *Dogs Without Names*《狗狗沒有家》（山田茜，2010）	Screening
W9 7 Mar 2025 (Fri) Classroom: WMY_404	Reading Week Group Meeting with the Lecturer (For consultation of project, optional but with the consent from students at the beginning of the semester)	Project preparation 1
W10 14 Mar 2025 (Fri)	**Area C: Performing Animals** Animal Kingdom – What do we mean by visiting zoo?	Lecture 6
W11 21 Mar 2025 (Fri)	Marine Life – What do we mean by loving the ocean?	Lecture 7
W12 28 Mar 2025 (Fri)	Group Meeting with the Lecturer (For preparation of project and presentation)	Project preparation 2
W13 4 Apr 2025 (Fri)	Ching Ming Festival	
W14 11 Apr 2025 (Fri)	Group Presentation	Presentation

Required readings and other recommended readings/ learning resources:

Lecture 1 - Introduction – Why do we need to study human-animal relationship?

Butin, D.W. *Service-learning in Theory and Practice: the Future of Community Engagement in Higher Education*. NY: Palgrave Macmillan, 2010. (Chapter 1 – Conceptualizing Service Learning.)

Franklin, Adrian. *Animals and Modern Cultures*. London: SAGE Publications, 1999. (Chapter 2 – "Good to Think With": Theories of Human-Animal Relations in Modernity; Chapter 3 – From Modernity to Postmodernity.)

錢永祥，《人性之鏡――動物倫理的歷史與哲學》。臺北：聯經，2023 年。（第一講：動物為什麼是道德問題？）

Area A Animals in Our "Living"
Lecture 2 - Family Companion – What do we mean by having a non-human animal as family member?

DeMello, Margo. *Animals and Society: An Introduction to Human-Animal Studies*. New York: Columbia University Press, 2012. (Chapter 8 – The Pet Animal.)

黃宗慧、黃宗潔，《就算牠沒有臉：在人類世思考動物倫理與生命教育的十二道難題》。臺北：麥田，2021 年。（第五題：可愛動物）

Lecture 3 - Factory Farm – What do we mean by eating animals?

Singer, Peter. *Animal Liberation*. New York: AVON, 1975. (Chapter 3 – Down on the Factory Farm.)

黃宗潔，《牠鄉何處？――城市‧動物與文學》。臺北：新學林，2017年。（第五章：經濟動物篇：豬狗大不同）

Area B: Animals in the City

Lecture 4 - Strayed Animals - What do we mean by protecting dogs and cats in the community?

DeMello, Margo. *Animals and Society: An Introduction to Human-Animal Studies*. New York: Columbia University Press, 2012. (Chapter 4 – Animals "in the Wild and Human Societies; Chapter 12 – Violence to Animals.)

二犬十一咪，阿離及阿蕭編著。《動物權益誌》。香港：三聯出版社，2013年。(Part I – 10.人道毀滅，還是絕育放回？11.動物受虐的執法鬧劇；12.社會改造的契機.)

Lecture 5 - Wildlife – What do we mean by touring the countryside?

Fennell, David A. Tourism and Animal Ethics. London: Routledge, 2012. (Chapter 8 – Wildlife Viewing.)

上田莉棋，《別讓世界只剩下動物園》。臺北：啟動文化：2018 年。（第一章：納米比亞‧當野生動物等於麻煩製造者）

Area C: Performing Animals

Lecture 6 - Animal Kingdom – What do we mean by visiting zoo?

DeMello, Margo. Animals and Society: An Introduction to Human-Animal Studies. New York: Columbia University Press, 2012. (Chapter 6 – Display, Performance, and Sport.)

鄭麗榕，《文明的野獸――從圓山動物園解讀近代臺灣動物文化史》。新北市：遠足文化：2020年。（第一章：動物園的文代背景）

Lecture 7 - Marine Life – What do we mean by loving the ocean?

Roberts, Callum. The Unnatural History of the Sea. Washington: Island Press, 2007. (Chapter 1 – The End of Innocence; Chapter 12 – The Inexhaustible Sea; Chapter 22 – No Place Left to Hide.)

二犬十一咪，阿離及阿蕭編著。《動物權益誌》。香港：三聯出版社，2013年。(Part I – 6.龍尾灘上無脊椎動物的疼痛；7.傾聽海靈：活在香港的海豚；8.別掏盡生命之源：海洋生態災難.)

鄭家泰，〈海豚在香港：談野生海豚與圈養海豚的保育問題〉收於《「牠」者再定義――人與動物關係的轉變》，陳燕遐及潘淑華編。香港：三聯出版社，2018年。頁218-237 。

Other References

Baratay, Eric and Elisabeth Hardouin-Fugier. *Zoo: A History of Zoological Gardens in the West.* London: Reaktion Books, 2004.

Brewster, Mary P. and Cassandra L. Reyes. *Animal Cruelty: A Multidisciplinary Approach to Understanding*. 2nd Edition. Durham: Carolina Academic Press, 2016.

Cao, Deborah. *Animals in China: Law and Society (The Palgrave Macmillan Animal Ethics Series)*. London: Palgrave Macmillan, 2015.

DeMello, Margo. Animals and Society: An Introduction to Human-Animal Studies. New York: Columbia University Press, 2012.

Faruqi, Sonia. *Project Animal Farm: An Accidental Journey into the Secret World of Farming and the Truth About Our Food*. New York: Pegasus Books, 2015.

Fennell, David A. Tourism and Animal Ethics. London: Routledge, 2012.

Franklin, Adrian. *Animals and Modern Cultures*. London: SAGE Publications, 1999.

Herzog, Hal. *Some We Love, Some We Hate, Some We Eat*. New York: Harper Perennial, 2010.

McCance, Dawne. *Critical Animal Studies: An Introduction*. New York: University of New York, 2013

McCardle, Peggy et al. Ed. *Animals in Our Lives: Human-Animals Interaction in Family, Community, & Therapeutic Settings*. Baltimore: Paul H. Brookes Publishing, 2011.

Regan, Tom. *The Case for Animal Rights*. Berkeley: University of California, 2004.

Roberts, Callum. The Unnatural History of the Sea. Washington: Island Press, 2007.

Singer, Peter. Animal Liberation. New York: AVON, 1975. (Chapter 3 – Down on the Factory Farm.)

上田莉棋，《別讓世界只剩下動物園》。臺北：啟動文化：2018 年。

吳宗憲，《動物保護的錢共治理》（第二版）。臺北：翰蘆圖書，2020 年。

陳嘉銘，《寫在牠們滅絕之前——香港動物文化誌》。香港：突破，2018年。

———，〈孔雀開屏！「兵頭花園」的動物政治任命〉收於張少強、鄧鍵一及曾仲堅編 《香港‧格局‧變異》。香港：匯智出版社，2020年。

陳燕遐及潘淑華編，《「牠」者再定義——人與動物關係的轉變》。香港：三聯出版社，2018 年。

朝倉裕，《狼與森林的教科書：挽救崩壞生態系的關鍵物種》。臺北：貓頭鷹，2016年。

黃宗慧，《以動物為鏡——12堂人與動物關係的生命思辨課》。臺北：啟動文化：2018年。

黃宗潔，《牠鄉何處？——城市‧動物與文學》。臺北：新學林，2017年。

黃宗慧、黃宗潔，《就算牠沒有臉：在人類世思考動物倫理與生命教育的十二道難題》。臺北：麥田，2021年。

葉靈鳳，《香港方物志》。香港：中華書局：2011 年。

鄭麗榕，《文明的野獸——從圓山動物園解讀近代臺灣動物文化史》。新北市：遠足文化：2020 年。

錢永祥，《人性之鏡——動物倫理的歷史與哲學》。臺北：聯經，2023 年。

聯經編輯委員會，〈生態與文學〉。《世界文學》期刊。臺北：聯經，2012 年。

———，〈動物與社會〉。《思想》期刊，第 29 期。臺北：聯經，2015 年。

———，〈多角度看動物〉。《思想》期刊，第 47 期。臺北：聯經，2023 年。

謝曉陽，《馴化與慾望：人和動物關係的暗黑史》。香港：印象文字，2019 年。

Assessment scheme:

Assessment component	Description	Weight (%)
Class Participation and Discussion	Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty. Applying for leave with sound reasons in advance will be considered case-by-case. Students who are absent from classes due to illness must provide a "Sick Leave Certificate" for that day as proof. Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 minutes without valid reasons will be considered absent. Student's active participation in discussion in class and research projects are essential, which their participation will be assessed by the lecturer.	**20%**

Preliminary Group Work	The CUHK campus will be divided into 6 regions for 6 groups of students to have observation, evaluation and comment on any issue related to animals. And the groups have to present their view on their corresponding regions with observation and recommendation for improvement of animal living in the surroundings. Students can think about the following questions in the group work: • What settings are animal-friendly in their responsible campus region? • Is there anything that are not nice to animals in the region? If yes, what is it? • How can we re-design the setting to make the region more animal-friendly? • What are the reasons to make an animal-friendly environment for the human-oriented campus? The presentation will be held in Week 7 (21 February 2025); and each group will have 15 minutes for presentation. Students have to prepare a powerpoint file with photos taken at particular site(s) for presentation; and a report has to be submitted for the presentation. **Format:** APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing **Length of each entry:** 1000 in Chinese or English **Deadline of submission to VeriGuide:** softcopy of the report and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 26 February 2025 (Wed). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.) For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-Preliminary Group Work" and "Chan Tai Man-Preliminary Group Work VeriGuide form".	**20%**
Group Research Project	There are 6 major animal issues in Hong Kong as topics introduced in our classes for students. The topics are in the 3 areas listed in Class Syllabus and Schedule; and different issues, for example, legislation for animal protection, social management for strayed animals, and design and setting for performing animals, are the assigned areas for students' research as group work. And these issues are listed as follow: **<u>Area A - Legislation for Animal Protection</u>** 1. Basic Law Cap.139B Public Health (Animals and Birds) (Trading and Breeding) Regulations《公眾衞生(動物及禽鳥)(售賣及繁育)規例》 2. Proposed amendment of Cap.169 Prevention of Cruelty to Animals Ordinance 《防止殘酷對待動物條例》 with the introduction of "Duty of Care (謹慎責任)" in 2019 **<u>Area B – Strayed Animals in Hong Kong</u>** 3. Strayed Dogs or/and Cats in the City 4. Wild Boars or/and Strayed Cattles in the Countryside	**40%**

Area C – Performing Animals in Hong Kong

5. Hong Kong Zoological and Botanical Gardens
6. Hong Kong Ocean Park or Long Valley Natural Park

Each group will have an assigned issue listed above; and they have to start formulating the angles of examination for the topics. There is no arrangement for sight / community visit for students; but they may have to visit any related place for research, observation and photo-taking as later thought and revision. In their design, the major requirement is to review the merits or limitation of particular issues; and they can think about the following questions:

• Are animals well treated in the assigned issue?
• What is the vision and problems in that issue with the discussion of legislation or social management?
• Is there any country / city having comparable situation to that issue of Hong Kong as references for betterment?
• What can be done in the case of Hong Kong for changing and improving that issue?
• What is so important for the concern of Hong Kong with the social practices of animal protection?

Students are expected to answer the questions with the examination of issue and case studies; and the research project should focus on these questions as analysis.

In Week 9, students will be arranged to meet the lecturer for discussing their research project, observation and examination. In Week 12, the groups will meet the lecturer again for the final stage of preparation. In Week 14 (11 April 2025), the groups have to present their analysis of various topics. Each presentation runs in 20 minutes with the remaining time for class discussion. Students have to prepare a powerpoint file with photos taken at particular site, area, community or district for presentation; and a report has to be submitted for the presentation.

Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing

Length of each entry: 2000 in Chinese or English

Deadline of submission to VeriGuide: softcopy of the report and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 16 April 2025 (Wed). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)

For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-Group Research Project" and "Chan Tai Man-Group Research Project VeriGuide form".

Individual Self Reflection Essay - Some words for a community animal 「給社區動物的一段話」	Students have to submit an individual writing with a picture of animal(s) taken in a community during research work of the course, and students have to write down their feeling and reflection of our course linking the animal in the picture. The writing and the picture will be posted as an online "exhibition" for sharing the idea of animal protection with the public afterwards. **Format:** APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing **Length of each entry:** 1000 - 2000 in Chinese or English **Deadline of submission to VeriGuide:** softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 21 April 2025 (Mon). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.) For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-Reflective Essay" and "Chan Tai Man-Reflective Essay VeriGuide".	**20%**

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 will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action. If the charge is established, the penalty guidelines are as follows:

Plagiarism	*Minimum Penalties*
First offence	i) One demerit; ii) A mark of zero for that component of the course; and iii) Completion of relevant training in academic honesty
Second of further offence (and a first offence that is serious as decided by the disciplinary committee concerned / the FTP Committee)	i) Two demerit (of which one will remain in the University's record permanently and one is reviewable) and; ii) A failure grade for the course concerned

Detecting plagiarism

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at https://veriguide1.cse.cuhk.edu.hk/cuhk/
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in http://www.cuhk.edu.hk/policy/academichonesty/Eng_htm_files_(2013-14)/p10.htm
- The declaration should be signed on the pdf, attached with the soft copy of the assignment upon submission.
- Only the final version of the assignment should be submitted via VeriGuide.

Use of AI Tools:

In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration with the use of AI tools.

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's *Procedures for Handling Cases of Academic Dishonesty.*

In case of queries, students should seek advice from the course teacher.

Feedback for evaluation:

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

Teacher also welcomes student feedback by e-mail and face-to-face discussion.