Subject Description Form

Subject Code	APSS456
Subject Title	Ethics and Social Administration
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS331 Management in Human Services
Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Term Paper	60%	--
2. Seminar Presentation	--	30%
3. Participation in Seminar	10%	--

- The grade is calculated according to the percentage assigned; and
- The completion and submission of all component assignments are required for passing the subject.

Objectives	The objectives of this subject are to: a. introduce students to the major approaches to ethical questions in contemporary moral and political philosophy. b. provide students with an understanding of the relationship between ethics and social administration in the modern social context. c. enable students to reflect on how ethics and social administration bear on their lives and work, and on their ideals of a good a society.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: 1. compare various perspectives of moral reasoning in relation to social administration; 2. evaluate various models and practices of social administration from an ethical point of view; 3. frame their ethical judgments of contemporary social issues into the contexts of Western and Chinese moral cultures.
Subject Synopsis/ Indicative Syllabus	1. Basic Concepts and Frameworks a. What is morality?

b. Value and ethics in modern social context
        c. The relevance of value and ethics for social administration

    2. Four Approaches to Ethics
        a. Egoism and the social contract
        b. Utilitarianism and the greatest happiness principle
        c. Kant on rights and autonomy
        d. Virtues and good moral personality

    3. What Model of Social Administration is Ethically Defensible?
        a. Weber on bureaucracy
        b. Professionalism and moral conflicts

    4. Handling Administrative Misconducts
        a. Administrative corruption and the culture of Guanxi
        b. Should whistle-blowers be protected?

    5. Social Services and the Right to Welfare
        a. The concept of distributive justice
        b. The libertarian arguments against welfare
        c. Rawls' liberal egalitarianism and its implications for welfare policy

    6. Paternalism in Social Administration
        a. The nature and scope of paternalistic action
        b. Mill's harm principle and the liberal arguments against paternalism

    7. Affirmative Action
        a. What makes discrimination an ethical problem?
        b. Direct and indirect discrimination
        c. Justifying affirmative action: the utilitarian and communitarian approaches

Teaching/Learning Methodology	Lectures and seminars are employed to facilitate students' learning of the subject. The lectures introduce students to the major concepts and arguments related with relevant topics. The instructors demonstrate how those concepts and arguments are related with the ethical issues they may come across in social administration. Students are encouraged to discuss those issues in class. Students are expected to pay their effort to organize presentations and small group discussions in seminars on assigned topics. It is hoped that they can draw insights from the arguments that they have learnt in the lectures to illuminate their reflections on ethical issues in social administration.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c			
	1. Term Paper	60%	✓	✓	✓			
	2. Seminar Presentation	30%	✓	✓				
	3. Participation in Seminars	10%		✓	✓			
	Total	100%						

The term paper is intended to provide students with an opportunity to study carefully various ethical theories and on that basis develop their original views about what good social administration means in contemporary society. This is expected to bring about both (a), (b), and (c), as far the students' personal views on the issues are concerned.

Students may also want to test their own views through discussion and collaboration with others. For that purpose, the seminar presentation is designed to let students study the theories and practices of social administration through team work, which enhance both (a) and (b) on a group basis. Participation in seminars helps other students to reflect on the practices and cultures of social administration, thus enhancing (b) and (c), but with less emphasis on the assessment of moral theories.

Student Study Effort Expected	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	12 Hrs.
	Other student study effort:	
	▪ Personal Essay	15 Hrs.
	▪ Seminar Project	15 Hrs.
	▪ Self Studies	33 Hrs.
	Total student study effort	105 Hrs.

Medium of Instruction	English

Medium of Assessment	English

Reading List and References	**Essential**
	Cooper, T. L., ed. (1991). *Handbook of Administrative Ethics.* New York: Marcel Dekker.
	Rachels, James (2014). *The Elements of Moral Philosophy, 8th ed.* Boston Burr Ridge: McGraw-Hill College.
	Sandel, Michael J. (2009). *Justice: What's the Right Thing to Do?* London: Allen Lane.
	Supplementary
	Adams, G.B. & Balfour, D.L. (1998). *Unmasking Administrative Evil.* London: Sage Publications.
	Bellah, R.N., Madsen, Richard, Sullivan, William M., Swidler, Ann, & Tipton, Steven M. (1992). *The Good Society.* New York: Vintage Books.
	Bowman, J.S., (ed.) (1991) *Ethical Frontiers in Public Management: Seeking New Strategies for Resolving Ethical Dilemmas.* San Francisco and Oxford, Canada: Carleton University Press.
	Chapman, Richard (ed.) (1993). *Ethics in Public Service.* Ottawa, Canada: Carleton University Press.
	Forester, J. (1993). *Critical Theory, Public Policy and Planning Practice: Toward a Critical Pragmatism.* Albany: State University of New York Press.
	Gary L.W. & James F.W. (eds.) *Refounding Democratic Public Administration: Modern Paradoxes, Postmodern Challenges* .
	Golembiewski, R.T. & White M. (1983). *Cases in Public Management, 4th ed.* Boston: Houghton Mifflin Company.
	Howie, J. (ed.) (1983). *Ethical Principles for Social Policy.* Carbondale: Southern Illinois University Press.
	Lane, J.E. (2000). *The Public Sector 3rd ed.* London: Sage Publications.
	MacIntyre, A. (1977). *"Utilitarianism and Cost-Benefit Analysis: An Essay on the Relevance of Moral Philosophy to Bureaucratic Theory," in Values in the Electric Power Industry, ed.* Kenneth Sayre, Notre Dame and London: University of Notre Dame.
	Nielsen, K.P.& Steven C., (eds.) (1982). *New Essays in Ethics and Public Policies.* Guelph, Ont.: Canadian Association for Publishing in Philosophy.
	Offe, C. (1985). *Disorganized Capitalism.* Cambridge: Polity Press.
	Offe, C. (1996). *Modernity and the State: East, West.* Cambridge: Polity Press.

Schon D.A. & Rein M. (1994). *Frame Reflection: Toward the Resolution of Intractable Policy Controversies.* New York: Basic Books.

Spinosa, Charles, Flores, Fernando and Dreyfus, Hubert L. (1997). *Disclosing New Worlds: Entrepreneurship, Democratic Action, and the Cultivation of Solidarity.* Cambridge, Massachusetts and London, England: The MIT Press.

Warnke G. (1999). *Legitimate Differences, Berkeley.* Calif: University of California Press.