

**THE UNIVERSITY OF WESTERN ONTARIO**  
**DEPARTMENT OF PHILOSOPHY**  
**ARTS AND HUMANITIES**  
**Undergraduate Course Outline 2015-2016**

Philosophy 3994G/Arts and Humanities 3393G: The Ethics of Science/The Science of Ethics II

<b>Winter 2016</b> <b>M 2:30-5:30</b> <b>Location: P&amp;AB</b> <b>Instructors: Professors Gillian Barker</b> <b>&amp; Anthony Skelton</b>	<b>Office Location: Barker: Stevenson Hall 2136</b> <b>Skelton: Stevenson Hall 2131</b> <b>Office Hours: Barker: TBA</b> <b>Skelton: TBA</b> <b>E-mail: Barker: <a href="mailto:gbarker5@uwo.ca">gbarker5@uwo.ca</a></b> <b>Skelton: <a href="mailto:askelto4@uwo.ca">askelto4@uwo.ca</a></b> <b>Phone: Barker: 519-661-2111, ext. 87747</b> <b>Skelton: 519-661-2111, ext. 87953</b>
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**COURSE DESCRIPTION**

The most vital decisions we face, as individuals and collectively, are increasingly involved with science and its applications. Our social choices about policies in health care, education, urban planning, food systems, environmental conservation, criminal justice, and other areas are informed by scientific studies. So are our individual choices about what to eat, how to exercise, what technological products to use, how to raise our children, and how to plan for life in a changing climate. Yet all these choices have ethical dimensions as well, and ethical choices are also involved at every stage in the creation and application of scientific knowledge itself. This course explores the interplay between science and ethics, in both research and application, across a wide range of real-world contexts. Students will learn about the distinctive challenges of decision-making in contexts involving both scientific and ethical judgement, and develop methods of negotiating such choices responsibly. They will develop and share these skills in collaboration with community partners through Community Engaged Learning

**OBJECTIVES**

This course has five main objectives. The first is to acquaint students with the various ways in which ethics and science interact, in both theoretical and practical contexts. The second is to provide students with a deeper appreciation of both scientific and ethical reasoning and practice. The third is to help students understand the importance of philosophical analysis and dispassionate and secular argument to the resolution of practical problems. The fourth is to help students develop the ability to read thoughtfully and write clearly and effectively about complex philosophical issues. The fifth is to develop students' capacity to reflect on what they have learned and work collaboratively with other students and community partners to find ways to apply their theoretical knowledge to practical real-world problems.

**TEXTS**

All readings are available online through OWL.

## **COURSE SCHEDULE**

Week One (Jan 4):                   **Organization and Introduction**

Reading:       None

Week Two (Jan 11):               **Ethical Expertise  
(Presentation on Community Engaged Learning)**

Readings:     Sidgwick: “The Aims and Methods of an Ethical Society”  
                  Rashdall: “The Limits of Casuistry”  
                  Carritt: “Ethics in Philosophical Education”  
                  Singer: “Moral Experts”

Week Three (Jan 18):           **Ethical Expertise II  
(Presentation by Community Partners)**

Readings:     Rini: “Analogies, Moral Intuitions, and the Expert Defence”  
                  Rini: “How Not to Test for Philosophical Expertise”  
                  Ryberg: “Moral Intuitions and the Expertise Defence”  
                  Schwitzgebel and Cushman: “Expertise in Moral Reasoning: Ordering Effects on  
  Moral Judgment in Professional Philosophers and Non-philosophers”

Week Four (Jan 25):           **Background for the CEL Projects: Selves and Boundaries**

Readings:     McGrath: “The Ethical Challenge Posed by Acquired Brain Injury”  
                  Malec: “Ethics in Brain Injury Rehabilitation: Existential Choices Among  
  Western Cultural Beliefs”  
                  Moleski and Kiselica: “Dual Relationships: A Continuum Ranging from the  
  Destructive to the Therapeutic”

Week Five (Feb 1):              **Ethics, Neuroscience, and Brain Injury**

Readings:     Malec: “Ethical and Evidence-Based Practice in Brain Injury Rehabilitation”  
                  Swiercinsky: “Ethical Issues in Neuropsychological Rehabilitation”

Week Six (Feb 8):               **Ethics, Professional Work, and Personal Relationships**

Readings:     Gabriel: *Speaking the Unspeakable : The Ethics of Dual Relationships in  
  Counselling and Psychotherapy* (chapters 10 and 11)

READING WEEK (Feb 15): **No Class**

Week Seven (Feb 22):         **Science and Values: Control and Other Values**

Readings: Lacey: “The Ways in which Science Is and Is Not Value Free”

Week Eight (Feb 29): **Science and “Others”: Gender**

Readings: Harding:

Week Nine (Mar 7): **Science and “Others”: Culture**

Readings:

Week Ten (Mar 14): **Ethical Problems in Pharmaceutical Research**

Readings:

Week Eleven (Mar 21): **Ethics, Climate Science, and Climate Change**

Readings:

Week Twelve (Mar 28): **Ethics and Genetics: GMOs and GM Humans**

Reading:

Week Thirteen (April 4): **Controlling Our Future? Geoengineering and Posthumanism**

## **REQUIREMENTS**

Your grade for this course will be based on a journal, a final project (including a class presentation and a written report) and class participation (both in class discussion and online on the class blog). The journal is worth 30% of your final grade, the project is worth 50% of your final grade, and participation is worth 20% of your final grade.

## **REGULATIONS**

### 1. Extensions

Exceptions to the above work submission dates may be granted only as a result of petition to the Academic Counselor of the student’s faculty. **Instructors have no authority to waive this requirement, and any unofficial arrangements they make with students will not be respected by the administration.**

All course work (with the exception of final examinations) must be submitted by the last day of classes.

Academic policies on examinations, appeals, absences due to illness, etc. may be found in the

2015-16 Academic Calendar. For further information, contact the Philosophy Undergraduate Counselor, Professor Andrew Botterell, Stevenson Hall 3140, 519-661-2111, ext. 85758, your Faculty's Academic Counselor or the Ombudsperson.

## 2. Late work and penalties

An essay will be considered late if it is handed in after the due date without a prearranged extension (or after the extended date, in the case of an extension). Late essays will be penalized at the rate of **three** percentage points per day late. Essays more than ten days late will not be accepted.

## 3. Plagiarism

Plagiarism is a form of cheating. Plagiarism is unacknowledged copying or paraphrasing of the words or ideas of another person. In general, anyone who learns something from a source (other than course lectures or general background knowledge any student of the course could reasonably be expected to have) and then presents that knowledge as their own discovery is considered to have plagiarized, even if the words used to express the ideas are not exactly the same.

Examples of plagiarism include: misrepresenting co-authored or group work as individually done, cutting and pasting copied or paraphrased work by others in with your own work, paraphrasing or otherwise altering the order of words or phrases and/or substituting words or phrases of similar meaning without acknowledgement that you are doing so, aiding and abetting such offences, among others.

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a MAJOR academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

## 4. E-mail policy

We are **not** able to respond to philosophical concerns or questions over e-mail. We will deal with such concerns or questions during our office hours **only**. If you have a problem turning in an assignment on time or you need to make an appointment with one of us or you have some private issue you would like to communicate to us, feel free to use e-mail. Otherwise, please attend our office hours or make an appointment to see one of us.

## 5. Prerequisites

You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no fee adjustment. These decisions cannot be

appealed.

## 6. Departmental Policies

The **Department of Philosophy Policies** which govern the conduct, standards, and expectations for student participation in Philosophy courses is available in the Undergraduate section of the Department of Philosophy website at <http://www.uwo.ca/philosophy/undergraduate/policies.html>. It is your responsibility to understand the policies set out by the Senate and the Department of Philosophy, and thus ignorance of these policies cannot be used as grounds of appeal.

## 7. Mental Health

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.