PHL 230 ETHICS:
Current ethical issues in science and technology

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Office hours: 12:30-1:30pm T/Th
1:30pm-3:30pm W
Class times:
Section 01: 9:30-10:50 T/Th
Section 02: 11:00-12:20 T/Th

COURSE DESCRIPTION
PHL 230 will introduce students to the philosophical field of ethics, both in theory and in practical application to contemporary issues. This course serves to assist students in obtaining knowledge and skills consistent with the following goals of the university’s two- and four-year general studies programs: (i) Write and speak clearly and effectively; (ii) Think critically and reason analytically; (iii) Understand and appreciate moral values and ethical choices; (iv) Function as an enlightened citizen of our democratic society; and (v) Understand common phenomena in the physical and natural environment and... the methods by which they are studied (2009–2010 Catalogue, pp. 35 & 36).

The present course is beneficial for a wide range of majors. It develops critical thinking, reading, writing, and argumentative skills that can be useful for those interested in building better arguments, improving clarity of thought, and understanding the often complex issues involved in ethical debates. The course requires students to practice reading philosophical articles, journal articles in science and technology, and ethics codes. Students are required to respond to these readings in a clear and concise manner through writing and class discussion.

AIMS OF THE COURSE
In this course we will explore ethical challenges arising as a result of recent scientific research. Lectures will emphasize fundamental principles in ethical theory such as subjectivism, egoism, utilitarianism, moral rules and codes, social contracts, rights and obligations, cultural relativism, and virtue ethics. Seminars will focus on applying these to practical, real life cases. These will include discussions. PHL 230 Ethics may be especially beneficial for students preparing for careers in policy studies, health services, social and scientific research, psychology, business, or those interested in moral issues related to science and society.

INTENDED LEARNING OUTCOMES
PHL 230 has two core sets of aims. First, it seeks to introduce students to current ethical issues in science and to begin critical reflection about these issues. Second, PHL 230 aims to provide students with tools from moral philosophy useful for the
development, defence, criticism, and extension of particular moral decisions. Thus, when confronted with ethical challenges in the future, students will have a basic framework for sound, reflective engagement.

Contributing to an undergraduate degree, PHL 230 has these aims:
1. Encourage ethical reflection about current scientific research
2. Improve knowledge of main schools of moral philosophy
3. Refine student’s ability to express and defend ethical views
4. Refine student’s ability to relate schools of moral philosophy to current scientific
5. Research-led learning that will improve student’s ability to think clearly and write concise, well-focused analytic essays.

Upon completion of the course, students will be able to:
1. Identify ethical dimensions of events in current scientific research
2. Relate those ethical dimensions to main schools of moral philosophy
3. Identify key points in those main schools
4. Identify and present a justified ethical position regarding current scientific research
5. Prepare succinct and detailed arguments

As a philosophy-oriented course, PHL 230 also seeks to develop general skills in analytical thinking and clear critical argumentation. By the end of the course, students also should be able to:
1. Demonstrate the basic skills of a philosopher: follow, assess, analyze and develop philosophical arguments,
2. Appropriately and critically utilize ethical theories, and apply these to a wide range of practical, real-life situations
3. Articulate the basic philosophical dimensions to problems engaged in this course
4. Identify basic principles of moral philosophy
5. Combine mastery of these above skills to novel case studies and conceptual problems.

**ASSESSMENT**
There are five different types of assessment for this course:

To pass this course **ALL** of these must be completed:
1. Presentation of a seminar topic and application of an ethical theory (in pairs or threes). A sign-up sheet will be sent around at the beginning of the course: 15%
2. Regular and competent class participation in seminar discussions/seminar writing assignments: 15%
3. Early Midterm Exam—describe, identify and apply ethical theories: 30%
4. Final Code of Ethics Essay: You must utilize 4 ethical theories we have covered in analyzing a code of ethics. NB: Notes for guidance on the Final Code of Ethics essay will be given closer to the due dates: 40%

**SESSION STRUCTURE**
Students must attend every class—both Tuesdays and Thursdays each week. Each week there will be a lecture and discussion seminar for PHL 230. The lecture will include a presentation of the ethical theory for that week and basic issues to be discussed. For the seminar, students will be required to discuss the topic for that
week seminar. Seminars will develop particularly topical case studies and debates including the ethics of genetic testing, medical genomic technology, doping in sports, the moral status of animals, Bitcoin and financial markets, climate change, xenotransplantation, chemical weapons, IVF, ethics and social media, and the ethics of image manipulation in advertising and news publications. Students are required to attend both lectures and seminars. It is a requirement of the course that students attend seminars having read and reflected on relevant sections of the required readings and are prepared to actively participate in the seminar discussions. Remember that class participation in seminar discussions and critical reflection make up 15% of your grade.

READING MATERIALS
Two main texts are required reading for this course:
- *Scientific American*. This journal is available in print or on-line through MWSU Library. A selection of topical articles will be assigned each week. Students will discuss these in the seminar. Supplemental required readings will be assigned and available through Moodle. Articles without URLs can be accessed through MWSU library by going through the EBSCO host to search the database for the articles.

You may also want to supplement your reading with a number of recommended books on ethics. There are many good books and anthologies on applied ethics as well as a wealth of online resources. Peter Singer's (1993 or earlier editions) *Practical Ethics*, (Cambridge: Cambridge University Press) is especially good for equality, animal rights and ethical issues with regard to bioethics and the environment. Singer (1986) has also edited a useful anthology *Applied Ethics* (Oxford: OUP) which covers similar topics. These two books as well as James Rachels and Stuart Rachels all have sections with extensive suggestions for further reading outlined by topic which may be helpful guides. One of the best sources for a wide range of introductory articles including the ethics of clinical research, stem cell research, computing and moral responsibility, and feminist bioethics is Stanford Encyclopaedia of Philosophy at http://plato.stanford.edu/ These also list key texts in their bibliographies.

SCHEDULE OF SESSIONS AND READINGS

UNIT 1. INTRODUCTION
Lecture (19 Jan.)
James Rachels and Stuart Rachels. Chapter 1: “What is morality?”

Seminar discussion (21 Jan.)
Topic: Intro to applied ethics

UNIT 2. CULTURAL RELATIVISM
Lecture (26 Jan.)

Seminar discussion (28 Jan.)
Topic: Organ harvesting, selling, and transplantation


One previous owner. 18 December 1999 by Nancy Scheper-Hughes New Scientist magazine vol 164 issue 2217.


Not brain-dead, but ripe for transplant. 05 August 2006 by Rachel Nowak and Linda Geddes, New Scientist magazine vol 191 issue 2563.

UNIT 3. SUBJECTIVISM

Lecture (2 Feb.)
James Rachels and Stuart Rachels. Chapter 3: “Subjectivism in Ethics”

Seminar discussion (4 Feb.)
Topic: Doping in Sports

World Anti-Doping code:

Editorial: Where do nutritional supplements fit in sport?: 8/2/2008
New Scientist magazine, vol 199, issue 2667.


NOTICE: TUESDAY 9 FEBRUARY—NO CLASS, ONLINE ASSIGNMENT

UNIT 4. DIVINE COMMAND THEORY

Lecture (11 Feb.)
Rachels, The Elements of Moral Philosophy, Chapter 4: “Does Morality depend on Religion?”

Seminar discussion (16 Feb.)
Topic: Is it morally permissible to use the hacked, publicly available Ashley Madison data in research?

“Philosophers On The Ashley Madison” Hack
http://dailynous.com/2015/08/24/philosophers-on-the-ashley-madison-hack/

UNIT 5. ETHICAL EGOISM
Lecture (18 Feb.)
James Rachels and Stuart Rachels. Chapter 5: “Ethical egoism”
Seminar discussion (23 Feb.)
Topic: The use of nuclear arms and chemical weapons


Moving Ahead on Reducing Nuclear Arms


REVIEW SESSION
In-class Review: Units 1-5 (25 Feb.)

*** THURSDAY 1 MARCH--EARLY MIDTERM EXAM***

UNIT 6. RIGHTS AND OBLIGATIONS
Lecture (3 Mar.)
NB: The reading this week does not come from James Rachels and Stuart Rachels. Instead, we are reading: Montague, Phillip (1980) "Two Concepts of Rights” *Philosophy and Public Affairs*. 9, no.4: 372-384. Available on JSTOR.
http://www.jstor.org/stable/2265005


Seminar discussion (8 Mar.)
Topic: Fracking


Fracking Is Our Clean Power Plan

UNIT 7. SOCIAL CONTRACTS
Lecture (10 Mar.)

*** March 13-20 SPRING BREAK***

Seminar discussion (22 Mar.)
Topic: Animal testing & the moral status of animals

Talking Point: New attitudes needed on animal testing. 11 August 1990 by Peter Singer, New Scientist magazine issue 1729.

One right for all. 08 October 2005 by Gary Francione New Scientist magazine vol 188 issue 2520.


Planet of the free apes?: Philosophers and biologists have drawn up a bill of rights for apes as part of the latest campaign to liberate then from laboratories and zoos. 05 June 1993 by Gail Vines New Scientist magazine vol 138 issue 1876.

UNIT 8. UTILITARIANISM
Lecture (24 Mar.)
James Rachels and Stuart Rachels. Chapter 7: "The Utilitarian Approach"

*Guidance on code of ethics essay will be distributed.

→ 29 MARCH & 31 APRIL ONLINE CLASS ACTIVITY←
→READ AND REVIEW GUIDANCE FOR CODE OF ETHICS ESSAY←

Seminar discussion (5 Apr.)
Topic: Xenotransplantation and cloning

Saved by a pig’s heart? Pig organs could help patients sooner than stem cell science. 11/29/2008 by Andy Coghlan, New Scientist magazine vol 199 issue 2684.

Pig of a muddle, 1/18/1997 Economist, vol 342 issue 8000.


UNIT 9. CATEGORICAL IMPERATIVE
Lecture (7 Apr.)
James Rachels and Stuart Rachels. Chapter 9: “Are there Absolute Moral Rules?”

Seminar discussion (12 Apr.)
Topic: Reproductive innovations and personalized medicine

BioNews updates: UK woman will have baby at 63, 05 May 2006, BioNews 357 http://www.bionews.org.uk/page_12709.asp

Syllabus: PHL 230 Ethics/ Dr. Kendig 6
Woman born with no womb gives birth to miracle twins


Two women give birth with wombs donated by their mothers

Focus: Come the revolution - Medicine based on genetics will transform healthcare and is already turning the pharmaceuticals industry upside down 21 March 1998 by Michael Day New Scientist magazine vol 157 issue 2126.

23 and Me company website (a “personalized” genetics company):
https://www.23andme.com/

UNIT 10. VIRTUES
Lecture (19 Apr.)
James Rachels and Stuart Rachels. Chapter 12: ”The Ethics of Virtue”

Seminar discussion (21 Apr.)
Topic: Ethics of image manipulation in publication/ faking images in photojournalism
Online Moral Codes (TBA)


Time/CNN collected set of 21 doctored photos:
http://www.time.com/time/photogallery/0,29307,1924226_1949526,00.html


When seeing is not believing: Digital technology is now so cheap that just about anyone can set themselves up as a photographic forger. Can we ever trust the camera again? 16 October 1993 by Robert Matthews New Scientist magazine vol 140, issue 1895.

The Ethics/skills interface in image manipulation, Jenny Webber AJIS vol 7 no 2:

REVIEW AND DISCUSSION
Review and Discussion (26 Apr.)
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FINAL PROJECT: CODE OF ETHICS ASSIGNMENT:
DUE THURSDAY 28 APRIL
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SUBMISSION OF COURSEWORK
Essay papers must be submitted on time. There will be no extensions given. IN ORDER TO PASS THIS COURSE ALL COURSEWORK MUST BE COMPLETED. FAILURE TO COMPLETE ALL ASSIGNMENTS WILL RESULT IN A FINAL GRADE OF “F”.

Essays must be submitted through Moodle/Turnitin to detect plagiarism (see below: “Academic dishonesty”). Keep a record of submission and a copy of materials sent. It’s the student’s responsibility to ensure they have access to and can use Moodle. Please do this well in advance of the first deadline. Coursework not submitted on time will count as a zero when calculating the final course mark. In the event that there is a problem with Moodle you must send me your essay as an email attachment. No extensions will be given.

Specific guidance will accompany the course assignments. No rewriting is possible in this course. Your submission must be solely and exclusively your own work. You will be asked to certify this: by submitting an assignment in your name you guarantee this work is solely and exclusively your own.

ACADEMIC DISHONESTY
Do not plagiarize. Please be aware of the following college policy: “Since honesty in classroom or laboratory is required, cheating, plagiarism, or knowingly furnishing false information to the college constitutes a violation.” ANY evidence of such activity will result in the student receiving no credit (a grade of “zero”) for the work in which this activity manifests itself. For the full University Academic Honesty Policy see the Student Handbook available online at http://www.missouriwester.edu/handbook/index.pdf.

Please be aware of the college policy: “academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another’s work, falsifying documents or academic records, or any other fraudulent classroom activity.” (MWSU student handbook pg 9); “violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school. When a student’s grade has been affected, violations of academic honesty will be reported to the provost or the designated representative” (MWSU student handbook pg 9). For more details concerning departmental grade appeal procedure, see the document “grade appeal procedure for Philosophy and Religion” which is filed in Popplewell 115. For more details regarding the university policy regarding due process and grade appeal see the MWSU student handbook pages 9-10.

ATTENDANCE & CLASS PARTICIPATION
In this class, your participation in seminar discussions contributes significantly to your overall grade. Obviously, you can only participate in class discussions if you are actually in class. Non-attendance is therefore counted as inadequate participation in class discussions. If you have more than 4 unexcused absences this semester your grade will automatically drop by one letter grade.
According to the University Statement in the catalogue, “Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience” (MWSU 2012-2013 catalogue, pg 27)

**MAKE-UP POLICY**

Two days each semester will be provided for make-up quizzes and tests: one before mid-term grades, the other prior to final exams. Contact the instructor before the scheduled test date or as soon as possible after the test about the prospect of a make-up. Make-up tests will be given solely at the discretion of the instructor. Depending on the circumstances, the instructor may require documentation explaining why the student missed a scheduled test date. As a rule, only one make-up per student per semester will be allowed. Remember, a make-up is a privilege, not a right.

**CLASSROOM COURTESY**

Please arrive to class on time. After 5 minutes have passed in the class, the instructor will shut and lock the doors. At that point no one will be allowed into class and anyone not there by this time will be marked absent. All mobile phones must be turned off during class time (this includes discussion sessions) do not text or use your phones in class. If you do so you will be asked to leave. For University guidelines for Classroom Behavior see the Student Handbook available online at [http://www.missouriewestern.edu/handbook/index.pdf](http://www.missouriewestern.edu/handbook/index.pdf), (page 28).

**MWSU RESOURCES**

There are a number of resources available to you as students including the Counseling Center, the Center for Multicultural Education, Non-traditional Student Services, the Center for Academic support, and the Office of Disability Services. These offices are located in Eder and Blum.

**DISABILITY**

Disability Accommodations - Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

**HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT**

Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook ([https://www.missouriewestern.edu/studentaffairs/wp.../handbook.pdf](https://www.missouriewestern.edu/studentaffairs/wp.../handbook.pdf)) about what happened so they can get the support they need and Missouri Western can respond appropriately.
There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrolment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

**CLASSROOM RECORDING POLICY**
The course materials that I author, including, but not limited to, PowerPoint slides, Panopto recordings, Moodle screen shots, class hand-outs, web-based and social media content, and course syllabi, are my intellectual property and are protected by copyright law. Students in the course may download and make copies of my course materials for the course student’s own use.

Students are not allowed to record course proceedings, publicly reproduce or distribute these materials or enable others to do so without my express written consent. Failure to comply with this direction may constitute a violation of the student code of conduct as outlined in the student handbook and result in disciplinary action by the university.

**INCLEMENT WEATHER AND ILLNESS POLICY**
In the event that the instructor is unable to make it to a scheduled class session, you will be notified through your university email account, when possible. The email will contain instructions for what you are to do in lieu of coming to class that day.

**SUPPLEMENTAL INSTRUCTION**
If you are having difficulty in writing essays I urge you to go to the Center for Academic Support. There you can find trained writing tutors that can help you with your writing assignments. These tutors do not proofread papers but they can guide you through any phase of the writing process—including organization and argumentation. You can schedule appointments with writing tutors from 8:00am to 4:00pm and in the evenings 6:00pm to 9:00pm Mondays, Tuesdays, Wednesdays and Thursdays, and 8:00am to 3:00 pm on Fridays.

**GRADING**
A= 90%-100%
B= 80%-89%
C=70%-79%
D= 60%-69%
F=59% and below

**GRADING CRITERIA**
Your Final Code of Ethics essay will be graded on the following criteria.

*Understanding*
Accurate interpretation of readings/argument
Use your own words to explain concepts and ideas from assigned readings.
Make connections between the assigned readings and your ideas

*Clarity*
Staying on topic/covering topic in appropriate detail

*Argument*
Clearly state your reasons
Clearly state your conclusions
Explain how and why the readings/theories you use support your thesis

*Referencing*
Make sure you properly cite all of your quotations AND paraphrases
Make sure you include a complete Bibliography of all the books, articles, web pages, or other reference materials (both paper and electronic). Choose ONE style of referencing and use it consistently throughout (you will be marked down if you include a variety of referencing styles).