



PHI 4633: Ethics & Biological Science
Philosophy Department
College of Arts and Humanities, University of Central Florida

COURSE SYLLABUS

Instructor:	Luciana Garbayo	Term:	Spring 2017
Office:	Psychology Building, room 229	Class Meeting Days:	Tuesdays & Thursdays
Phone:	407-8234347	Class Meeting Hours:	3:00 to 4:15pm
E-Mail:	Luciana.Garbayo@ucf.edu	Class Location:	BA 1 Room 147
Office Hours:	Thursdays 4:15 to 6:00pm or by appointment		

I. Welcome

Welcome to the philosophical study of Ethics & Biological Science - I am looking forward to working with you!

II. University Course Catalog Description

PHI 4633 CAH-PHIL (3,0) Ethics and Biological Science: PR: Completion of the GEP. An application of contemporary thinking to ethical issues arising from the biological sciences, including human and animal experimentation, genetic engineering, biodiversity. Occasional.

III. Course Overview

We will study key contemporary philosophical approaches to ethics and

biology, from the foundational problems of defining ethics in the evolutionary context of biology, to the historical development of the disciplinary domain of bioethics and its three sub-domains: *animal ethics*, *biomedical ethics* and *environmental ethics*. We shall read selections of the seminal literature in the area and discuss pertinent cases while exploring the continuum of ethical decision-making, in the context of biological sciences. Students will be encouraged to find their path into inquiry, either in a more theoretical, or in a more practical ethics perspective, depending on their inclination, for both philosophers and scientists alike to choose from:

- 1) A research-oriented learning track with a strong reading and writing theoretical component, for those philosophy/liberal arts and science majors interested in developing in-depth philosophical investigation;
- 2) An experiential learning track, with a focus on the development of your moral sensitivity, moral reasoning and moral deliberation in matters of biological and biomedical science in the area of your choice, with field investigation and to-the-point writing assignments.

This course will also provide basic instruction in philosophical inquiry, with a focus on a argumentation theory, epistemic norms and scientific reasoning applied to ethics.

IV. Course Objectives

By the end of this course, students will be able to:

1. Identify and describe key arguments, concepts and principles pertaining to ethics and biology in the domains of biomedical ethics, environmental ethics, and animal ethics;
2. Develop a working knowledge of the domain of ethics and biology and its main interpretive lines;
3. Discuss critically and evaluate the many uses of ethics applied to case studies pertaining to the domains of naturalist approaches to environmental ethics, animal ethics and biomedical ethics.
4. Identify, discuss and self-reflect on the components and processes that anticipate moral action: moral sensitivity (inclusive of moral identity & motivation), moral reasoning and moral deliberation.

V. Course Prerequisites

Completion of the GEP.

VI. Course Credits

3 credits

VII. Required Texts and Materials

Maienshein, J & Ruse, M (eds.). *Biology and the Foundations of Ethics*. Cambridge Studies of Philosophy and Biology. Cambridge, 1999. (Strong theoretical track)

All additional required texts will be available either on the website, or free of charge at specialized websites (see below) or at the UCF library. The professor will post and send weekly reading materials for all class. Please see the texts directly in the schedule.

VIII. Supplementary (Optional & Recommended) Texts and Materials

Secondary literature sources

ISEE environmentalphilosophy.org/ <http://enviroethics.org/bibliographies/>

Jamieson, D. (ed.), *A Companion to Environmental Philosophy*, Oxford: Blackwell.

Anker, P. and Witoszek, N., 1998. “The Dream of the Biocentric Community and the Structure of Utopias”, *Worldviews*, 2: 239–56.

AVMA Veterinary Medical Ethics at <https://www.avma.org/KB/Policies/Pages/Principles-of-Veterinary-Medical-Ethics-of-the-AVMA.aspx>

Bookchin, M., 1987. “Social Ecology Versus Deep Ecology”, *Green Perspectives: Newsletter of the Green Program Project*, numbers 4, 5 reprinted in Witoszek and Brennan 1999, pp. 281–301. *Animals and Ethics* <http://www.iep.utm.edu/anim-eth/>

Genetic Enhancement at <http://plato.stanford.edu/entries/enhancement/>

McShane, Katie. “[Environmental Ethics: An Overview](#).” *Philosophy Compass* 4, no. 3 (2009): 407-420.

Oxford Handbook of Philosophy of Biology, Michael Ruse, UIP, 2008 (available online at UCF Library)

<http://blog.practicaethics.ox.ac.uk/tag/biohacking/>

<http://www.bioethics.net/>

Genome, Policy and Ethical Issues at <http://www.genome.gov/27527631>

Kennedy Institute of Ethics—Library and Information Services, Georgetown University. National Reference Center for Bioethics Literature. <http://bioethics.georgetown.edu/nrc/> . (Includes free database resources, reference help, and Bioethics “QuickBibs”— <http://bioethics.georgetown.edu/nrc/quickbibsbio.htm> .) Teachers and students are encouraged to contact staff at bioethics@georgetown.edu; 888-BIO-ETHX.

Leopold, A., 1949. *A Sand County Almanac*, Oxford: Oxford University Press.

Coughlin, S., Beauchamp, T. & Weed, D. *Ethics and Epidemiology*. (excerpts) 2nd. Edition. Oxford Univ. Press, 2009.

Hausman, D and McPherson, M. *Economic Analysis, Moral Philosophy and Public Policy*. 2nd Edition. Cambridge University Press.

Daniels, N. *Just Health, Meeting Health Needs Fairly*. (excerpts) Cambridge Univ. Press, 2008.

Stanford Encyclopedia of Philosophy -<http://www.iep.utm.edu/home/about/>

Weston, Anthony. *A rulebook for arguments*. Second Edition. Hackett Publishing Co., 1992 (Tip: find used copies online for 1 cent – any edition would be ok).

IX. Basis for Final Grade

Students will be graded by means of weekly posts, collective (group and pairs) and individual writing and presentation assignments, and a final research paper, as follows:

Assessment	Percent of Final Grade
Posting weekly - summaries/questions (individual)	20%
Project outline	10%
Working in pairs (dialogue posting/)	20%
Project presentation (50%)/class debate (50%)	15%
Final research paper	35%
	100%

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0 - 59	F

X. Grade Dissemination

Graded materials in this course will be returned individually only by request. You can access your scores at any time using "myUCF Grades" in the portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing myUCF Grades, see the online tutorial: <https://myucfgrades.ucf.edu/help/>.

XI. Course Policies: Grades

Late Work Policy:

Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy:

Rewrites are entirely optional; however, only the final essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Group Work Policy:

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Dialogue partners:

Everyone should find a partner to meet virtually and/or F2F to discuss their questions over, and support each other's philosophical and dialogical development. Have a coffee, take a moment off every week. These pairs will also do tasks in class.

XII. Course Policies: Technology and Media

Webcourses: All assignments should be uploaded through webcourse.

Laptop Usage: Laptop usage in this class is acceptable exclusively for note-taking.

Classroom Devices: Video-recording is not allowed; audio recorders are acceptable if for personal instructional use only - no further dissemination is permitted.

XIII. Course Policies: Student Expectations**Inclusion, Safety, and Disability Accommodation at UCF:**

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact: Title IX – EO/AA - <http://www.eeo.ucf.edu/> & askanadvocate@ucf.edu
Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & sas@ucf.edu
Diversity and Inclusion Training and Events – www.diversity.ucf.edu
Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & complianceandethics@ucf.edu
Ombuds Office - <http://www.ombuds.ucf.edu>

Attendance Policy:

Regular attendance is expected.

Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classes. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade.

Academic Conduct Policy:

Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult The Golden Rule, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, The Golden Rule Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

University Writing Center:

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu>, stop by MOD 608, or call 407.823.2197.

Religious Observances

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day of their religious faith. For a current schedule of major religious holidays, see the Faculty Center's main web page under "Calendars," and for additional information, contact the Office of Diversity Initiatives at 407-823-6479.

XV. Schedule

Date	Readings	Topics to be Discussed in Class
		Part I: Foundations of philosophical inquiry. Locating ethics and biology in the philosophical landscape
08/22	First day of class	Introductions, Overview of the course, class contract Introduction to philosophical inquiry, principal and operational questions Pairs
8/24	Blackburn, S. "Introduction". In <i>Being Good</i> . OUP, 2001 (summary due) - Mini Lecture and Directed Study	Philosophical inquiry, locating ethics. Introduction to 'moral environment'
8/29 Online Discussion	Blackburn, S. "Introduction". In <i>Being Good</i> . OUP, 2001 (summary due 17th) Optional reading 'Freedom, autonomy and self-respect', Bonjour	Philosophical inquiry: locating morality Rule-following vs. Moral action Moral philosophy & Moral Psychology - contributions for understanding moral agency - historical case study I: Milgram experiment, obedience studies Movie: 'The experimenter' 'Banality of evil', Hannah Arendt excerpt
8/31 No class	'Ethics without biology' Nagel (summary due)	Philosophical inquiry: morality vs. 'ethics without biology'
9/05	Required reading: Stanford Encyclopedia of Philosophy http://plato.stanford.edu/entries/morality-biology/ Optional reading: Landau, Russ Shafer. <i>The fundamentals of ethics</i> . (excerpts) First edition. Oxford University Press, 2010	Philosophical inquiry: locating biology and morality Intro to biology and ethics, metaethics, evolution and cooperation studies and evolutionary biology I Fact/value distinction: Naturalist fallacy debate
9/07 Online discussion	Stanford Encyclopedia of Philosophy http://plato.stanford.edu/entries/morality-biology/ Optional reading: Hardin, G., 1968. "The Tragedy of the Commons", <i>Science</i> , 162: 1243–48.	Philosophical inquiry: locating biology and morality Intro to biology and ethics, metaethics, evolution and cooperation studies and evolutionary biology II Game theory, tragedy of the commons and Natural Justice

9/12	Required reading: Vaughn, 'Moral argumentation' Internet Encyclopedia of Philosophy, Knowledge norms, http://www.iep.utm.edu/kn-norms/ Zimmerman, A. 'Moral epistemology' (excerpt)	Philosophical inquiry - How do we <i>know</i> right from wrong? The role of moral argumentation and knowledge norms
1/31	Retracted article commentary: Wakefield	Case Study Logic & Ethics: Ethics of belief in the biomedical domain Vaccination Debate Analysis
		Part II: Normative ethics theories
9/14	Required readings: 'Virtue ethics' (Excerpts), http://www.iep.utm.edu/virtue/ Kirchner, P. 'Ethical experiment' (excerpt)	Virtue ethics
9/19	Required readings: Kant, Deontological Monism, moral law (excerpt), W.D. Ross, Deontological Pluralism, Prima-facie duties/reasons (excerpt) http://www.iep.utm.edu/ross-wd/#H6	Duty-based ethics
9/21	Consequentialism', http://www.iep.utm.edu/conseque/	Consequentialist ethics & Contractualism
		Part III: Case-based ethical reasoning - open ended-structure of defining problems of moral significance
9/26	Required reading: 'Ethically Impossible' US Bioethics Presidential Office (excerpt)	Case study: Tuskegee-Guatemala I Documentary: The Deadly Deception
2/28	Required readings: The Belmont Report, https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/ Beauchamp & Childress. Principles of Bioethics. (excerpts). Oxford Univ. Press, 1979	Case Study: Tuskegee-Guatemala II Principlism
10/03	Required readings: Krieger, 'Discrimination & Health' (excerpt) Honneth, 'The struggle for recognition: the moral grammar of social conflicts' (excerpt) Brock, D. <i>Large Scale Ethics</i> . Harvard Gazette. Public Health Ethics at http://plato.stanford.edu/entries/publichealth-ethics/	Medical Ethics & Social Norms Case Study: A new role for Social Epidemiology

10/05	Students present	Medical Ethics Narrative Medicine Symposium: Live Organ Donors Listening, first person perspective
10/10	Required readings: Singer, P., 1975. <i>Animal Liberation</i> , New York: Random House. Regan, Tom. "The Case for Animals Rights," In <i>In Defense of Animals</i> , ed. Peter Singer, pp. 13-26. New York: Blackwell, 1985	The ethics of animal experimentation - Veterinary ethics
10/12	J. Baird Callicott and Robert Frodeman (eds.) <i>Encyclopedia of Environmental Ethics and Philosophy</i> , vol. 1, Detroit, MI: Macmillan Reference USA, 2009 (excerpts)	Ecology & Conservation Biology - holist vs. non-holistic approaches Debate
10/17	Student Present Research Proposals (Research Outlines due)	Student preparatory session Student Ethics Committee Topics
10/19	Roeser et al, <i>Handbook of risk theory</i> (excerpts)	Philosophy and ethics of risk - implementation science & ethics: learning to analyze risk and provide recommendations
10/24	Pairs work on different risk analysis and recommendations	Understanding risk in biology: application to cases
10/26 online	Pairs work on different risk analysis and recommendations	Behavioral economics, choice architecture and nudge theories - ethics & policy-making I
10/31	Pairs work on different risk analysis and recommendations	Behavioral economics, choice architecture and nudge theories - ethics & policy-making II
11/02	Pairs work on different risk analysis and recommendations	Case Study: Biohacking, risk & duties to oneself and others
11/07	TBA	Student Ethics Topics/Invited Presenters
11/09	TBA	Student Ethics Topics/Invited Presenters
11/14	TBA	Student Ethics Topics/Invited Presenters
11/16	TBA	Student Ethics Topics/Invited Presenters
11/21	TBA (online)	Student Ethics Topics/Invited Presenters
11/23	Happy Thanksgiving!	
11/28	TBA (online)	Student Ethics Topics/Invited Presenters
11/30	One Slide Wonder Symposium	Symposium and Feedback
12/05		Course Wrap-up
12/07	Final Exam Day - 1pm to 3:50pm	Student Symposium and Feedback
12/09	Papers due with minor revisions	No classes
12/10	Max grace period (all) for submitting paper	No classes

* Note: The Schedule is subject to revision

XVI. Essay and Project Assignments (Proposal)

Individual and group assignments

Students can pick an area of specialization (let's say, environmental ethics) and collaborate, debate participation, while each might end of working on a separate final project.

Pairs: Students will be paired for maintaining a philosophical dialogue along the semester.

Individual assignments:

All students will post online individually weekly questions regarding the assigned week reading.

Project Outline (one time): A project outline for your essay should be presented, including: question, possible thesis, argument, plus the supporting literature. It could either be theoretical or applied, in case you would like to present a case study. One or two pages suffice (be brief). The objective of this assignment is to help to prepare students to succeed in his/her/their final paper, setting up his/her research. I would expect all students to come at least once during the semester to check their project with me during my office hours, so that I can support you individually.

The final individual essay: It is the result of the research project presented in the outline, the final individual essay should be around 8 pages long.