

John Paul II Catholic University of Lublin

Faculty of Philosophy

academic year 2012/2013

field of study

philosophy

third-cycle studies

full-time studies

Subject catalogue: Selected topics in the ethics of science - social and ethical consequences of techno-scientific progress				
Type:	lecture			
Hours:*	winter semester	-	summer semester	30
*If a subject consists of e. g. lecture and classes, the proper hours to any classes should be given.				
ECTS	winter semester	-	summer semester	1 if C; 2 if E
Language of tuition:	English			
Method of assessment:*	winter semester	-	summer semester	credit without mark (C) or paper (E)
*If a subject consists of lecture and classes, the proper method of assessment to any classes should be given.				
SUBJECT SPECIFIC OBJECTIVES				
1.	introducing students to the debate on social and ethical consequences of techno-scientific progress;			
2.	discussing with students main arguments for the value-neutrality and value-ladenness of techno-science;			
3.	developing skills of discerning and analyzing social and ethical problems in techno-science;			
4.	improving the knowledge of English; developing skills of discussing and/or writing papers;			
5.	inspiring students to think about their own responsibility for the techno-scientific progress;			
6.	engaging students into discussions on socially important issues;			
PREREQUISITE (KNOWLEDGE, SKILLS, COMPETENCE, OTHERS)				
1.	Knowledge of English (medium level), general knowledge of the philosophy of science and ethics			
LEARNING OUTCOMES				Correlation with programme learning outcomes
Knowledge				
1.	A student possesses extensive knowledge and deep understanding of the role of philosophical reflection in shaping culture, and especially science and technology			K_W01, K_W04
2.	A student knows historical background and crucial arguments of the debate over the value-neutrality and the value-ladenness of technoscience and its progress			K_W05, K_W06, K_W07 K_W08

3.	A student discerns and understands social and ethical consequences of the development of techno-science and knows contemporary institutions designed to deal with those consequences	K_W03, K_W09
Skills		
1.	A student is able to find, analyze, evaluate, arrange and use information by employing sources both printed and digital;	K_U01
2.	A student develops research skills - including finding, formulating and analyzing research problem	K_U02, K_U03
3.	A student is able to present research results clearly and critically both in an oral and written form,	K_U04, K_U05
4.	A student is able to analyze philosophical arguments as well as to identify their key theses, assumptions and consequences	K_U06, K_U07 K_U13
5.	A students possesses the skill of translating from and into English	K_U14
Social Competence		
1.	A student is able to discern social and ethical problems related to techno-scientific progress	K_K02, K_K04, K_K06,
2.	A student understands and accepts her own responsibility for consequences of techno-scientific progress	K_K05, K_K08
3.	A student understands the need to be engaged in institutions which are designed to analyze and control the techno-scientific progress	K_K02
TEACHING CONTENT (SUBJECT DESCRIPTION)		
<ol style="list-style-type: none"> 1. The basic concepts: technology, science, progres, society; 2. The change from science and technology to technoscience; 3. The philosophical sources of the idea of progres; 4. The idea of value-neutrality and value-ladenness and its historical sources; 5. Arguments for value-neutrality of technoscience and their criticism; 6. Arguments for value-ladenness of technoscience; 7. Developing technoscience and its consequences in varius domains of life; 8. Risk-assessment and the quest for controlling technoscience; 9. Philosophical foundation of any evaluation of progres; 10. Progres and responsibility of scientists and society. 		
TEACHING METHODS*		
Traditional lecture, discussion		
*If a subject consists of lecture and classes, the proper teaching methods to any classes should be given.		
METHODS OF LEARNING ACIEVEMENTS ASSESSMENT*		
1.	Credit with mark: Activity during clasess 20%, written paper on a topic agreed with the lecturer (ca 7 -10 p.) - 80%. A paper may be in Polish if the literature on which it is based is in English or in other foreign language. Otherwise it should be in English	
2.	Credit without mark: Attendance and activity during clasess 100%.	

Grading scale for 1.*

LEARNING OUTCOMES	2 unsatisfactory (fail)	3 satisfactory	4 good	5 very good
Knowledge	<p>A student does not attend (with no excuse) more than 50% of classes; has only a common understanding of key concepts and common knowledge on debates over the techno-scientific progress and only vague knowledge on arguments concerning value-neutrality and value-ladenness of techno-science and sees only commonly known social and ethical consequences of techno-scientific progress, does not know institutions dealing with those consequences</p>	<p>A student regularly attends classes and has good knowledge of the problems related to the techno-scientific progress and is able to formulate and to criticize at least some arguments in favor of the value-neutrality and value-ladenness of techno-science; sees problems concerning the techno-scientific progress and understands key concepts involved in the debates over that progress;</p>	<p>A student has very good knowledge of historical background and key concepts and problems related to the techno-scientific progress, is able to present and to criticize main arguments for the value-neutrality and value-ladenness of techno-science, is able to indicate institutions which deal with consequences of the techno-scientific development</p>	<p>A student possess extensive knowledge on historical and current issues concerning the techno-scientific progress, as well as on historical development of the debate on the techno-scientific progress; understands key concepts involved in debates, presents main arguments for the value-neutrality and value-ladenness of techno-science, sees their weaknesses and merits;</p>
skills	<p>A student is able to find only basic information necessary to prepare a paper; is not able to find an original topic for a paper, does not submit a paper;</p>	<p>A student is able to find new information necessary to prepare a paper; is able to find a topic for his/her paper and submits a paper; yet, the paper has an acceptable structure and argumentation but no criticisms of that argumentation is developed; there are linguistic mistakes (if the paper is written in English)</p>	<p>A student is able to find original information necessary to prepare a paper; is able to find an original topic for his/her paper, submits a paper on an important issue; the paper is clearly written, and has a good structure with clear thesis, good analysis of key concepts and argumentation, some criticism is included; there are minor linguistic mistakes (if the paper is written in English);</p>	<p>A student is able to find original and topical information necessary to prepare a paper, submits a paper on a topical issue which was not discussed or even indicated during classes; the paper is clearly written and has a good structure, with a clear question and a thesis as its solution, good analysis of key concepts and argumentation as well as with original criticism of argumentation and indication of further consequences and difficulties of a solution; there are no important linguistic mistakes (if the paper is written in English); is able to indicate institutions which deal with consequences of the techno-scientific development;</p>

social competences	A student is able to indicate only very common ethical and social problems related to the techno-scientific, does not cooperate to discuss such problems, sees no need for her/his personal responsibility for any consequences of the techno-scientific development	A student is able to list typical problems connected to the techno-scientific progress, cooperates with other students in discussions designed to develop a solution for those problems, sees the necessity of taking responsibility for the progress.	A student is able to analyze new cases of techno-science under the aspect of their social and ethical consequences; eagerly engages himself/herself in discussions concerning social and ethical consequences of the techno-scientific progress, brings into discussion original remarks; accepts his/her personal responsibility for that progress and sees the need to engage into discussions concerning that progress	A student looks for new controversial cases in current techno-science, eagerly participates in discussions on their social and ethical dimensions and cooperates with other students to suggest a solution, bringing original ideas; accepts his/her personal responsibility for the techno-scientific progress and the need to engage himself/herself into discussions and institutions that deal with that progress;
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Sometimes the plus symbol or decimal is used to modify the numerical grades

Grading scale for 2.*

LEARNING OUTCOMES	fail	pass
Knowledge	A student does not attend (with no excuse) more than 50% of classes; has only vague knowledge on concepts and problems related to the techno-scientific progress and on arguments concerning value-neutrality and value-ladenness of techno-science and sees only very commonly discussed social and ethical consequences of techno-scientific progress;	A student possesses good knowledge on problems related to the techno-scientific progress and on arguments concerning value-neutrality and value-ladenness of techno-science as well as on debates on social and ethical consequences of techno-scientific progress; sees problems concerning the techno-scientific progress and understands key concepts involved in the debates over that progress;
skills	A student is not able to analyze indicated readings and to sum up issues discussed during classes, is not able to find new information about discussed issues;	A student able to analyze indicated readings, to sum up issues discussed during classes, to make some criticism of arguments on value-neutrality and value-ladenness of techno-science, and to find additional information (also in English) on discussed issues and to present clearly that information in English;
social competences	A student is able to indicate only very commonly discussed social and ethical problems related to the techno-scientific progress, does not often participate in discussions during classes;	A student is able to indicate social and ethical problems related to the techno-scientific progress, participate often in discussions during classes, sees the necessity to take personal responsibility for the direction of techno-scientific progress and is able to provide some argument for that necessity.

STUDENT WORKLOAD

Activity	Average time students typically need to complete proper learning activity	
the time with the lecturer	30	or 30
reading and preparing a paper	0	or 30
TOTAL HOURS	30	or 60

Workload indicates the time students typically need to complete all learning activities required to achieve the expected learning outcomes. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, whereby one credit corresponds to 25 to 30 hours of work.

TOTAL ECTS:	1	or 2
--------------------	----------	-------------

REQUIRED READING LIST

1.	Postman N. Technopoly: The Surrender of Culture to Technology New York 1993
2.	Winner L., The Whale and the Reactor. A Search form Limits in an Age of High Technology, Chicago 1986
3.	Hughes Th. P., Human-built Word. How to Think about Technology and Culture, Chicago 2005.
4.	Ellul, J., The Technological Society, New York 1964

RECOMENDED READING LIST

1.	Agazzi, E., Right, Wrong and Science. The Ethical Dimensions of the Techno-Scientific Enterprise, Amsterdam 2004
2.	Brey Philip (2006), „The Social Agency of Technological Artifacts”, in: P. P. Verbeek and A. Slob, Kluwer (red.), A Typology, User Behavior and Technology Development, Dordrecht, 71-81
3.	Brey Philip (2007), „The Technological Construction of Social Power”, Social Epistemology 22(1), 71-95
4.	Green Lelia (2001), Technoculture: From Alphabet to Cybersex, Sydney
5.	Ihde Don (1990), Technology and the lifeworld: from garden to earth, Bloomington
6.	some other readings will be indicated for particular topics

Lublin, 1.10.2012

place, date

dr hab. Ewa Agnieszka Lekka-Kowalik prof.. KUL

signature