

John Paul II Catholic University of Lublin

Faculty of Philosophy

academic year 2012/2013

field of study

philosophy

first-cycle studies

full-time studies

Subject catalogue: Selected topics in the ethics of science - social and ethical consequences of techno-scientific progress				
<b>Type:</b>	lecture			
<b>Hours:*</b>	winter semester	-	summer semester	30
*If a subject consists of e. g. lecture and classes, the proper hours to any classes should be given.				
<b>ECTS</b>	winter semester	-	summer semester	2
<b>Language of tuition:</b>	English			
<b>Method of assessment:*</b>	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.	objectives: 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;			
5.	developing skills of discussing and/or writing papers			
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 understands on some basic level the role of philosophical reflection in shaping science and technology			K_W01

2.	A student knows crucial arguments of the debate over the value-neutrality and the value-ladenness of technoscience and its progress	K_W06 K_W09
3.	A student discerns and understands social and ethical consequences of the development of technoscience	K_W07, K_W02
<b>Skills</b>		
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 basic research skills - including formulating and analyzing research problem, elaborating it and presenting results clearly in a written form	K_U02, K_U07
3.	A student is able to analyze philosophical arguments as well as to identify their key theses, assumptions and consequences	K_U05, K_U06
4.	A student possesses the skill of translating from English	K_U08
<b>Social Competence</b>		
1.	A student is able to discern social and ethical problems related to techno-scientific progress	K_K04
2.	A student understands and accepts her own responsibility for consequences of techno-scientific progress	K_K05
<b>TEACHING CONTENT (SUBJECT DESCRIPTION)</b>		
<ol style="list-style-type: none"> <li>1. The basic concepts: technology, science, progress, society;</li> <li>2. The change from science and technology to technoscience;</li> <li>3. The philosophical sources of the idea of progress;</li> <li>4. The idea of value-neutrality and value-ladenness and its historical sources;</li> <li>5. Arguments for value-neutrality of technoscience and their criticism;</li> <li>6. Arguments for value-ladenness of technoscience;</li> <li>7. Developing technoscience and its consequences in various domains of life;</li> <li>8. Risk-assessment and the quest for controlling technoscience;</li> <li>9. Philosophical foundation of any evaluation of progress;</li> <li>10. Progress and responsibility of scientists and society.</li> </ol>		
<b>TEACHING METHODS*</b>		
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 5 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.\***

<b>LEARNING OUTCOMES</b>	<b>2 unsatisfactory (fail)</b>	<b>3 satisfactory</b>	<b>4 good</b>	<b>5 very good</b>
<b>Knowledge</b>	knowledge: A student does not attend (with no excuse) more than 50% of classes; does not understand the concepts of progress and of techno-science; has vague knowledge on problems related to the techno-scientific progress and no knowledge on arguments concerning value-neutrality and value-ladenness of techno-science and sees no social and ethical consequences of techno- scientific progress	A student does not participate in disca student regularly attends classes but does not participate in discussions; has vague knowledge of the problems related to the techno-scientific progress and is able to formulate at least one argument in favor of the value-neutrality and one in favor of value-ladenness of techno-science; does not see problems concerning the techno-scientific development; discussions during clasess but submits a paper; a paper has numerous methodological errors, no clear thesis, poor argumentation and badly prepared bibliography.	A student has good knowledge of key concepts and problems related to the techno-scientific progress, is able to present main arguments for the value-neutrality and value-ladenness of techno-science.	A student possess extensive knowledge on historical and current issues concerning the techno-scientific progress, understands key concepts involved in debates, presents main arguments for the value-neutrality and value-ladenness of techno-science and sees their weaknesses and merits
<b>skills</b>	A student is not able to find information necessary to prepare a paper; does not submit a paper;	A student is able to find information necessary to prepare a paper; submits a paper, but the paper has unclear structure, methodological errors and poor bibliography; a student is not able to develop clear argumentation and has difficulty in identifying its key concepts, assumptions and consequences; there are many linguistic mistakes (if the paper is written in English)	A student is able to find information necessary to prepare a 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; there are minor linguistic mistakes (if the paper is written in English)	A student is able to find information necessary to prepare a paper, submits a paper on a topical issue which was not discussed during clasess; 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 some 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)

<b>social competences</b>	A student is not able to indicate ethical and social problems related to particular cases of techno-science, does not cooperate to discuss such problems, reject her/his responsibility for any consequences of the techno-scientific development	A student is able to list typical problems connected to the techno-scientific progress, does not cooperate with other students in discussions designed to develop a solution for those problems and 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 and accepts his/her personal responsibility for 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; accepts his/her personal responsibility for the techno-scientific progress
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Sometimes the plus symbol or decimal is used to modify the numerical grades

**Grading scale for 2.\***

<b>LEARNING OUTCOMES</b>	<b>fail</b>	<b>pass</b>
<b>Knowledge</b>	A student does not attend (with no excuse) more than 50% of classes; does not understand the concepts of progress and of techno-science; has vague knowledge on problems related to the techno-scientific progress and no knowledge on arguments concerning value-neutrality and value-ladenness of techno-science and sees no social and ethical consequences of techno-scientific progress	A student possesses some 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
<b>skills</b>	A student is not able to analyze required readings and to sum up issues discussed during classes	A student able to analyze required 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
<b>social competences</b>	A student is not able to indicate any social and ethical problems related to the techno-scientific progress, does not participate in discussions during classes	A student is able to indicate social and ethical problems related to the techno-scientific progress, participate in discussions during classes, sees the necessity to take responsibility for the direction of techno-scientific progress

**STUDENT WORKLOAD**

Activity	Average time students typically need to complete proper learning activity
the time with the lecturer	30
reading and preparing for discussion	20
writing a paper	10
<b>TOTAL HOURS</b>	<b>60</b>

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.

<b>TOTAL ECTS:</b>	<b>2</b>
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**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 Develoment, 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

Lublin, 1.10.2012

place, date

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

signature