

Course Syllabus

*PHI: 105A Introduction to Ethics**

Class Day/Time

Spring 2007

Iowa Lakes Community College

3200 College Drive

Emmetsburg, IA 50536

Instructor Name: Jolene Rogers

Email: jorogers@iowalakes.edu

Catalog Description: Bioethics blends the study of moral standards and the affect on human conduct with emerging biotechnology issues. This course introduces students to ethics and applies it to various biotechnology issues. In taking this course, students will study ethical theories advocated by various philosophers throughout history. In addition, students will have the opportunity to observe and engage in discussions and debates on the application of these theories in business, government, the professions, and private life. It is hoped that through all of this, students will not only be able to appreciate the differing views and arguments involved in moral judgments, but develop a greater understanding of the system of moral principles which govern conduct for an individual or group.

Prerequisites: None; Recommended academic preparation: agriculture and/or life science including DNA and genetic relationships.

Credits: 3

Text & Additional Materials: *Ethics Theory and Practice, 9th Edition, Jacques P. Thiroux (Text)*; *Supplemental Reading: A Sand County Almanac, Aldo Leopold (Available in the Libraries/Success Centers).*

Course Objectives/Competencies:

1. Students will develop a general understanding of the nature and scope of ethics as an academic discipline.
2. Students will develop a general understanding of some of the philosophical approaches to ethics and develop their own approach to ethical theory.
3. Students will learn to apply ethical theories to current bioethical issues.
 - Discuss public perceptions related to biotechnology.
 - Explore various definitions of biotechnology.
4. Students will develop and practice various critical thinking skills: a) relating, comparing and contrasting different ideas b) thinking clearly and logically c) distinguishing between statements of fact and statements of value d) analyzing and synthesizing for insight and understanding.
5. Students will investigate environmental issues such as pollen drift and other real/potential environmental consequences.
 - Identify potential resistance: public policy and/or genetic implications.
 - Discuss containment issues
 - Discuss handling biotechnology by-products.
6. Students will understand food safety issues and distinguish between alarmist and foundational disclosures.
 - “Franken” foods
 - Identity preservation

- Premise ID
 - Tracking (*value of record keeping*)
 - Processing and handling
 - Effects/considerations of pharmaceuticals, hormones and antibiotics
7. Students will discuss global issues as relating to international trade, population issues, world hunger (*production opportunities – i.e. reengineered rice*), in addition to religion and cultural issues.
 8. Students will discuss and understand social consequences related to (*but not limited to*): animal welfare, organic versus Bt, long term health effects, economics: BST and milk, and industrialized organic practices.
 9. Students will understand and develop strategies for positive public/human relations as related to the topics of: contamination, “Good Neighbor” policy, bio-containment and communication with the press.
 10. Federal and state laws: bio-engineered tissue
 - Proprietary information
 - Patents
 11. Students will discuss role of Bio-security/Bio-terrorism and legal aspects of agency (DNR, EPA, HLS, PETA, etc) rules and how law influences philosophy in regard to AGRO-terrorism and quality standards.

Methods of Instruction: Lecture, presentation and group work, including an online component. A minimum of three hours each week will be dedicated to online instruction and activities. Course web site: www.iowaconline.com

Objectives/ Competencies:	Potential assignments/discussion topics/activities
Biotech emerging issues <i>(throughout)</i> <i>October 24</i>	<ul style="list-style-type: none"> ▪ Current events ▪ Explore various definitions of biotechnology ▪ Discuss public perceptions related to biotechnology
Environmental issues <i>October 31</i>	<ul style="list-style-type: none"> ▪ Discuss pollen drift and other real/potential environmental consequences ▪ Identify potential resistance: public policy and/or genetic implications ▪ Discuss containment issues ▪ Discuss handling biotechnology by-products and real/potential affects on the environment
Food safety <i>November 7</i>	<ul style="list-style-type: none"> ▪ “Franken” foods ▪ Identity preservation ▪ Premise ID ▪ Tracking (<i>value of record keeping</i>) ▪ Processing and handling ▪ Effects/considerations of pharmaceuticals, hormones and antibiotics
Global issues <i>November 14</i>	<ul style="list-style-type: none"> ▪ International trade ▪ Population issues ▪ World hunger – production opportunities (<i>example reengineered rice</i>)

	<ul style="list-style-type: none"> ▪ Religion and cultural issues
Social consequences <i>November 21</i>	<ul style="list-style-type: none"> ▪ Animal welfare ▪ Organic versus Bt ▪ Long term health effects ▪ Economics: BST and milk... ▪ Industrialized organic practices ▪ Exam
Public/Human relations <i>November 28</i>	<ul style="list-style-type: none"> ▪ Contamination ▪ “Good Neighbor” policy ▪ Bio-containment ▪ Communication with the press
Federal and state laws: bio-engineered tissue <i>December 5</i>	<ul style="list-style-type: none"> ▪ Proprietary information ▪ Patents
Bio-security/Bio- terrorism <i>December 12</i>	<ul style="list-style-type: none"> ▪ Agencies: DNR, EPA, HLS, PETA, etc. ▪ AGRO-terrorism ▪ Quality standards ▪ Research Papers Due
December 19	<ul style="list-style-type: none"> ▪ Debates ▪ Exam

Grading Policies:

- Scale:**
- A = 90% and above
 - B = 80 – 89%
 - C = 70 – 79%
 - D = 60 – 69%
 - F = 59% and below

Other Expectations: NO Late Assignments will be accepted...deadlines will be posted, with schedule changes announced through the course web site and student email.

Students must abide by all policies as stated in the Iowa Lakes Community College Student Handbook.

STUDENT ACADEMIC HONESTY POLICY

Iowa Lakes Community College believes that personal integrity and academic honesty are fundamental to scholarship. Iowa Lakes strives to create an environment where the dignity of each person is recognized and an atmosphere of mutual trust exists between instructors and students. The faculty have confidence in the integrity of the students and encourage students to exercise good judgment in fulfilling this responsibility.

Actions contrary to academic integrity will not be tolerated. Activities that have the effect or intention of interfering with learning or fair evaluation of a student's work or performance are considered a breach of academic integrity. Examples of such unacceptable activities include, but are not limited to:

- **Cheating** (intentionally using or attempting to use unauthorized material, assistance or study aids in my academic work). For example, using a cheat sheet for a test, looking at another student's paper during an exam, stealing or buying all or parts of an exam or paper, altering and resubmitting work for a better grade without prior approval to do so, etc.
- **Plagiarism** (representing another's ideas, words, expressions or data in writing or presentation without giving proper credit, failing to cite a reference or failing to use proper documentation, using works of another gained over the Internet and submitted as one's own work).
- **Falsification and/or misrepresentation of data** (submitting contrived or made-up information in any academic exercise). For example, making up data, citing non-existent sources, etc.
- **Facilitating Academic Dishonesty** (knowingly helping or attempting to help another violate any provision of the academic honesty policy). For example, working together on a take-home exam or other assignment when the option has not been made available, giving a paper/assignment to another student for his/her use, etc.
- **Multiple Submissions** (submitting, without prior approval from the instructor involved, any work submitted to fulfill academic requirements in another class). For example, submitting the same paper for two different classes, etc.
- **Unfair Advantage** (trying to gain unauthorized advantage over fellow students). For example, gaining or facilitating unauthorized access to exam materials (past or present); interfering with another student's efforts in an academic exercise; lying about the need for an extension on a paper or assignment; destroying, hiding, removing or keeping library materials, etc.

Disciplinary Action

Any violation of this policy will be treated as a serious matter. The instructor has primary responsibility over classroom behavior and maintaining academic integrity. Depending on the nature and severity of the offense, Iowa Lakes Community College reserves the right to exercise disciplinary action as outlined in the Disciplinary Action Section of the Student Handbook.

Americans with Disabilities Act – Policy of Nondiscrimination

It is Iowa Lakes Community College policy to not discriminate against qualified individuals with disabilities and to provide reasonable accommodation(s), as required by law, to otherwise qualified applicants for admission or to students with disabilities in all education programs, activities, services and practices, including application procedures, admissions, course selection, the awarding of degrees, discipline and dismissal. Educational opportunities will not be denied to an otherwise qualified application or student because of the need to make reasonable accommodation(s) or modification(s) for the physical and mental impairment(s) of any such individual.

Iowa Lakes Community College students needing reasonable accommodation(s) and/or modification(s) should contact Linda Helmers by phone at (712) 362-8364 or via email at lhelmers@iowalakes.edu. To assure that accommodation(s) and/or modification(s) will be ready when classes start, students must make the request as soon as possible, before a semester begins.

It is the policy of Iowa Lakes Community College not to discriminate on the basis of sex, race, national origin, creed, age, marital status or disability in its education programs, activities, or employment policies, as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, Section 504 of the Federal Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) of 1990.

Inquiries regarding compliance with Title IX, Title VI, Title VII, or Section 504 may be directed to Kathy Muller, Human Resources, Iowa Lakes Community College, 19 S. Seventh Street, Estherville, IA 51334, telephone (712)362-0433; to the Director of the Iowa Civil Rights Commission, Des Moines; or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.