Overview
Science is not practiced in a vacuum and science changes the way we live. Consequently, the potential for conflict between science issues and moral issues is inescapable. Identifying and dealing with such potential conflicts is not a straightforward matter. This course will try to give you the necessary tools to do so.

The course will be roughly divided into four parts. First, you will be exposed to the nature of philosophical inquiry and to the tools of the trade: the logic of argumentation. Second, you will be introduced to some central issues in moral theory. Four and last, we will apply what we’ve learned to a selection of current moral dilemmas that lay at the interface between science and ethics.

Objectives
- Develop understanding of how researchers come to hold the values they proclaim;
- Appreciation of the method by which these values influence practical research activity of scientists and medical doctors;
- Understanding of the differences in value systems, both within the western tradition and between it and non-western cultures; i.e. issues of autonomy;
- Understanding the dilemmas of moral choice affecting researchers in a biotechnical society;

The aim of this course is to provide an examination of human values as they pertain to scientific and medical research. It will also introduce Native Alaskan and cross-cultural perspectives. Thus the course will apply the domain of moral reasoning to medicine and the conduct of research.

Requirements
Readings for each class will be assigned at least a week in advance. You will be expected to critically study this material before class (i.e. read it seriously enough to be able to participate in class discussions by answering and having questions regarding this material). My lectures will not repeat the reading material but critically analyze and supplement it. Attendance to class is mandatory and class participation is highly recommended.
Text
There is no text for this course. The readings for each class will be available in advance, at the reserve desk, in the Arctic Health Building's library.

Evaluation
Quizzes (25%) Sometimes, I get classes with many students that do not read the assigned material. If that is the case with this class, you will get 5 surprise quizzes spread through the semester (5% each). If most people read the material, then we will just have an extra take home exam (25%).

Two Exams (25% each, total 50%) These exams will respond to questions that will require the application of the material discussed in class. These exams will be about four weeks apart and refer to the material discussed in their particular (+/-) four week period. An initial writing sample will be required (see below).

Final Exam (25%) This exam will cover material of the entire course. Whether it will be a multiple choice plus essay-questions, in-class exam or a take-home, will be decided after I get an idea of how well you do in the different formats.

Attendance is mandatory and will be taken regularly. Only 6 unjustified absences will be permitted. More than 6 unjustified absences will result in the loss of 10% of your final grade.

This course is designated as Writing-Intensive (W). This designation means that the "W" is evident in the course number on the syllabus (e.g. Chem 300W). The designation applies to upper-division courses and means that a majority of the graded work in the course will be derived from writing activities. Here are the general guidelines for the writing expected in this course:

- Students will complete an ungraded writing essay on or near the first day of class to help the teacher assess writing ability and general competence.
- Students will receive comments from the teacher and/or peers on drafts of written work. In other words, students will work through a draft-and-redraft process on the essays so that they can apply feedback and become more effective writers.
- Students will meet individually with me at least once during the term to discuss their writing.