

CNX133: Ethics and Experimentation

Fall 2022

Wednesdays 1:30- 4:20 pm | LSP256

Professor: Dr. Carlota Batres

Email: cbatres@fandm.edu

Office Hours: Fridays 10 am-1 pm, or by appointment

Please use this link to sign up: <https://www.signupgenius.com/go/70A0449ABA622A5FB6-professor3>

Preceptor: Emma Riggs

Email: eriggs@fandm.edu; Cell number: 267 261 1076

Drop-in hours: Tuesdays 6-8 pm and Thursdays 7-8 pm, or by appointment, in the basement of the Martin Science Library

Course Description

What is ethical when it comes to science? The answer to that question can vary depending on the test subjects (e.g., humans, rats), location (e.g., institutional review board protocols in that country), and time (e.g., current day, 1950s). While discussing this question and considering ethical dilemmas, students will develop skills of reading, speaking, writing, critical thinking, and research/ information literacy.

Expanded Description

Connections courses are defined by the connections they draw and the skills they impart. Connections courses are designed to facilitate the acquisition of the practices of discourse, including standards for comprehending and formulating arguments. Connections courses focus on developing essential skills to position first-year students for intellectual growth and academic success. This connections course will contain materials and assignments that provide an introduction to and development of: reading (through assigned articles), speaking (through presentations and discussions), writing (through paper assignments), critical thinking (through assignments and discussions), and research/ information literacy (through workshops and assignments).

Disclaimer

It is important to note that some of the content presented in this course will involve disturbing and emotionally-charged topics, images, and videos (e.g., Nazi experiments, animal abuse). I do not expect you to agree with everything you learn or read about in this course. I encourage you to engage with the material and welcome thoughtful debate. If you are uncomfortable with something that is presented in the course, I hope that you will speak up in a manner that is thoughtful and instructive for everyone, or you can always ask to meet with me individually. Please know that it is never my intention to upset or offend you with the topics we cover in class and if you are offended or upset by my presentation of any of the course content, please schedule some time with me. I hope that you will come to class with an enthusiastic attitude about learning and discussing the materials, even if you disagree with some of it, and will have a respectful attitude towards the views of others.

Course-Specific Learning Objectives

Upon successful completion of this course students will be able to:

- Navigate the myriad sources of guidance and support for students (e.g., Academic Support Services, the Library, the Writing Center).
- Undertake close readings of articles.
- Articulate views clearly and actively listen to those articulated by others.
- Engage thoughtfully with competing perspectives.
- Develop critical thinking skills through close readings, critical analysis of arguments/ evidence, and active class discussion of ideas.
- Think critically about ethical principles.
- Synthesize information and be able to communicate it effectively to peers.
- Craft effective scholarly arguments, including coming up with original ideas and finding and evaluating sources to test and develop those ideas.
- Practice various kinds of writing, including analysis and argument.
- See issues from multiple perspectives and question assumptions.
- Critically evaluate media reporting and understand the importance of going straight to the source.
- Use the library and other resources to identify useful and reputable sources of information.

Academic Misconduct

Enrollment at Franklin & Marshall involves obligations of academic integrity and students are bound by ideals of scholarly conduct and intellectual honesty. You are free to discuss course material, readings, etc. with your peers. However, for anything you submit in this course, it must be your own. If you cheat/plagiarize, you will get a 0 on the assignment. Please note that cheating includes giving and/or receiving unauthorized assistance in quizzes/assignments.

Students with Accommodations

Students are required to notify the College if they will need special services or accommodations in the classroom. After approval from the Office of Student Accessibility Services, please email me your form and I will be happy to accommodate your needs. Please note you must provide me with the form at least a week before needing special services or accommodations for me to have enough time to make arrangements. I will keep all information confidential.

Course Materials

Slides. The slides for each class will be posted on Canvas. I have made the slides very detailed so that you can go back and review them. Please note that you are not allowed to share the course slides with anyone since some content is limited to educational purposes and some images contain specific sharing regulations for which you could be liable.

Readings. There is no textbook for this course. The required readings are original research articles from peer-reviewed academic journals. The assigned readings will be posted on Canvas. Please note you are responsible for the reading materials and will be tested on them even if their content is not discussed in class. In order to do well in this course, you need to keep up with the readings. These are advanced papers which will require being read more than once (see “Reading Tips” on Canvas). Most of the papers have statistics in the results section, but you are only expected to know about the findings, not about the specific analyses. You should read the assigned papers closely before the quizzes and in-class discussions. I’ve organized the readings so there will never be more than two readings assigned per week.

Canvas. Slides, readings, assignment descriptions, grades, and announcements will all be available online. You are responsible for checking the course Canvas page at least twice per week for updates, readings, and other materials. Instead of publishing all modules at once, I will post modules as we go so that the content does not get overwhelming. However, please use the syllabus calendar so you can plan ahead for your readings, quizzes, assignments, etc.

Assignments

Class Participation (5%). This will have two components. The first component is attendance, with each class being worth 1 point. Students who arrive late will be deducted half a point since schedule management is an important element for your time at F&M and for your career thereafter. The second component is participation. The loom of “cold-calling” can negatively affect the learning of introverts, those whose native language is not English (like myself), and others. Therefore, I do not “cold-call” but I expect active/respectful participation in the classroom

activities/discussions. Emma will be keeping track of your attendance and your participation. If you will be late or cannot attend class due to a valid excuse, you must email me at least an hour before class starts, and you can make up the class attendance and participation points through an assignment.

Quizzes (20%). The first reading quiz will be on Wednesday 9/7 and there will be two questions on the first assigned reading. The rest of the reading quizzes will be given at the beginning of each class that has “Individual Student Presentations”. The questions will be on the two readings which will be discussed that day. The quizzes will be short (4 questions) and they are meant to help you practice your reading skills, so there will usually be both a high level question and a detailed question per reading. The quizzes will take place throughout the semester and I’ve organized them so there will not be quizzes on days when writing assignments are due. Note that quizzes will start at exactly 1:30 pm so if you are late for class, you will have less time for the quiz, and if you miss the quiz altogether, you will not be allowed to make it up (unless you have received an excused absence through the protocol mentioned in the “Missed Quizzes” section below). On 8/31, we will have a second practice quiz so you can familiarize yourself with Canvas quizzes and we can make sure your laptop is working with LockDown Browser. Additionally, if you ever want to go through any of your quizzes, feel free to sign up for my office hours.

Media Coverage Paper (10%). Your team will pick a peer-reviewed published journal article, find one media article which does a good job of covering the article, another which does a poor job of covering the article, and write a paper.

Leading Class Discussion (5%). You will have to create a brief presentation for an article and then lead a discussion. The available articles and their specified presentation dates will be available on Canvas and signups will be first come, first serve.

First Ethics Paper (10%). You will write a paper that conveys your opinion on whether the assigned experiment is ethical or unethical. You must pick a side and provide reasons why you believe the experiment was ethical or unethical.

Second Ethics Paper (25%). You will again write a paper that conveys your opinion on whether the assigned experiment is ethical or unethical. You must pick a side and provide reasons why you believe the experiment was ethical or unethical, this time incorporating the feedback you received from your first ethics paper.

Final Exam (25%). This exam will assess your knowledge and understanding of all the course material.

Extra Credit Option. You can earn the ability to not participate in 2 classes (or show up to 4 classes late) without penalty by signing up to meet with me for 10 minutes so I can get to know you better on Thursday 9/1 or Friday 9/2 (<https://www.signupgenius.com/go/70a0449aba622a5fb6-extra>). If the time slots available do not work for you, you can email me before 9/2 and we will find an alternative time. Please note that if you fail to attend the time slot you selected, you will not be allowed to come at another time so make sure you make a note of your time slot if you want the extra credit. You must arrive into the waiting room a minute before your scheduled time, since

back to back meetings with all of my students this semester means I have over 50 appointments. In addition to getting to know you better, I conduct these meetings because I have mild prosopagnosia so it is hard for me to recognize faces (ironic since my research deals mostly with face perception/preferences). It therefore takes me longer to recognize people since I use other cues. If you are curious about your own face processing abilities (from full prosopagnosics who cannot identify their own face to super-recognizers who remember most of the faces they have ever seen), you can test yourself here: [https://www.testmybrain.org/ tests/start](https://www.testmybrain.org/tests/start).

Blind Grading. Please note that to combat implicit bias, I grade all quizzes/assignments blindly. That means that you must provide your student number on assignments, rather than your name.

Grade Changes. I do not give grades, grades are earned. That means that the grade you earn is the grade you will get. If you have a question about a grade/question on a quiz or assignment, you must bring it to my attention within 3 days of it being returned (not at the end of the semester).

Grades. Letter grades will be assigned as follows (the general rounding rule will apply):

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|----------|----------|----------|---------|----------|----------|
| A 93–100 | A- 90–92 | B+ 87–89 | B 83–86 | B- 80–82 | C+ 77–79 |
| C 73–76 | C- 70–72 | D+ 67–69 | D 63–66 | D- 60–62 | F 0–59 |

Classroom Policies

Laptops and Phones. Research has shown that students who use laptops/phones during class perform worse on questions and score lower on tests compared to those who do not use laptops/phones in class (Mueller & Oppenheimer, 2014; Sana, Weston, & Cepeda, 2013). Additionally, other students near those with laptops/phones also receive lower test scores. As a result, laptops and phones are not allowed in class after the quizzes. If you have a compelling reason for needing to use a laptop or a phone, please come speak with me.

Recordings. As per College policy, audio and/or video recording is prohibited without prior permission from me.

Sharing Materials. You are not allowed to share ANY of the materials of this class (e.g., slides, quiz materials, notes) or use ANY shared materials. It is your responsibility to ensure you dispose of all your materials. If another student is found to have had access to materials (regardless of whether you knowingly shared them), you will be held responsible and will retroactively get a 0 on this course (which may also affect your degree status). Not being aware of this policy will not constitute as an excuse as this information was shared in the syllabus and in class.

Email. I am most easily contacted via email and will try to respond as soon as possible. Please remember to always use appropriate language and be professional. If you are not familiar with how to write a professional email, please schedule an appointment with me and I will gladly help you develop this important professional skill. I am also available to meet outside office hours so if you would like to meet, please send me an email with various times that would work for you and we will schedule something.

Respect for Others. I will not tolerate any signs of disrespect shown towards myself or your peers nor any disruptive or offensive behavior. If you act in a disrespectful fashion, you will be asked to leave the classroom.

Inclusivity Policy. In this course, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, nationalities, etc. are encouraged to share their perspectives and experiences. If you feel isolated from the classroom community in any way or if you have a specific need, please speak with me early in the semester so that we can work together to help you become an active and engaged member of the course.

Mandated Reporter. It is the policy of Franklin and Marshall College that all faculty and staff are mandated reporters of sexual misconduct. This policy was enacted to ensure compliance with Title IX and other laws. It is important that students understand how mandatory reporting of sexual misconduct affects them. Our College community can help should you experience or observe sexual misconduct on our campus. The faculty and staff at Franklin & Marshall care deeply about your safety and believe that it is our obligation to do our best to keep you and our campus safe. When students report sexual misconduct that has affected them or others on campus, we must ensure that the affected persons are made aware of resources available on and off campus and work to prevent the event from happening again. When a student reports such an incident to faculty or staff, the report is treated with the greatest privacy possible. The Title IX Coordinator will reach out to the student to request a meeting to discuss the incident and to inform the student of resources available and options regarding filing a report. If a student refuses to meet, but the Title IX Coordinator determines the situation creates an ongoing threat to members of our community, the Title IX Coordinator makes every attempt to contact the student before taking the next appropriate steps. It is the goal of the College to give the person reporting as much control over the situation and eventual outcomes as possible while being mindful of the safety of the entire campus community. There are individuals on campus who can maintain complete confidentiality due to their professional licenses. The Student Wellness Center staff, including Counseling Services, can keep information completely confidential and are not obligated to report information to the Title IX Coordinator. The Student Wellness Center/Counseling Services can be reached at 717-544-9051. There are stickers on most campus bathroom mirrors that list on and off-campus resources. For questions about the mandated reporter policy or any sexual misconduct issue, you may contact the Title IX Coordinator, Dr. Kate Snider, at ksnider@fandm.edu or 717-358-7178.

Late Submissions. Late assignments will be penalized 10% for each 24 hour period they are late for up to five periods. Any assignment turned in after five 24 hour periods will receive a 0.

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|-------------------------|--------------------------|-------------------------|
| 1 minute-24 hours: -10% | 24 hours-48 hours: -20% | 48 hours-72 hours: -30% |
| 72 hours-96 hours: -40% | 96 hours-120 hours: -50% | 120 hours +: No Credit |

Missed Quizzes. A quiz can only be made up if you contact me at least an hour before the quiz with a written request and subsequent documentation from the Dean's office or health services. Note that makeup quizzes are only granted for extenuating circumstances. If you fail to notify me before the quiz with the proper documentation, you will receive a 0.

Extensions. Extensions can only be made if you contact me in writing before the assignment deadline with a written excuse from the Dean's office or health services. You must first go to your house Dean or health services and then send me the appropriate documentation. Note that extensions are only granted for extenuating circumstances. If you fail to notify me before the assignment deadline with the proper documentation, you will receive a 0.

Feedback. I want you to be successful in this course and have therefore devoted much time to make the material accessible and engaging. If you have any feedback on the course, I welcome you to share it with me throughout the semester.

Syllabus. I reserve the right to make any revisions in the syllabus (e.g., the topics covered, dates, the points each assignment is worth) at any point during the semester in order to better address your learning needs.

Anticipated Schedule. Material and timing is subject to change; changes will be announced in class.

| Date | Topic | Assignments | Readings |
|-----------------|---|--------------------------|-----------|
| Wednesday 8/31 | Course Introduction/ Meet & Greet/ How to College | Choose Discussion Paper | #1 |
| Wednesday 9/7 | Media Coverage Ethics (R#1) Assignment & Enhancing Information Literacy | Reading Quiz | #2 & #3 |
| Wednesday 9/14 | Individual Student Presentations (R#2 & R#3) & Vivarium Tour | Reading Quiz | #4 & #5 |
| Wednesday 9/21 | Non-Human Animal Studies & Individual Students Presentations (R#4 & R#5) | Reading Quiz | #6 & #7 |
| Wednesday 9/28 | Individual Student Presentations (R#6 & R#7) | Reading Quiz | #8 & #9 |
| Wednesday 10/5 | Nazi Experimentation/ Nuremberg Trials/ Syphilis Experiments & Individual Student Presentations (R#8 & R#9) | Reading Quiz | |
| Wednesday 10/12 | Milgram Experiment/ First Ethics Paper Assignment & Writing Center | Media Coverage Paper Due | #10 & #11 |
| Wednesday 10/19 | Individual Student Presentations (R#10 & R#11) | Reading Quiz | |
| Wednesday 10/26 | Three Identical Strangers & Discussion | First Ethics Paper Due | #12 & #13 |
| Wednesday 11/2 | Helsinki/ Belmont/ Common Rule/ Second Ethics Paper Assignment & Individual Student Presentations (R#12 & #R13) | Reading Quiz | #14 & #15 |
| Wednesday 11/9 | Individual Student Presentations (R#14 & R#15) | Reading Quiz | #16 & 17 |
| Wednesday 11/16 | Placebos & Individual Student Presentations (R#16 & R#17) | Reading Quiz | |
| Wednesday 11/23 | Thanksgiving Break | | |
| Wednesday 11/30 | Derren Brown: The Push & Discussion | Second Ethics Paper Due | |
| Wednesday 12/7 | Coronavirus Experiments | | |
| During Finals | Final Exam | | |