	University of Central Florida
UCF	**PHI 5665** **Knowledge, Responsibility and Society**

Instructor: Bruce Janz	**Term**: Spring 2017
Time: Web course (0W61)	**Room**: n/a
Phone: 407-823-2273	**Credits**: 3
Course Page & Resource Page: http://pegasus.cc.ucf.edu/~janzb/courses/	**Section**: 0001 **Course Number**: 11227
Office Hours: Online hours	**Office**: Department of Philosophy, Psychology Building 225
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This graduate course looks at the issues which arise at the borders of epistemology, ethics, and social philosophy, or put another way, at the borders of knowledge, values, and policy/action/social organization. We will be looking at areas and questions such as:

- Is there a link between self-knowledge and virtue? Does knowing yourself lead to acting better, or engaging the world in a responsible manner?
- What does responsibility look like in a digital world?
- How do advances in medical and environmental knowledge relate to the state of our social policy and ethical intuitions?
- Do corporations have responsibility past the profit motive?
- What are our obligations to the environment?
- Is there such a thing as artistic responsibility (e.g., misleading truth claims in "non-fiction")?
- Do we have responsibility to other nations?
- Do we have responsibility for past injustices (e.g. reparations for slavery)?
- Is there a responsibility to follow scientific insight?
- Is knowing an ethical responsibility? Do we have an obligation to know the world, in order to make informed decisions and/or speak up when needed?

Required Texts:

1. Lorraine Code, *Ecological Thinking: The Politics of Epistemic Location*. Oxford UP: 2006. ISBN: 9780195159448
2. Jaron Lanier, *You Are Not A Gadget: A Manifesto*. Alfred A. Knopf, 2010. ISBN: 9780307389978
3. Presidential Commission for the Study of Bioethical Issues Project Reports (PCSBI) http://bioethics.gov/studies
4. Annet Dekker, *Speculative Scenarios, or What Will Happen to Digital Art in the (Near) Future?* Baltan Laboratories, 2012. http://baltanlaboratories.org/article/publication/speculative-scenarios,-or-what-will-happen-to-born-digital-art-in-the-(near)-future Downloadable from website.
5. Papers and other assigned readings.

Course Requirements:

CLASS FORMAT: This course will be a seminar, modelled as much as possible on a standard graduate seminar. That means that we will focus on the readings for the week, and class members will rotate in leading the discussion on those readings. Since this is an online course, and hence asynchronous, we will use as many relevant tools as possible (discussions, video, links, etc.) so that we can have a fruitful discussion. For more on graduate seminars, see the Front Page for this course.

Mandatory Financial Aid quiz: There is a quiz in Webcourses that all students must do, by order of the university. It is to ascertain who actually begins a course. The university needs to generate this data to report to the federal government. There is no reason for us to have a quiz at this point except to meet this requirement, but I would ask all of you to complete this, by the latest, by Friday January 13 at 5 pm, even if you are not on financial aid. The "grade" will not figure in your final grade for the course.

DISCUSSIONS AND PARTICIPATION (20%): There will be a grade attached to discussion posts. This is not a grade I have for face-to-face courses, but for web courses it seems unavoidable to have some incentive to engage. This will be mainly based on a person's engagement with the discussions. I have some comments below on responses to the weekly presentations. I will also have an open thread throughout the term, for people to post anything from current events, other courses, or their lives in general that might be relevant to the course material.

SEMINAR PRESENTATION (25%, Due in different weeks, depending on the sign-up schedule): Each student is responsible for leading one discussion during the term. The schedule will be determined early in the term. This presentation will involve summarizing and clarifying the week's assigned readings for the class, and coming up with discussion questions that can lead the seminar group, and contribute to the entire class. Students will be expected to go past the paper or papers that were assigned, to look at other scholarly work that will help to contextualize, understand, or critique the material in question. The point of the presentation is to go beyond just summarizing readings, it is to engage the issues raised, in the context of the central themes of the course. If there are more people in the course than there are weeks, it is likely that we will have more than one presentation in a week. Please see "How to Lead a Seminar" on the courses page for more information on this.

The format of the presentation can vary. You can do a video presentation, a powerpoint with audio, a powerpoint with text, or some other format I haven't thought of (please let me know what you have in mind, if you're going to do that). If this was a face-to-face course, I'd ask you to have a handout for everyone, but since your presentation is going to be in Canvas, that's the "handout". Students are encouraged to relate the material to their own area of graduate studies.

Your presentation will be due by the opening time for the module you are presenting. If you do a powerpoint, send it to me and I'll embed it. Same if you do a video.

After the video is up, I'll be putting up comments on the material for the week as well. I'll also have a discussion/comment thread up. It will be the responsibility of the rest of the class (i.e., the non-presenters) to respond to the questions that the presenter raises in the material for the week. The discussion is not limited to those questions – anything related to the week's material is fair game. This will form the basis for the "Discussion and Participation" grade above.

PROSPECTUS with ANNOTATED BIBLIOGRAPHY (15%, Due: March 22): A prospectus is a summary of what you intend to research and write about. It should be no more than 300 words, and needs to include an annotated bibliography of at least 10 scholarly sources (the word count of the bibliography

is not part of the 300 words). It will be important to identify and generate a good question in the humanities or philosophy (that is, tell the difference between a question belonging to these disciplines and other kinds of questions), and give a clear idea on how you are going to address the question. For more on prospecti, see "How to Write a Prospectus" on the courses page. The bibliography will need to identify appropriate research venues to gain critical scholarly information about the chosen topic.

FINAL PAPER (40%, final version due on the first day of final exams): This is a traditional academic thesis defense paper. The paper will be graded on your ability to identify an interesting and challenging humanities or philosophy question, state and defend a thesis, use scholarly sources, as well as your ability to work with interdisciplinary sources, theories, and analytic or critical approaches. Particular attention will be paid to the quality and development of your thesis and the clarity of the thesis development. As well, the paper will need to be clear on the disciplinary approach(es) and interdisciplinary methods that are used. The paper must be linked to your annotated bibliography (that is, on the same topic). All topics must be cleared in advance. We will discuss topics and format in class. Students will receive the comments in time to use them to improve their work. The paper should be ~3000 words, or about 15 pages.

Grade Distribution: I will record the assignment grades based on the percentage of the course grade during the term. The letter grade will be calculated only at the end of the course, based on full course grade. The distribution will be as follows:

A: 93-100	**B: 83-86**	**C: 70-76**	**D: 63-66**
A-: 90-92	**B-: 80-82**	**C-: Does not exist**	**D-: 60-62**
B+: 87-89	**C+: 77-79**	**D+: 67-69**	**F: 0-59**

Schedule

Many of the readings in the early part of the course have many different editions to choose from. You are welcome to choose another edition or translation if you wish (i.e., if you happen to have one already). For the readings that are not in the assigned texts, I will provide them, or links to them.

Week #	Module Opening Date	Topic	Readings
0	Jan. 9	Course Introduction	• Syllabus
1	Jan. 11	Responsible Knowledge	• Plato, *Crito* • Aristotle, *Nicomachean Ethics* Bk. 6 • Augustine, *Confessions* Bk. 10
2	Jan. 18	Knowledge and Will	• Hobbes, *Leviathan* 13-18 • Mill, *Liberty* Ch. 4 & 5 • Marx, *Economic & Philosophic Manuscripts of 1844*: section on "Estranged Labor"

3	Jan. 25	Objectivity vs. Engagement	• Weber, "Bureaucracy" • Nietzsche, *Beyond Good and Evil*, part 7: Our Virtues • Heidegger, "The Age of the World Picture"
4	Feb. 1	Knowledge of Self	• Gadamer, "On the Philosophic Element in the Sciences and the Scientific Character of Philosophy" in *Reason in the Age of Science*. • Harvey, "Class Relations, Social Justice, and the Political Geography of Difference" in *Harvey, Justice, Nature and the Geography of Difference* • Foucault, "The Ethic of Care for the Self as a Practice of Freedom"
5	Feb. 8	Epistemic Location	• Code: intro, Ch. 1, 2
6	Feb. 15	Epistemic Location	• Code: Ch. 3-5
7	Feb. 22	Epistemic Location	• Code: Ch. 6-7, conclusion
8	Mar. 1	Bioethics	• PCSBI Gray Matters II: Topics at the Intersection of Neuroscience, Ethics, and Society (March 2015)
9	Mar. 8	Bioethics	• PSCBI Privacy and Progress in Whole Genome Sequencing (Oct. 2012)
10	Mar. 22	Bioethics	• PCSBI Ethically Impossible STD Research in Guatemala from 1946-1948 (Sept. 2011)
11	Mar. 29	New Media, Art	• Dekker, *Speculative Scenarios*, 1-63
12	Apr. 5	New Media, Art	• Dekker, *Speculative Scenarios*, 64-148
13	Apr. 12	Technology	• JL, *You Are Not A Gadget*: Parts 1-2
14	Apr. 19	Technology	• JL, *You Are Not A Gadget*: Parts 3-5

See also the Fine (but Important) Print (details, guidelines, and parameters for the course) on the webcourses page. This document is part of the official syllabus for the class.