

IONA COLLEGE



Philosophy 401A: Ethics of Research

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## Assignments

### 1 Introduction

There are four assignments for this course: the *agent provocateur* role, quote analysis essays, a midterm essay, and a final essay. This document describes the requirements and basis for evaluation for each. The course syllabus provides information about the relative weight of each in a student's grade and assignment due dates.

Students are reminded of the intellectual integrity policy, on the course syllabus.

### 2 Philosophical *agent provocateur*

**agent provocateur** An agent employed to induce or incite a suspected person or group to commit an incriminating act.

"You may think that I am looking through very coloured spectacles when I attribute . . . the Bulgarian atrocities to Russian intrigue—that Russian *agents provocateurs* prepared the Servian rebellion."

"Constantinople had long been the Mecca of the professional spy and *agent provocateur*."

"agent provocateur, n." OED Online. December 2011. Oxford University Press. <http://www.oed.com.rocky.iona.edu:2048/viewdictionaryentry/Entry/3864> (accessed December 29, 2011).

**Assignment** Select four to six passages from the reading assigned for the week. Explain these passages and their connection to the larger issues of the course in open discussion with the class and Dr. Goldstein. The *agent provocateur*, as the name suggests, should advance clearly stated interpretations of the selected texts that bring out, in as striking a manner as possible, the difference those texts are intended to make to knowledge or to a policy or practice.

**Basis for evaluation** *Agents provocateur* will be evaluated on the following, roughly in order of importance: significance of the passages presented; accuracy, depth, and completeness in interpretation; ability to relate the passages to the central themes of the course; the originality of language and explanations used to interpret the selected passages; the extent to which the material raises issues that promote questions and discussion; his or her ability to work with suggestions from others, including criticism and questions; clarity of verbal expression; and the usefulness of handouts, digital slide presentations, or other adjunct materials. No such adjunct materials are required, although a handout listing the passages along with a brief outline is recommended.

The *agent* should sustain discussion for at least 30 minutes, allowing for interruptions by Dr. Goldstein, during which he might elaborate on a particularly important point or introduce new ideas.

### 3 Writing assignments

There are three writing assignments for this course: quote analysis essays, a midterm essay, and a final essay. General criteria applying to the evaluation of all three assignments are stated below.

#### 3.1 Quote Analysis Essays

**Assignment** Select a passage from the course reading under study, and in an essay of 600–700 words, *explain that passage*; in the explanation, briefly relate the passage to themes and issues of the course. Attach to the essay an additional sheet with the selected passage printed on it. Please also give the word count for the essay. This may appear anywhere on the essay document, so long as it is obvious enough what the count is.

For the first quote analysis essay, write about any reading assigned for the course between the first meeting of the course, and the quote analysis essay due date. For any subsequent quote analysis essay no.  $E$ , write about any reading assigned for the course between the due date of the previous quote analysis essay ( $E - 1$ ) and the due date of quote analysis essay  $E$ . For example, for the third quote analysis essay, write about any reading assigned since the second and up to the due date of the third.

**Basis for evaluation** The essay will be evaluated primarily on the *importance of the passage* and the *quality of the explanation* of that passage. Essays lacking a separate sheet with the quote to be analyzed will be returned to the student, who is expected to resubmit it with the attached sheet, and will receive the usual late penalties. General criteria concerning the use of standard language, document format, and other matters that apply to all essays in the class will also be used to evaluate quote analysis essays. These are given below.

### 3.2 Midterm & final essays

**Assignment** For the midterm and the final, write an essay assessing the statement enclosed in the box, below, making essential reference to a case study of a specific incident, event, or situation, and also, to one or more specific ethical principles:

No ethically good clinical research is scientifically good, and no scientifically good clinical research is ethically good.

The midterm essay should be 1,500–1,800 words long; the final, 1,800–2,100. Both essays are required to make substantial use of the texts assigned for the course, and to use these texts in a way that is essential to the aim of the essay. In the midterm, address any reading or readings assigned between the first day of class and the midterm due date. In the final, address at least one reading assigned before the midterm due date, and at least one reading assigned *after* the midterm due date. The same reading addressed in the midterm may be one of the two addressed in the final. Any texts used in quote analysis essays may be “re-used” in the midterm or the final. It is expected that both midterm and final draw in an essential manner on a text or texts assigned for the semester.

**The writing process** Students are encouraged to integrate work from previous essays in the class into midterms and final essays. The midterm and final essays should be viewed as the results of a process of reading, writing shorter works (the quote analyses), and revising those shorter works in order to create a stronger composite work. Naturally, the written work that is completed during this process should be integrated, if possible, perhaps in modified form, into a coherent whole that answers the essay question. In parallel with the quote analysis essays in their relation to the midterm, material from the midterm should be integrated into the final essay, since it is intended to extend the inquiry into the assigned topic.

**Basis for evaluation** The *cogency of the argument* is the main criterion by which midterm and final essays will be judged: how well has the student used the essay to achieve the purpose of answering the assigned question? The general criteria for all written work (below) will be used to assess the midterm and final essays.

### 3.3 Requirements for all written work

The following requirements apply to all written work for the class. Although essays are graded primarily on the basis of the quality of their substance, failing to satisfy the requirements here to a high standard will reduce an essay’s grade by as much as an entire letter grade.

**Citation and list of bibliographic references** A list of works cited giving the complete bibliographic information for each cited work must be appended to the essay paper, and some device for referring the reader to the location of cited text in the work cited must be used.

There is no required format for citation or listing bibliographic references, although essays submitted for this course must include both. Failure to cite or list sources for an essay can constitute plagiarism. Quotations or references to works assigned for the course must also be cited in the text and appear the list of works cited. References must include the following information.

**Journal article** Author name(s); article title; publication year; journal title; volume; first and last page numbers.

**Book** Author name(s); book title; place of publication; publishing company; year of publication.

**Article in a collection** Same as for book, substituting the volume editor's name(s) for the book author's, and in addition, the following: article title's author(s); first and last page numbers of the article; title of article.

**Web page** Author; Internet address of the page; title of the page; date of the page's publication; date on which the page was last updated; the organization responsible for publication—note that the web host is almost never the publishing organization; date on which the page was accessed. This information is often difficult to find, if there is any at all.

In-text citations often take the following forms.

**Author-date** The author's last name with the year of the publication and page number, if applicable, are put in parentheses at the point in the essay at which the quotation or reference appears. References are listed in alphabetical order. Here is an example in which a paper by Mohan Matthen and André Ariew is cited.

They term the supervenience base for fitness a “substrate.” A “substrate specification” is a statement describing “properties of a population (including properties of its members or of their parts), and/or the causes of differential growth rates in these populations and their parts, and/or conditions of inheritance, development, and environmental interaction” (Matthen and Ariew 2002, 75).

Cited papers by the same author or authors written in the same year are distinguished from one another by appending “a”, “b”, “c”, and so on to the date in the citation and the reference list. For instance, if there were citations of two 2002 papers by Matthen and Ariew, the first would be cited “(Matthen and Ariew 2002a, 75)” and the second, “(Matthen and Ariew 2002b, 22),” supposing that the citations refer to pages 75 and 22, respectively.

**Numbered citations** A number corresponding to a numbered reference in the list of references, along with the cited page number(s), are placed within brackets in the text. References are listed in the order in which they appear in the essay. For instance, the following citation is the same as the author-date citation above, supposing that the Matthen and Ariew paper were the first to appear in the essay.

They term the supervenience base for fitness a “substrate.” A “substrate specification” is a statement describing “properties of a population (including properties of its members or of their parts), and/or the causes of differential growth rates in these populations and their parts, and/or conditions of inheritance, development, and environmental interaction” [1, 75].

**Language** Essays must be written in complete sentences of standard American English. Attention to punctuation such as the colon, semicolon, comma, and apostrophe is particularly important. All words must be spelled correctly.

**Submission of work** No work will be accepted by email. All assignments must be submitted at the start of the class session on which they are due. Consult the course syllabus for the due date of each assignment.

**Late work** Unless the student can document a family or medical emergency that prevented him or her from turning in work on time, the grade of the late assignment will drop, until turned in, from a whole grade to the next lower “+” grade, or from a “+” grade to the next lower whole grade. For instance, the grade on an “A” paper, if submitted on Friday, will be reduced to “B+”; if turned in on the subsequent Monday, the grade will be further reduced to “B”. This is a total of two grade reductions. The reductions are timed as indicated on Table 1.

Table 1: Penalties for Late work.

Essay is submitted	Grade reduction
Friday	1
Monday	2
Tuesday	3
Wednesday or later	4

Penalties for late work will not cause a student to fail the course, if those penalties make a difference between a passing course grade and a failing course grade. Essays submitted after the start of the class session on which they are due are counted as late by one day.