

Contents

|  |                 |
|--|-----------------|
| <i>List of figures and tables</i>  | <i>page</i> xii |
| <i>Preface</i>   | xiii            |
| <b>1 Introduction and overview</b>   | <b>1</b>        |
| Setting the stage: the Manhattan Project   | 1               |
| Relations between ethics and science   | 4               |
| Responses: professional, industrial, governmental  | 10              |
| Course of the argument   | 13              |
| Extending reflection: scientific controversies and the Nobel Prize                       | 19              |
| Questions for research and discussion  | 21              |
| Further reading about the cases  | 22              |
| <b>2 Ethical concepts and theories</b>   | <b>23</b>       |
| Setting the stage: the miracle drug thalidomide  | 23              |
| Distinctions and definitions   | 26              |
| Ethics and science: a brief relational history   | 30              |
| From moral knowledge to ethical reasoning  | 36              |
| The role of theory   | 39              |
| Virtue ethics  | 41              |
| Consequentialism   | 46              |
| Deontology   | 51              |
| Strengths, weaknesses, and alternatives  | 57              |
| Summary  | 61              |
| Extending reflection: codes of conduct for computer scientists<br>and software engineers | 62              |
| Questions for research and discussion  | 64              |
| Further reading about the cases  | 65              |

|  |         |
|--|---------|
| <b>3 Science and its norms</b>                                       | 66      |
| Setting the stage: Galileo and the church                            | 66      |
| Emergence of natural philosophy                                      | 69      |
| The social institutionalization of science                           | 73      |
| Scientific methods and epistemological norms                         | 76      |
| Social norms in science  | 78      |
| Summary  | 82      |
| Extending reflection: anthropologists and the military               | 83      |
| Questions for research and discussion                                | 85      |
| Further reading about the cases                                      | 86      |
| <br><b>4 Research ethics I: responsible conduct</b>                  | <br>87  |
| Setting the stage: a cloning scandal                                 | 88      |
| From norms to realities  | 90      |
| Influential cases  | 94      |
| A spectrum of conduct  | 100     |
| The flow 1: anticipating research                                    | 103     |
| The flow 2: doing research   | 106     |
| The flow 3: disseminating research                                   | 112     |
| Research ethics in a global context                                  | 118     |
| Summary  | 120     |
| Extending reflection: Victor Ninov and Jan Hendrik Schön             | 121     |
| Questions for research and discussion                                | 123     |
| Further reading about the cases                                      | 123     |
| Video and online resources for teaching about<br>research misconduct | <br>124 |
| <br><b>5 Research ethics II: science involving humans</b>            | <br>125 |
| Setting the stage: clinical trials in developing countries           | 125     |
| How clinical trials work   | 128     |
| How humans became research subjects                                  | 132     |
| From subjects to participants: free and informed consent             | 134     |
| The US case: autonomy, beneficence, and justice                      | 140     |
| The flow of human participants research: anticipating and practicing | 145     |
| The flow of human participants research: disseminating               | 150     |
| Summary  | 151     |
| Extending reflection: using immorally acquired data                  | 151     |

|   |            |
|---|------------|
| Questions for research and discussion                     | 154        |
| Further reading about the cases                           | 155        |
| <b>6 Research ethics III: science involving animals</b>   | <b>156</b> |
| Setting the stage: war over animal research               | 156        |
| Farms, zoos, pets, wildlife preserves, and laboratories   | 159        |
| Animal welfare and animal rights: a brief history         | 162        |
| The animals issue: an analysis                            | 166        |
| Summary   | 170        |
| Extending reflection: Temple Grandin                      | 170        |
| Questions for research and discussion                     | 172        |
| Further reading about the cases                           | 173        |
| <b>7 The science of ethics</b>                            | <b>174</b> |
| Setting the stage: sexual harassment among scientists     | 174        |
| What can science tell us about ethics?                    | 176        |
| Evolutionary ethics                                       | 178        |
| Decision science  | 181        |
| Psychology of moral development                           | 182        |
| The naturalistic fallacy                                  | 185        |
| Options for a science of ethics                           | 186        |
| Why attempt a strong science of normative ethics?         | 190        |
| Methodological naturalism informing ethics: neuroscience  | 192        |
| Summary   | 193        |
| Extending reflection: space colonization                  | 194        |
| Questions for research and discussion                     | 195        |
| Further reading about the cases                           | 196        |
| <b>8 Transition: from ethics to politics and policy</b>   | <b>197</b> |
| Setting the stage: developing a course                    | 197        |
| The goals of teaching and learning                        | 199        |
| Science and ethics or ethics and science?                 | 201        |
| For interdisciplinary ethics                              | 203        |
| Effective education                                       | 204        |
| Ethics: from doing things right to doing the right things | 205        |
| Extending reflection: Einstein on ethics and science      | 207        |
| Questions for research and discussion                     | 209        |
| Further reading about the cases                           | 209        |

|  |     |
|--|-----|
| <b>9 Science and politics I: policy for science</b>  | 210 |
| Setting the stage: government funding of embryonic stem cell research                                | 210 |
| Science in context   | 212 |
| The social contract for science: the linear model  | 215 |
| Questioning the social contract: governing science   | 217 |
| Policies for science budgets   | 219 |
| Science outcomes   | 223 |
| R&D, the market, and well-being  | 225 |
| Scientists' responsibilities for knowledge and its consequences                                      | 228 |
| Distributing responsibility  | 230 |
| Summary  | 233 |
| Extending reflection: dual use and publishing a deadly blueprint                                     | 234 |
| Questions for research and discussion  | 235 |
| Further reading about the cases  | 236 |
| <b>10 Science and politics II: science for policy</b>  | 237 |
| Setting the stage: climate change and an inconvenient heretic  | 237 |
| Science and decision-making  | 240 |
| The social contract for science revisited  | 245 |
| Questioning the social contract again: science governing   | 248 |
| Science in the military  | 254 |
| Science in the courtroom   | 256 |
| Science in the media   | 258 |
| Summary  | 261 |
| Extending reflection: premature science? Predicting earthquakes and linking autism with vaccinations | 263 |
| Questions for research and discussion  | 265 |
| Further reading about the cases  | 266 |
| <b>11 Science and ideational culture</b>   | 268 |
| Setting the stage: the Templeton Foundation  | 268 |
| Science and personal experience  | 270 |
| Science and culture  | 273 |
| Independence: separating science from culture  | 275 |
| Conflict: science and culture in opposition  | 276 |
| Dialogue: science and culture in conversation  | 281 |
| Integration: bringing science and culture together   | 283 |

|   | Contents   | xi |
|---|------------|----|
| Summary   | 286        |    |
| Extending reflection: intelligent design in public schools                        | 286        |    |
| Questions for research and discussion   | 288        |    |
| Further reading about the cases   | 289        |    |
| <b>12 Science applied: ethics and engineering</b>                                 | <b>290</b> |    |
| Setting the stage: the <i>Challenger</i> and <i>Columbia</i> disasters            | 290        |    |
| Overview, definitions, and contrasts  | 293        |    |
| A history of ideals in engineering ethics   | 296        |    |
| Perspectives from different countries   | 300        |    |
| Confidence and doubt in engineering   | 306        |    |
| Toward a duty <i>plus respicere</i> in engineering – and in science               | 307        |    |
| Summary   | 312        |    |
| Extending reflection: sustainability and geoengineering                           | 313        |    |
| Questions for research and discussion   | 317        |    |
| Further reading about the cases   | 318        |    |
| <i>Epilogue: Looking back, leaning forward: the moral character of scientists</i> | 319        |    |
| <i>Appendix: Ethics codes</i>   | 324        |    |
| <i>Bibliography</i>   | 328        |    |
| <i>Index</i>  | 347        |    |