



Module syllabus: *Bioethics*

1. Overall information

Module coordinator	Prof. Piotr Skubała Ph.D. (Department of Ecology)
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ECTS	2
Method for the verification of learning outcomes	<p>The final grade for the module is weighted on the average of the following student's activities:</p> <ul style="list-style-type: none">- Active participation in the seminars (0.25)- Essay on one of the selected topics (0.5)- Written final exam (0.25) <p>To be awarded a final grade, the student must have passed each activity of the module.</p> <p>Grades: below 51% – fail (F); 52-60% – with minimum academic criteria (E); 61-65% – satisfactory (D); 66-75% – good (C); 76-85% – very good (B), ≥ 85% – excellent (A)</p>

2. Description of student activity and work

Lecture	
Responsible instructor	Prof. Piotr Skubała Ph.D. (Department of Ecology)
Content	<p>The main aim of this part of the module "Bioethics" is to present the main trends in bioethics and environmental ethics to students, to familiarise them with its leading representatives and precursors and to seek sources of environmental thinking.</p> <p>Lecture content: The origin of bioethics and environmental ethics. Forerunners of modern environmental ethics. Ecology as the basis of ethics. State of the knowledge about the functioning of the Earth's ecosystem. Fundamentals laws in the natural world. Humans and their relationship with nature. The human impact on the biosphere – social reactions. Biodiversity as the largest and least appreciated treasure of humanity. The ethical, environmental and health effects of genetically modified organisms in agriculture and farming. Trends in bioethics and environmental ethics – what kind of ethics do we really need? Environmental education in Polish society.</p>
Number of didactic hours (contact hours)	15
Literature	<p>Desjardins J. R. 1993. Environmental Ethics. Belmont: Wadsworth.</p> <p>Devall B., Sessions G. 1985. Deep Ecology: Living as if Nature Mattered. Salt Lake City, Peregrine Smith.</p> <p>Wilson E. O. 1992. The Diversity of Life, Harvard University Press.</p>





Seminar	
Responsible instructor	Prof. Piotr Skubała Ph.D. (Department of Ecology)
Content	<p>The main aim of this part of the module is to acquaint students and prepare them to evaluate various situations that are related to human interference in the phenomenon of life.</p> <p>Seminar content: People in defense of nature – assessment of social behavior. Ethics and environmental conflicts – examples of case studies. Ethics and environmental conflicts – for and against. Sources of the ethical standards for animals. Ethics of animal liberation. The history of research on animals. Animal studies in the opinions of philosophers, scientists and the public. Our footprint on Earth – the method of the ecological footprint. Do Poles care about nature? – the state of environmental awareness in Polish society. Ethical eating and buying.</p>
Methodology of seminar classes	Discussions of selected ethical dilemmas in biology; case studies of specific environmental conflicts; educational games that are used to consolidate content from the lectures and to acquire complementary knowledge of the issues discussed.
Number of didactic hours (contact hours)	15
Literature	Living Planet Report 2014. WWF, Zoological Society of London, Global Footprint Network. http://wwf.panda.org/about_our_earth/all_publications/lpr_2014/index.cfm Wackernagel M., Rees W.E. 1996. Our Ecological Footprint. Reducing Human Impact on the Earth. New Society Publishers, Canada

3. Forms of verification

Continuous evaluation of knowledge and activity	
Grades	<p>Grades are awarded on a scale of A-F, where A is the best and F is a fail.</p> <p><u>An excellent performance (A)</u> – the student actively participates in the seminars, demonstrates an excellent understanding of the problems being discussed, is engaged and creative in solving the problems being analysed.</p> <p><u>A good performance (C)</u> – the student actively participates in the seminars, demonstrates a good understanding of the problems being discussed, is engaged and creative in solving the problems being analysed.</p> <p><u>A satisfactory performance (E)</u> – the student participates in the seminars with some engagement, demonstrates a proper understanding of the problems being discussed, is satisfactorily engaged and sufficiently creative in solving the problems being analysed.</p> <p><u>A performance that does not meet the minimum academic criteria (F)</u> – the student does not participate in some seminars, does not demonstrate a proper understanding of the problems being discussed, is not engaged and creative in solving the problems being analysed.</p>





Essay	
Evaluation	Writing a multi-page essay on one of the selected list of topics. Grades for the essays are awarded on a scale of A-F, where A is the best and F is a fail. An excellent report (A) – without any essential errors Fail (F) – no report

Final exam	
Grades	Grades are awarded on a scale of A-F, where A is the highest and F is failing fail. Excellent (A) – the student presents a fluent knowledge of the problems related to bioethics and environmental ethics, has minimal errors that do not affect their general knowledge. Good (C) – the student presents a good knowledge of the problems related to bioethics and environmental ethics, makes rare but subtle errors. Satisfactory (E) – the student exhibits a satisfactory knowledge of the problems related to bioethics and environmental ethics and makes subtle errors. Fail (F) – the student does not present a satisfactory knowledge of the problems related to bioethics and environmental ethics and makes many substantial errors, which disqualify their state of knowledge.

