

Barbie, Bioshock and Borderlands: The Future of Human Enhancement FYS Fall 2013

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Abstract:

The medical scientific community has been dedicated to mastering illness and disease, fixing whatever we collectively deem wrong with the human body, intervening when the organism is injured or invaded. In the process of fighting disease, we have created numerous physical and pharmaceutical enhancement techniques in the name of beauty, symmetry, mental stability and productivity. We are now at the crossroads of the next frontier—the creation of cyborgs, combined organic and mechanical organisms. Whether we talk about the implantation of computer chips in humans or the substitution of amputated limbs with robotic replacements, we have begun the process of integrating men and machines. In this class we will explore the use of a variety of enhancement procedures—genetic, pharmaceutical and mechanical—and reflect on what the future of human enhancement will mean for our understanding of the human experience.

THE KEY TO SUCCEEDING IN THIS COURSE IS TO KEEP UP WITH THE WORK AND TO ACTUALLY DEMONSTRATE EFFORT. SINCE THIS IS A FIRST SEMESTER COURSE, I AM LESS CONCERNED WITH MASTERY PER SE AND MORE CONCERNED WITH EFFORT AND PROGRESS.

Course Description and Objectives

The First Year Seminar (FYS) introduces writing as a process that is central to college learning and to life. Each FYS, no matter what the topic, focuses on college-level reading and writing so students will begin to sharpen the critical reasoning skills needed for success in any academic discipline at Moravian College. The subject area focus of each FYS section entails reading and discussing ideas and styles from various academic disciplines, but all sections are the same in their general approach: students will practice both speaking and writing and will work collaboratively in workshop settings. You learn to write by writing and reading, so your teacher will be mostly a facilitator in class, not a lecturer or test-giver.

➤ **With regard to broad academic and writing skills, by the end of this course, students will:**

- Demonstrate a process approach to writing
- Use writing as a way to discover new information and insights—in short, to learn.
- Demonstrate competency in writing including framing questions, posing problems, and synthesizing information to write an academic paper.
- Write effectively for a variety of audiences.
- Gather information for assignments through the use of appropriate technology and evaluate the credibility of sources needed to write an academic paper.
- Read critically and comprehensively to integrate others' ideas with their own.

➤ **With regard to transition to college expectations, by the end of this course students will:**

- Articulate an understanding of liberal education as it affects one's life now and prepares the individual for the future.
- Practice behaviors for successful learning including effective study habits, time management, goal setting and coping skills.
- Collaborate with faculty and student advisors and engage with the College community -- students, faculty and staff-- to promote the students' success at Moravian College.

Students will complete several pieces of writing, formal and informal, graded or ungraded, this semester. Expect to receive suggestions from your instructor or classmates as you develop writing assignments through multiple drafts. Individual conferences, written comments, small group workshops, the College Writing Center—all may be used to help you as you plan, draft, revise, and edit a piece of writing. At least one writing assignment will involve substantial use of Reeves Library. You will improve your information literacy as you learn to develop and investigate a research topic. By the time you complete your FYS, you should be proficient in the following “**basic competencies**” of information literacy:

- Define a research need
 - Formulate a research topic
 - Determine an information need
- Plan and execute a search for information
 - Identify key terms and concepts
 - Identify the most appropriate sources of information
 - Use Boolean operators and truncation where appropriate
 - Impose limiters (e.g., scholarly vs. popular, date, language)
 - Modify the search based on search results
- Know how and where to find the sources discovered in the search process
 - Determine which sources the library owns or provides access to and retrieve them
 - Request material not owned by the library on Interlibrary Loan
 - Locate material faculty may have put on reserve in the library
- Understand the obligation to credit sources and be able to do so in an appropriate citation style

Books:

Academic Writer: Brief Guide Ede2ND 11MPS978-0-312-60319-9

WRITING IS ABOUT COMMUNICATION

- **OF IDEAS, OF INFORMATION, OF ANALYSIS. THE NEW SOCIAL MEDIA SOCIETY REQUIRES A SIGNIFICANT AMOUNT OF WRITING EVEN IF THE WRITING IS ABBREVIATED. EVEN IN THE SIMPLIEST TEXT MESSAGE, WE NEED TO BE CLEAR, OTHERWISE WE MAKE OTHERS REQUEST CLARIFICATION OR ELABORATION.**
- **WRITING IS A USEFUL TOOL TO ORGANIZE MORE COMPLEX THOUGHTS AND IDEAS. IF YOU ONLY HAVE ONE POINT TO MAKE, YOU DO NOT NEED TO “KEEP TRACK” OF YOUR THOUGHTS OR ORGANIZE YOUR ARGUMENT, BUT IF YOU HAVE MANY POINTS TO MAKE—IF THE ARGUMENT IS COMPLEX—THEN WRITING HELPS SIGNIFICANTLY.**

Assignments:

TBA: There will be at least six writing assignments for the semester—final descriptions will be available soon but will be subject to minor revision. The different types of writing will include:

- descriptive pieces
- annotated bibliography
- compare and contrast analysis
- short research paper (including formatting and citation page)
- reflection pieces

Each large assignment will be graded on the following 0.0-4.0 scale:

4.0: A	2.7: B-	1.3: D+
3.7: A-	2.3: C+	1.0: D
3.3: B+	2.0: C	0.7: D-
3.0: B	1.7: C-	

Smaller assignments such as in-class quizzes or short out-of-class exercises will be graded with the following grades: $\sqrt{+}$, $\sqrt{}$, or $\sqrt{-}$. These grades roughly correspond to an A, B and C. The short assignments and quizzes will be weighted differently depending on the amount of time and effort it takes to complete the assignment. At the end of the semester, all of these points will be added together and you will get a corresponding letter grade for this accumulated short assignment work based on the total percentage of points earned.

Writing Portfolio:

You will organize the key pieces of your writing for this course into a writing portfolio. This portfolio will be organized in such a way as to serve as a reference for you throughout your college career. I am providing you will the binders that you will use. You will not need to bring them to class on a daily basis but there may be times we set aside to work on organization of material and then I will ask that you bring them to class.

Grade Distribution:

- **60%** accumulated for your final writing portfolio. You will have multiple opportunities to work on the various pieces that you will include in your portfolio. And there will be approximately six pieces in the portfolio, so each piece will be worth approximately 10% of your grade. The 60% will include all of the grades you have received for the various assignments as well as “improved” grades for edited work.
- **20%** for short assignments
- **20%** class participation

I will be posting grades on Blackboard and at any point in the semester you can calculate your grade. You can take the weighted average of your assignments and plug them into the following formula:

$$0.60 * (\text{average writing assignment grade}) + 0.20 * (\text{average short assignment grade}) + 0.20 * (\text{class participation grade})$$

Class Rules and Regulations

Class attendance/participation is mandatory. If you are going to miss a class, I expect that you will contact me prior to class to let me know, either by phone or email. Although I understand that people might occasionally miss class due to illness or personal emergencies, patterned absences will result in a lowering of your class attendance/participation grade and I will contact your advisor/the dean’s office. Regular attendance and minimal participation will yield a class attendance grade of a 3.0 (B). Regular and engaged participation will increase that grade upwards, and patterned absences will decrease that grade. Basically, everyone will start out with a B. What

you do with that B is your responsibility. Unexcused absences will result in a lowering of the B. Active participation will be assessed on the basis of volunteering thoughtful answers on a regular basis, and passive participation as merely being there, taking notes, and looking attentive. And the “looking attentive” is key here—please do not fall asleep in my class. Even in a large class, it is very hard to hide and sleep. I understand that you might not be feeling well or had a very late night, but if you are sleepy before class, please grab a cup of coffee. Students who come to class but sleep do not get credit for class attendance—sleeping in class will earn you an unexcused absence.

Students who miss an in-class activity due to an excused absence will not get credit for the assignment but will not be penalized. Often, the in-class activities cannot be “made up” outside of class time, but you will be responsible for knowing what we did in class in case it is referenced in future classes. You will lose the designated points for the assignment which means that your other remaining assignments will count more towards your final grade. For example, if the total of all in-class activities ends up counting for a total of 200 points, but you missed an activity due to an excused absence that was worth 20 points, and your total points earned was 160 points, your final grade for class activities will be scored as 160/180 instead of 160/200. If you, however, miss an in-class activity due to an unexcused absence, you will earn a zero for that class activity and as noted above, you will not be able to “make up” the lost points.

Students who miss a class are responsible for getting notes and copies of handouts from a fellow student. I advise that every student find a partner(s) in the class that will share notes and collect handouts for them when they have an anticipated or unanticipated absence. I will not be responsible for collecting or keeping track of handouts for students who miss class, nor will every handout be scanned and posted on Blackboard. You must also collect the notes and review the material covered in class before you ask me “what did I miss the other day when I was not here.” I am not responsible for repeating one of my lectures in a private session with students who miss class. While I am happy to review material that students do not understand during office hours, you must review the material before you schedule a meeting. Do not wait until a couple of weeks have passed before you realize that you are missing certain key handouts necessary to complete an essay or assignment—trying to track down handouts a few weeks down the road can be a nightmare.

In addition to expecting regular class attendance, I also expect students to arrive to class “on time.” Patterned late arrivals will also be penalized. Being a commuter, I understand the challenges associated with traffic, accidents and other unanticipated delays, but it is your obligation to arrive to class on time. If you are commuting from the other end of campus, I understand that the shuttle system may be a nightmare, but you need to catch the earlier bus if there is a chance that the shuttle might be a few minutes late getting up to the other end of campus. Again, I understand that “stuff happens” and you may “every now and then” arrive late, but it cannot be a regular pattern. You would not regularly arrive late for a job (it would not be tolerated by your employer and you would eventually be fired). Think of your college career as one of your current jobs. If you are late, however, come into the classroom as soon as you do get to your designation. Do not wait outside the class for some optimum time to enter as all this will do is make you miss more of the class instruction. Quietly and unobtrusively enter the classroom and take a seat.

Cheating/plagiarizing: If any student is caught plagiarizing, you will automatically fail the class. If there are any questions about what constitutes plagiarism, please review drafts of your assignments with me. Please also see Moravian College’s Academic Honesty policy (on the website) to review the institution’s definitions of cheating and plagiarism. Plagiarism is easier to recognize than you might think—I have caught a number of students in the past.

Due Dates and Formatting:

I expect **assignments to be handed in on time**, on the day that they are due. Late assignments will be docked one full grade for each day that they are late. So an “A-quality” assignment that was due on Tuesday that is handed in on Wednesday will drop to a “B.” If handed in on Thursday, the grade will drop to a “C.” A “D-quality” assignment handed in late is an F. I know students occasionally run into computer/printer problems, and if you are in this situation, email me as soon as possible. If you are having a printer problem, you can send me your assignment as an attachment so that you can still get credit for handing the assignment in on time. I do not have much sympathy for students who wait until a few minutes before class begins to print up their assignment and then discover that

they are having trouble. So try to make it part of your schedule that you will finish and print up your assignments at least the night before the assignment is due. This way, you will have time to either solve your problem or contact me.

I also expect assignments to follow whatever **formatting and page instructions** given when the assignment is assigned. For example, if I assign an essay question that I suspect will take at least two pages to answer, I expect a full two pages of writing will constitute your response. This is two pages, word processed, double-space, one inch margins, 12-point font, without additional spaces between your name and date at the top of the page, and between the title of your essay. Assignments that fall short of the page requirement will automatically lose points.

More details on classroom behavior:

Recording Devices:

Students have my permission to use audio recording devices in class. I know some students like to use these devices in order to review lecture notes, so this statement serves as my “informed consent” to be taped.

Cell phone, texting, email, web surfing: I expect that students will NOT be using their cell phones, texting, sending emails or web surfing during class time. Students who are caught engaged in any of these activities will immediately lose **one full grade** of their class participation grade (i.e. a B will drop to a C). If you engage in this behavior multiple times, then getting caught a mere three times in the course of a semester will earn you an F for class participation. For students who take notes on laptops, I know the temptation to check your Facebook page, or answer a few emails during what you might think is a less interesting part of my lecture may be overwhelmingly tempting, but please resist the urge. You may think you are pretty good at hiding this activity from me, but it is actually fairly easy to tell when a student is engaged in other. Sometimes your neighbor actually gives you away, so why you are making sure to keep looking up at me, your neighbor might get very interested in looking at your newly posted profile picture. So best just not to do it, no matter how good you think you are at it. And even if you think you might be so good, I will not necessarily confront you in class if I catch you. I will merely dock your class participation grade and you will not be aware of the penalty until the end of the semester.

There are some circumstances under which I will allow students to take a phone call or surf the web during class.

Phone calls: I know some students occasionally have family, work and/or personal obligations that may need their immediate attention. For example, there may be students who have a sick child at home and need to be reachable during class time in case there is an emergency. If you find yourself in this kind of situation, please contact me before class via email or approach me at the beginning of class. I will expect your phone to be on vibrate, but I will allow you to leave the room to take the call.

“Facilities” Break: I have had the experience of students regularly leaving class for what I can only assume is a “bathroom” break, leaving class for a few minutes during basically every class period. Unless there is an underlying medical issue, I do think it is necessary for students to regularly leave the class for what is often only a one-hour ten-minute class period. If you do have some underlying medical condition that requires you to regularly leave class, then please make sure I get a note from disabilities support (see contact information below). If I do not get official notification from disabilities support, then the regular bathroom break will be considered a series of “unexcused” absences and will result in a lowering of your class attendance grade. I have absolutely no problem with an occasional bathroom visit, but please limit your visits.

Web surfing: Sometimes a class activity might actually involve searching the web for resource materials. In this case, I may ask students with laptops to help search for a piece of data or reference during class. But I will expect that students will be searching for the task assigned and not looking up newly posted videos.

In-class Activities/Short Assignments: We will have a number of **in-class activities** throughout the semester—this is another reason why regular class attendance is so important. These activities will help to solidify the concepts of

the course. There will also be **sporadic short out-of-class activities**. These two kinds of assignments will constitute the short assignment grade. I expect people to keep up with the readings for the class, otherwise you will not be able to successfully complete the in-class activities.

If I suspect that students are not keeping up with the readings (this suspicion arises when the professor asks a question about the reading and no one responds...), I have the habit of distributing **pop quizzes**. I do not think that pop quizzes are “unfair, unjust!” They are just one tool to help keep you on track and to help cement the concepts. I would like to treat you like college students and not as high school students, so please make sure that you keep up with the work and I will not feel compelled to give pop quizzes.

Professor/Student dialogue: *I highly value good communication between us, and I therefore encourage you to contact me at any time in the semester to talk about the class in general or your individual performance. Few things are as frustrating for me then to get to the end of the semester to find out someone struggled with some aspect of the course (for example, understanding the assignments!). If you do not understand some aspect of the course material, or my assignment instructions, then please send me an email, call, or stop by my office hours. I am more than willing to read and respond to drafts of your work, so please take me up on my offer to read work before final due dates. I typically ask for at least one week to turn work around.*

Blackboard and Email: Moravian College recognizes email as a form of official communication between faculty and students and I will use both Blackboard and email as a communication device. I will occasionally send out a message for you to take a look at an article online, or check a new posting on Blackboard before the next class. Therefore it is your obligation to regularly check your email account for messages from me. You should check your email accounts at least once a day. Failure to complete an assignment/request because “I did not see your email—I did not check my account,” will not suffice as a legitimate excuse.

Students with Disabilities:

Students who wish to request accommodations in this class for a disability should contact Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

OWN YOUR OWN SCHOLARSHIP

This may sound quite trite, but in the end, your overall success or failure in college will be on your own shoulders. You must engage and you must fully own your own scholarship. Yes, it is true, that some of you may end up with a professor that you experience as “arbitrary”—and that you end up with a poor grade in the class because that professor did not “like” you or did not “agree” with your analysis—but that is the rare experience, not the norm. You will succeed if you:

- complete the assignments on time
- seek help when needed
- make the assignments interesting and fun (you do have some control over this)
- choose your classes so that they are balanced and engaging (make use of independent studies, internships, etc., to find balance and make your schedules as engaging as possible)

Writing is like any skill—the more you practice, the better you get.

Week by Week Reading and Assignments:

The following outline shall guide our work for the semester. We may get off track at some point during the semester, either moving through the outline faster, or spending additional time on a particular topic or activity. You will be responsible for making sure you know where we are on any given week even if we get off track. Establish some system for keeping track on where we are at any given time. I will try to keep you posted on changes but you will not necessarily get a new document. Part of owning your own scholarship is taking more responsibility than many of you have had to do in the past to make sure you understand what is expected and keeping track of your obligations.

A WEBSITE WE WILL BE VISITING THROUGHOUT THE SEMESTER:

THE MEDICALLY MODIFIED HUMAN

<http://www.thebioethicsproject.org/>

I. WEEK 1: INTRODUCTION TO THE FYS SEMINAR TOPIC AND COURSE DESIGN. AUGUST 27TH

This week we will review the syllabus and work on some early writing assignments. The first assignment for this week will be to explore how students should approach college-level writing. How do we even begin and what are the expectations for college-level writing?

- How is writing akin to taking someone on a journey?
- How is expository writing like an instruction manual?
- What is the role of individual style in making writing engaging?
- How do you provide clarity in writing without insulting your reader?
- How do you provide a foundation so that your reader does not suspect that you are just “making it up” as you go along? How do you make a strong argument/analysis?
- How do you avoid plagiarism and why do we even care?
- Why is the adoption of any formatting style useful and important?

Moving from writing what you know to writing what you do not know—writing is fairly “easy” when you are very familiar with your topic. When you have mastered material in a class and then are asked to write an essay on the topic, you can “nail” the assignment. So even people who are not big fans of writing can find some forms of writing very easy and/or engaging. But writing can also be a very useful tool for both learning new information and for discovering what you do not already know. This process can help you to fill in the gaps of knowledge. We will start with an assignment about writing what you know. This assignment will help us explore and review aspects of good writing—what makes any piece of writing engaging and enjoyable?

Readings:

- The Academic Writer: A Brief Guide, Lisa Ede
Part I: Writing Matters: Writing and Rhetoric in the Twenty-First Century
Chapters 1 & 2

Assignment #1: Peanut Butter and Jelly Sandwich

II. WEEK 2: STARTING TO EXPLORE THE IDEAL HUMAN AND THE DEFINITION OF “HUMAN.” SEPTEMBER 3

This week we will start an assignment exploring current concepts of the human ideal. And we will also start to think about what is essential about being a human being (i.e. what separates us from man and machines).

Readings:

- The Bicentennial Man, Issac Asimov (Blackboard)
- The Academic Writer: A Brief Guide, Lisa Ede
Part I: Writing Matters: Writing and Rhetoric in the Twenty-First Century
Chapter 3

Assignment #2: Ideal Human

III. WEEK 3: THE WRITING AND RESEARCH PROCESS SEPTEMBER 10TH

We have already discussed “writing what you know,” but much of the writing you will do in college involves writing about topics about which you do not have extensive knowledge—in fact the process of writing can help you to discover both what you still do not know as well as highlighting what you do already know or what you discover through the process of writing.

Steps in the Writing Process—from brainstorming to putting it all together in a polished academic paper.

Assignment #3: Brainstorming and collecting some background information.

Readings:

- PowerPoint Presentation Tips (Blackboard)
- The Academic Writer: A Brief Guide, Lisa Ede
Part II: Writing in College
Chapter 4

Also this week, you are going to get into groups to gather “data” on how the media presents the ideal human being based on demographics such as age, sex/gender, SES, etc. Different groups can focus on different aspects of the media. You will put together some presentation about what you find. You should provide the videos/pictures for us to view as you provide some analysis.

IV. WEEK 4: MEDIA PRESENTATION OF THE IDEAL SEPTEMBER 17

Students will be presenting their PowerPoint and/or other media presentations about what they found when they explored how the media presents the ideal human.

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| ➤ Video games | ➤ Sports |
| ➤ Magazines | ➤ In the workplace |
| ➤ Toys and games | ➤ In the home |

Readings:

- The Academic Writer: A Brief Guide, Lisa Ede
Part II: Writing in College
Chapters 5 & 6
Chapter 7 optional

Assignment #4: Working on the thesis statement, extending a paper outline based on brainstorming

V. WEEK 5: COMPARE AND CONTRAST? HOW? HOW DO I GENERATE SOME SYSTEM OF ANALYSIS AT THE COLLEGE LEVEL? AND, STARTING THE CONVERSATION ABOUT HUMAN ENHANCEMENT. SEPTEMBER 24TH

Instead of thinking in terms of black and white, real academic critical thinking is comprised of shades of grey.

Readings:

- Untangling the Debate: The Ethics of Human Enhancement, Patrick Lin & Fritz Allhoff (Blackboard)
- Human Enhancement Ethics: The State of the Debate, Bostrom and Savulescu (Blackboard)
- The Academic Writer: A Brief Guide, Lisa Ede
Part III: Practical Strategies for Reading and Writing
Chapters 8 & 9

On Thursday of this week (September 26), we are challenging Dr. Wetcher-Hendrick's class to a kick ball game!

VI. WEEK 6: HUMAN ENHANCEMENT: FOCUS ON PHYSICAL ENHANCEMENTS—FOR BEAUTY OR FUNCTION? OCTOBER 1ST

- What is the current experience and view of cosmetic surgery in the US today?
- Is there an ethical difference between physical enhancements that are completed in the name of beauty and those that are done for function? Is there, for example, a difference in how we as a society view breast implants for people who want larger breasts versus breast implants for people who have been injured and/or who had breast cancer? Why or why not?
- Is it ethical that people who have had cosmetic surgery present a false picture of their genetic fitness to other members of society? Do we deceive others? Is cosmetic surgery a form of "false advertising?"
- What are all the ways we modify our genes (from hair treatments, to dental work, to major surgery)



Readings:

- Cosmetic Surgery, Suspect Norms, and the Ethics of Complicity, MARGARET OLIVIA LITTLE
- The Academic Writer: A Brief Guide, Lisa Ede
Part III: Practical Strategies for Reading and Writing
Chapter 10
Chapter 11 optional

- *On October 1st, we will have a research session in the library. The entire class time will be spent searching for materials for your research paper. You will come prepared with your brainstorming paper in hand so that you can maximize the usefulness of this library session.*

VII. WEEK 7: PHYSICAL ENHANCEMENT—CHEMICAL ENHANCEMENT OCTOBER 8TH

- 54% of Americans over the age of 18 drink coffee every day. <http://www.statisticbrain.com/coffee-drinking-statistics/>
- As you learned from reading *The Spirit Level*, 11% of the US adult population currently takes antidepressants. <http://www.npr.org/blogs/health/2011/10/20/141544135/look-around-1-in-10-americans-take-antidepressants>
- And yet we punish athletes who take steroids in an effort to improve their game.

How do we manage to live in a world in which all of these statements are true? How and why is coffee different from steroids in our acceptance of our chemical enhancements? In the name of productivity, can I demand that you take some chemical substances that increase your performance? At what cost?

Readings:

- The Academic Writer: A Brief Guide, Lisa Ede
Part III: Practical Strategies for Reading and Writing
Chapter 12

Assignment #5: The annotated bibliography—getting the paper in shape so that it “writes” itself.

VIII. WEEK 8: PHYSICAL ENHANCEMENT—RISE OF THE MACHINES OCTOBER 15TH

- Do we view mechanical enhancement differently than chemical or genetic enhancement?
- The benefits and drawbacks of cyborg enhancement.

Readings:

- **This Man Is Not A Cyborg Yet, NYT, June 2, 2013**
<http://www.nytimes.com/2013/06/02/business/dmitry-itskov-and-the-avatar-quest.html?pagewanted=all&r=0>
- **WATCH: How a Colorblind Cyborg 'Hears' Color**
http://www.huffingtonpost.com/neil-harbisson/hearing-color-cyborg-tedtalk_b_3654445.html?ncid=edlinkusaolp00000009
- **Wearable Robot**
<http://www.youtube.com/watch?v=c59xa8qwIRI>
- **Could Human Enhancement Turn Soldiers Into Weapons That Violate International Law? Yes**
<http://www.theatlantic.com/technology/archive/2013/01/could-human-enhancement-turn-soldiers-into-weapons-that-violate-international-law-yes/266732/>

IX. WEEK 9: COGNITIVE ENHANCEMENT—FROM CAFFEINE TO RITALIN TO NEUROTRANSMITTERS OCTOBER 22ND

Reading:

- Cognitive Enhancement, Lifestyle Choice or Misuse of Prescription Drugs? Ethics Blind Spots in Current Debates, Eric Racine & Cynthia Forlini (Blackboard)
- Paternalism in the Age of Cognitive Enhancement: Do Civil Liberties Presuppose Roughly Equal Mental Ability? Daniel Wilker in *Human Enhancement* (Blackboard)
- Smart drugs for cognitive enhancement: ethical and pragmatic considerations in the era of cosmetic neurology, V Cakic (Blackboard)

Assignment #6: First draft of research paper.

X. WEEK 10: PLAYING GOD OCTOBER 29TH

- What happens to those who try to “play God” in our modern stories? If in Judeo-Christian tradition, we are created in God’s image, then is there anything wrong with trying to achieve omnipotence and immortality?
- Is there a difference between the enhancement we do to “stay alive” and the enhancement we do in the name of enhancement itself?

Readings:

- Playing God, C.A. J. Coady from *Human Enhancement* (Blackboard)
- Enhancements are a Moral Obligation, John Harris from *Human Enhancement* (Blackboard)

Assignment #7: Additional drafts of paper may be due any of the remaining weeks.

XI. WEEK 11: GENETIC ENHANCEMENT—DANGER OF MAKING A PERMANENT CHANGE? NOVEMBER 5TH

- We tend to differentiate between genetic enhancement and/or alteration that will affect an individual organism differently than changes that will be passed on to the next generation.

Readings:

- No readings for this week, so make sure you spend time working on your research papers/final portfolio.

XII. WEEK 12: STEROID USE IN SPORTS NOVEMBER 19TH

Readings:

- http://www.cnn.com/2013/08/12/opinion/moore-medication-advantage/index.html?iid=article_sidebar
- Medical Enhancement and the Ethos of Elite Sport, Torbjorn Tannsjo from *Human Enhancement* (Blackboard)

XIII. WEEK 13: INDIVIDUAL RIGHTS VERSUS SPECIES RIGHTS NOVEMBER 12TH

- Should there be limits because we owe something to the species separate from what any one individual might want to do to him/herself?

Readings:

- No readings this week. Make sure you continue to work on your final papers.

XIV. WEEK 14: WORKING ON THE FINAL WRITING PORTFOLIO DECEMBER 3RD

- We will all be working together in class to work on the various pieces of the final portfolio so make sure you bring your work to class.

Suggested Books:

- Do Androids Dream of Electric Sheep?
- Cyborg by Martin Caidin
- Vacuum Flowers by Michael Swanwick
- He, She and It by Marge Piercy

Possible Movies:

- Any of the Bourne movies (chemical enhancement out of control, creating the ultimate soldier)
- Bladerunner
- A Scanner Darkly
- RoboCop
- Star Wars
- Ghost in the Shell
- Star Trek: First Contact
- I, Robot
- Surrogates
- Lawnmower Man
- Johnny Mnemonic
- Terminator Salvation
- Splice
- Gattaca