

Dialogue 142

# Teaching Ethics to Scientists: Why Rules and Consequences Matter

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Noon, Friday, September 21, 2012  
RMSB 4<sup>th</sup> Floor Auditorium

Ethics in science can be divided into “process” issues (how to properly conduct research) and “product” issues (what we ought to gain from science). Respecting this distinction is just a start on addressing the issues, since the ethical scientist needs to know *what* to worry about, and *how* to worry about it. Often, these latter questions get answered based on prior commitments to either a rule-based or a consequence-based ethical framework. I shall give an argument—with plenty of examples—for the necessary consideration of rules and consequences in coming to understand (and trying to teach) ethics in science.

Dr. Powers is Director of the Center for Science, Ethics & Public Policy at the University of Delaware, where he is also is an Assistant Professor in the departments of Philosophy and the School of Public Policy and Administration, and a research fellow of the Delaware Biotechnology Institute. He is principal investigator of the RAISE (Responsibility and Integrity in Science and Engineering) program at the University of Delaware. His research focuses on several aspects of ethics in science, including the ethics of emerging technologies--especially nanotechnology and information technology.

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