

School of Psychology

**C8840 Perspectives on
Psychology: Autumn Term 2017**

Module Handbook 17-18

Module Overview

Official Module Title: Perspectives on Psychology.

Official Module Code: C8840

Module Convenor: This module is convened by Professor Zoltán Dienes, a member of the School of Psychology. You are welcome to direct queries concerning the module to Zoltán during his office hours in Pevensey1 2B2 (Tuesday and Thursday 9:30-10:30 am), or by e-mail (z.dienes@sussex.ac.uk).

Type of Module: Perspectives on Psychology is an option that can be taken by all students on undergraduate Psychology degrees in their final year. It is also available to students taking the COGS IDPE. It is available to Visiting and Exchange students from any School. The module is a 15-credit core module running in the Autumn Term.

Assessment mode:

There are two pieces of assessment for this module. Two 1000-word essays (assignments), one on philosophy and one on ethics. Each is described in this handbook.

Information on the following can be found at the link below:

- Submitting your work
- Missing a deadline
- Plagiarism and Collusion - Academic Misconduct
- Late penalties
- Exceptional circumstances
- Exams
- Help with managing your studies and competing your work
- Assessment Criteria

<http://www.sussex.ac.uk/psychology/internal/students/examinationsandassessment>

Assessment deadlines can be found on Sussex Direct:

<https://direct.sussex.ac.uk>

N.B. Your essay needs to use references and citations in accordance with APA-style. (For help on APA-style see: <http://www.apastyle.org/>)

Module Summary:

This module is designed to help you reflect on your studies of psychology in two ways. First, you will examine the scientific and conceptual underpinnings of psychology, tackling questions about the nature of scientific investigation and other fundamental debates through the history of psychology, such as the relation of mind to body, or how humans flourish.

Second, the ethics of psychological research will be scrutinised, for example the ethics of using animals in research for the benefit of humans; or the ethics of using children or people with mental illness.

The *first* section of the module covers: philosophy of mind (mind body problem); philosophy of science, including the ideas of Popper on the difference between science and pseudo-science, and also Bayesian approaches to scientific inference now challenging significance testing; the philosophy of flourishing (Buddhist, ancient Greek approaches to living well). The *second* section of the module covers ethics in the context of both human and animal research.

The module will consist of two lectures a week from Week 1 of Autumn Term to introduce the topics of Section I, and then four two-hour workshops to cover those different topics in more detail. You will attend one or more workshops of your choice. Next the lectures for Section II start in Week 7, followed by workshops on those topics starting in Week 11. Again you will attend one or more of your choice. Lecture materials are available on Study Direct. The workshops will help guide your thinking for your assignments. The workshops will be led by the lecturer teaching that topic, who will request some homework before attending the workshop.

WEEK	First lecture of week	Second lecture of week	Workshop	
1 (w/b 25 Sept)	Mind-body problem ZD	No lecture		
2 (w/b 2 Oct)	Phil of Flourishing ZD	Popper ZD		
3 (w/b 9 Oct)	Bayes ZD	Animal Ethics PC		
4 (w/b 16 Oct)				
5 (w/b 23 Oct)			Mind body problem ZD	Flourishing ZD
6 (w/b 30 Oct)			Popper ZD	Bayes ZD
7 (w/b 6 Nov)	Cyber-ethics BW	Ethics of Consent 1 RdV		
8 (w/b 13 Nov)	No lecture	Ethics of Consent 2 RdV		
9 (w/b 20 Nov)				
10 (w/b 27 Nov)			Animal Ethics PC	
11 (w/b 4 Dec)			Cyber-ethics BW	Human Ethics RdV
12 (w/b 11 Dec)				

BW = Blay Whitby; PC = Pete Clifton; RdV=Richard de Visser; ZD = Zoltán Dienes

Assessment: The first essays are submitted during the module. The final essay is submitted after the module has finished (**see Sussex Direct for submission deadlines and locations**). The assignments for sections 1 and 2 count for 50% each.

(Note: In cases where the word limit has been exceeded by more than 10%, the Marker need only consider work up to the designated word count, and discount any excessive word length beyond that to ensure equity across the cohort. **More information on word limits can be found in the UG Psychology course handbook.**)

Titles are given below with the reading material for each lecture. For section 1 choose ONE title from either mind body problem, flourishing, Popper or Bayes. For section 2, choose ONE title from either cyber-ethics, the ethics of consent, or animal ethics. The title for section 3 is given below.

Background reading:

Section I

Popper and Bayes topics:

Dienes, Z. (2008). *Understanding Psychology as a Science: An Introduction to Scientific and Statistical Inference*. Palgrave Macmillan

Flourishing:

Evans, J. (2012). *Philosophy for Life: And other dangerous situations*. Rider

Batchelor, S. (2011). *Confessions of a Buddhist atheist*. Spiegel & Grau.

Mind body problem:

This recent London play raises the issues:

Stoppard, T. (2015). *The Hard Problem*. Faber & Faber

This book then takes you through some of the issues:

Harris, S. (2015). *Waking Up: Searching for Spirituality Without Religion*. Black Swan. Chapter 2.

Section II

Rowlands, M. (2008). *The Philosopher and the Wolf*. Granta Books.

Ogien, R. (2015). *Human Kindness and the Smell of Warm Croissants: An Introduction to Ethics*. Columbia University Press

SECTION 1

You will choose one topic from this section for your 1000-word assignment, which is the second you will submit. Please see your assessment timetable on Sussex Direct for deadlines and submission details.

PHILOSOPHY OF THE MIND BODY PROBLEM

Lectured by Zoltán Dienes

Essay Question:

Consider the findings in an empirical paper published in 2016 and discuss how these findings would be explained by at least three approaches to the mind-body problem. Use your chosen findings to illustrate criticisms of each position.

Readings:

Essential reading.

Searle, J. (2004). *Mind: A brief introduction*. Oxford University press. Chapters 1-3. (Chapters 4 and 5 are also relevant.)

Churchland, P. M. (2013) *Matter and consciousness: A contemporary introduction to the philosophy of mind, 3rd edition*. MIT Press. A Bradford book. Chapter 2.

Background reading:

Some different views to contrast, pick any which you like:

- 1) Chalmers, D. J. (2010). *The character of consciousness*. Oxford University Press. (Especially chapter 1) A dualist (who tends to be epiphenomenalist)
- 2) Churchland, P. S. (2002). *Brain-wise: Studies in neurophilosophy*. MIT Press. A Bradford Book. Chapters 1, 2, and especially 4. A physicalist
- 3) Dennett, D. C. (2017) *From Bacteria to Bach and Back: The Evolution of Minds*. Allen Lane. (Especially chapter 14) A functionalist.
- 4) Popper, K. (1994). *Knowledge and the body-mind problem*. Routledge. (especially chapters 1, 5 and 6) A dualist interactionist.

Some excellent overview chapters on different issues related to consciousness in

Bayne, T., Cleeremans, A., & Wilken, P. (Eds) (2009). *Oxford Companion to Consciousness*. Oxford University Press.

Some textbook introductions for psychology students:

Farrell, M. (2014). *Historical and philosophical foundations of Psychology*. Cambridge University Press. Chapter 4 (brief introduction)

Rose, D. (2006). *Consciousness: Philosophical, psychological and neural theories*. Oxford University Press. Chapters 2 and 3.

Brysbaert, M., & Rastle, K. (2013). *Historical and conceptual issues in psychology, second edition*. Pearson, Chapter 7.

See the entry in the online Stanford Encyclopaedia of Philosophy:

<http://plato.stanford.edu/entries/consciousness/>

This Web site contain many classic papers on consciousness on-line:

<http://consc.net/online.html>

THE PHILOSOPHY OF FLOURISHING: BUDDHIST AND GREEK APPROACHES

Lectured by Zoltan Dienes

Essay question:

Consider a claim about the conditions under which people flourish made either by Gotama (Buddha) OR by the Stoics, that could be tested (or you can re-frame in a testable way), and evaluate the evidence for the claim. If the existing evidence is non-existent or deficient, consider what else needs to be done to properly test the claim. When defining a claim, illustrate by quotes from primary sources where possible (i.e. translations of Stoic literature or Buddhist Pali sutta*s) to make a passable case that the claim was a claim of Gotama or a Stoic. Refer to at least one paper published in 2016.

*Cite the Sutta the quote is taken from and the source you took it from.

Core reading

For Buddhism:

Flanagan, O. (2011). *The Bodhisattva's Brain: Buddhism Naturalised*. MIT Press. (Especially chapters 1 and 2, but treat the whole book as good background reading.)

For Stoicism:

Nussbaum, M. C. (1994). *The Therapy of Desire*. Princeton University Press. (Especially chapters 9, 10, 13, but treat the whole book as good background reading.)

Background reading

BUDDHISM:

Gethin, R. (1998). *The Foundations of Buddhism*. Oxford Paperbacks.

Gombrich, R. (2009). *What the Buddha thought* (Oxford Centre for Buddhist Studies Monographs). Equinox Press.

Harvey, P. (2012). *An Introduction to Buddhism: Teachings, History and Practices*. Cambridge University press.

Primary sources:

Bodhi, B. (2005). *In the Buddha's Words: An Anthology of Discourses from the Pali Canon* (Teachings of the Buddha). Wisdom.

Gethin, R. (2008). *Sayings of the Buddha*. Oxford University Press.

Holder, J. J. (2006). *Early Buddhist Discourses*. Hackett.

Wallis, G. (2007). *Basic Teachings of the Buddha*. Modern Library Inc.

If you might be interested for pursuing meditation practice:

Ricard, M. (2011). *The Art of Meditation*. Atlantic Books

Breath meditation according to the suttas:

<https://www.youtube.com/watch?v=A4xIXbftJwA&t=153s>

Compassion meditation according to the suttas:
<https://www.youtube.com/watch?v=6j0KbGvwUkw&t=39s>

(Some) online Pali Suttas:
http://en.wikisource.org/wiki/Digha_Nikaya
<http://www.accesstoinsight.org/tipitaka/sutta.html>
<http://www.leighb.com/suttas.htm>
See also:
<http://plato.stanford.edu/entries/buddha/>

STOICISM: Overviews:

Adamson, P. (2015). *Philosophy in the Hellenistic and Roman Worlds: A History of Philosophy without any gaps, Volume 2*. Oxford University Press. (Part I)
Graver, M. R. (2007). *Stoicism and emotion*. University of Chicago Press.
Robertson, D. (2010). *The philosophy of cognitive behavioural therapy: Stoic philosophy as rational and cognitive psychotherapy*. Karnac.
Sellars, J. (2013). *Stoicism*. University of California Press

Podcasts on Stoicism:
<http://www.historyofphilosophy.net/hellenistic>

Short discussion pieces;
Ussher, P. (2016). *Stoicism Today: Selected Writings (Volume Two)*. CreateSpace Independent Publishing Platform

Primary sources and their commentaries:

Cicero, M. T., translated by Graver, M. (2002). *Cicero on the Emotions: Tusculan Disputations 3 and 4*. University of Chicago Press
With discussion and commentary by Graver.

Seneca, translated by Davie, J. (2007). *Dialogues and essays*. Oxford World's Classics.
Seneca, translated by Campbell, R. (2004). *Letters from a Stoic: Epistulae Morales Ad Lucilium (Classics)*. Penguin.
For commentary and discussion:
Nussbaum (1994), chapters 11 and 12.

Epictetus, translated by Hard, P. (1995). *The discourses: The Handbook, Fragments*. Everyman.
For commentary and discussion see:
Pigliucci, M. (2017). *How To Be A Stoic: Ancient Wisdom for Modern Living*. Rider
Long, A. A. (2004). *Epictetus: A Stoic and Socratic Guide to Life*. Clarendon Press. (More academic of the two, still very readable.)

Marcus Aurelius, translated by Hammond, M. (2006). *Meditations*. Penguin.

For commentary and discussion:

Hadot, P. (2001). *The Inner Citadel: The Meditations of Marcus Aurelius*.
Harvard University Press

For practical guides for using Stoicism:

Irving, W. B. (2009). *A Guide to the Good Life: The Ancient Art of Stoic Joy*.
Oxford University Press.

Pigliucci, M. (2017). *How To Be A Stoic: Ancient Wisdom for Modern Living*.
Rider

Robertson, D. (2013). *Stoicism and the Art of Happiness*. Teach Yourself
Books.

Seddon,, K. (2007). *Stoic Serenity: A Practical Course on Finding Inner
Peace*. Lulu.

Stoic mindfulness:

<http://blogs.exeter.ac.uk/stoicismtoday/files/2014/08/stoicmindfulnessandresilience.pdf>

<http://blogs.exeter.ac.uk/stoicismtoday/2013/11/24/audio-recordings-for-stoic-week-2014/>

Online sources:

See the Stanford encyclopedia: <http://plato.stanford.edu/>

And entries for: stoicism, ethics-ancient, Seneca, Epictetus, marcus-aurelius

Works of Seneca: http://en.wikisource.org/wiki/Moral_letters_to_Lucilius

Handbook of Epictetus: <http://classics.mit.edu/Browse/browse-Epictetus.html>

Meditations of emperor Marcus Aurelius:

http://en.wikisource.org/wiki/The_Thoughts_of_the_Emperor_Marcus_Aurelius_Antoninus

<http://rationallyspeakingpodcast.org/show/rs124-stoicism.html>

PHILOSOPHY OF SCIENCE: KARL POPPER

Lectured by Zoltán Dienes

Essay Questions:

Discuss to what extent your project or an empirical paper published in 2016 is scientific according to Popper's demarcation criterion.

Readings

Essential reading.

Dienes, Z. (2008). *Understanding Psychology as a Science: An Introduction to Scientific and Statistical Inference*. Palgrave Macmillan, chapter 1.

Background reading:

Popper, K. (1963). *Conjectures and refutations*. Routledge. Chapter 1.

Popper, K. (1994). *The myth of the framework: In defence of science and rationality*. Routledge. Especially Chapters 1, 2 and 3

Textbook approaches:

Farrell, M. (2014). *Historical and philosophical foundations of Psychology*. Cambridge University Press. Chapter 1 (brief introduction; see other chapters for context.)

Brysbaert, M., & Rastle, K. (2013). *Historical and conceptual issues in psychology, second edition*. Pearson. Chapters 9 and 10.

Chalmers, A. F. (2013). *What is this thing called Science, 4th edition*. Open University Press. Chapters 5-7 and also chapters 1-4 for background.

Magee, B. (1997). *Popper*. Fontana. (only 100 pages.)

The original statement:

Popper, K. (1934/1972). *The logic of scientific discovery*. Hutchinson. Chapters 1-7, 10.

Web material on Popper:

<http://plato.stanford.edu/entries/popper/>

<http://www.eeng.dcu.ie/~tkpw/>

Relevance of Popper to psychology now:

Chambers, C. (2017). *The seven deadly sins of psychology*. Princeton University press. Chapters 1, 2, 3, and 4.

Lilienfeld, S. O., & Waldman, I. D. (2017). *Psychological Science under Scrutiny*. Wiley. Chapter 1.

PHILOSOPHY OF SCIENCE: BAYESIAN INFERENCE

Lectured by Zoltán Dienes

Essay Questions:

For a paper published in 2016 which used a t-test for a crucial result, or using data from your project, compare and contrast the conclusions that follow from the t-test and from a Bayes factor.

Papers from the journal *Psychological Science* are often useful for this question because they are short and often with simple designs. Or you can use one of the papers in this special issue of *Comprehensive Results in Social Psychology* attempting to replicate the effect of power poses on feelings and behaviour:

<http://www.tandfonline.com/toc/rrsp20/2/1?nav=toList>

Pick just one relevant t-test in there.

Readings

Essential reading:

Dienes, Z. (2011). Bayesian versus Orthodox statistics: Which side are you on? *Perspectives on Psychological Sciences*, 6(3), 274-290.

Dienes, Z., & McLatchie, N. (2017). Four reasons to prefer Bayesian over orthodox statistical analyses. *Psychonomic Bulletin & Review*, doi:10.3758/s13423-017-1266-z

Accompanying talk: <https://www.youtube.com/watch?v=JzKmRciFRew&t=44s>

Background reading:

Dienes, Z. (2008). *Understanding Psychology as a Science: An Introduction to Scientific and Statistical Inference*. Palgrave Macmillan, chapter 4. See chapter 3 for background.

See also website:

http://www.lifesci.sussex.ac.uk/home/Zoltan_Dienes/inference/Bayes.htm

Dienes, Z. (2014). Using Bayes to get the most out of non-significant results. *Frontiers in Psychology*, 5: 781. doi: 10.3389/fpsyg.2014.00781 (Open Access)

Dienes, Z., Coulton, S., & Heather, N. (in press). Using Bayes Factors To Evaluate Evidence For No Effect: Examples From The SIPS Project. *Addiction*,

Available from:

http://www.lifesci.sussex.ac.uk/home/Zoltan_Dienes/publications.html

Gigerenzer, G. (2004). Mindless statistics. *Journal of Socio-Economics*, 33, 587-606.

Wasserstein, R. L., & Lazar, N. A. (2016). The ASA's statement on p-values: context, process, and purpose. *Am Stat*, 70(2), 129-133.

See especially the supplement by Greenland et al.

Matthews, R., Wasserstein, R., & Spiegelhalter, D. (2017). The ASA's p-value statement, one year on. *Significance*, 14(2), 38-41.

Lilienfeld, S. O., & Waldman, I. D. (2017). *Psychology Science under Scrutiny*. Wiley. Chapter 8.

SECTION 2

Your 1000-word assignment for this section is the final assignment. **Please see your assessment timetable on Sussex Direct for deadlines and submission details.**

THE ETHICS OF CYBERTHERAPY

Lectured by Blay Whitby

Essay question:

Ethics are an essential consideration in any psychological research. The ethics which you should have been taught during your degree are mainly concerned with the protection of human participants in conventional experiments. Modern technology – in particular the greater tendency for interactions of all sorts to take place online rather than face-to-face - raises new ethical issues for psychologists.

Read the National Institute for Health and Clinical Excellence Guidelines Technology Appraisal 97 Full Guidance.

Imagine that IT Services at the University of Sussex has proposed to build a computer online counseling system as part of SussexDirect and that you have been asked to comment as the only psychologist on the ethics committee. Write a brief (800-1000 word) report aimed at senior management and structured in the style of the Quick Reference Guide for the above (TA97) giving your views on *at least* the following questions:

Are there ethical requirements entailed in the design and use of such a system?

What are the specific ethical requirements involved in introducing such a system at the University of Sussex?

In your answer make clear on what principles or system you have based your ethical judgments.

Essay question reading:

<http://www.nice.org.uk/guidance/TA97>

You will need to read both the Full Guidance as a source and the Quick Reference Guide as a style sheet.

Computing and Moral Responsibility

<http://plato.stanford.edu/entries/computing-responsibility/>

Core reading

International Union of Psychological Science (2008). Universal declaration of ethical principles for psychologists.

<http://www.am.org/iupsys/resources/ethics/univdecl2008.html>

[It is also worth looking at the Wikipedia entry for 'the ELIZA effect' if you are not familiar with the history of this technology.]

Background reading

Online counseling- what does the evidence tell us?

<http://www.reachoutpro.com.au/blog/2010/9/29/online-counselling--what-does-the-evidence-tell-us.aspx>

Botella, C., Garcia-Palacios, A., Baños R.M., & Quero, S. (2009). Cybertherapy: Advantages, Limitations, and Ethical Issues. *PsychNology Journal*, 7(1), 77 – 100.

Breazeal, C. and Scassellati, B. 2002. Robots that imitate humans, *Trends in Cognitive Science*, 6, pp. 481-487.

Hope, T. (2004). *Medical Ethics: A Very Short Introduction* (Very Short Introductions), Oxford

National Institute for Health and Clinical Excellence CG28 Depression in children and young adults (2005)

<http://www.nice.org.uk/nicemedia/live/10970/29856/29856.pdf>

National Institute for Health and Clinical Excellence (2009). *Depression: management of depression in primary and secondary care - full guidance, CG90 update* (2009). London: National Institute for Clinical Excellence.

<http://guidance.nice.org.uk/CG90>

Rummell, C., & Joyce, N. (2010) "So wat do u want to wrk on 2day?": the ethical implications of online counseling. *Ethics & Behavior*, 20(6), 482-496.

Singer, P. (2011). *Practical Ethics*. Cambridge University Press.

Whitby, B. (2014) Automating Medicine the Ethical Way, in [Machine Medical Ethics](#) Volume 74 of the series Intelligent Systems, Control and Automation: Science and Engineering pp 223-232

Young, C. How to Teach Introduction to Applied Ethics

<http://www.chrisyoung.net/prose/essays/how-to-teach-introduction-to-applied-ethics/>

PHILOSOPHY OF ETHICS AND ANIMAL RESEARCH
Lectured by Pete Clifton

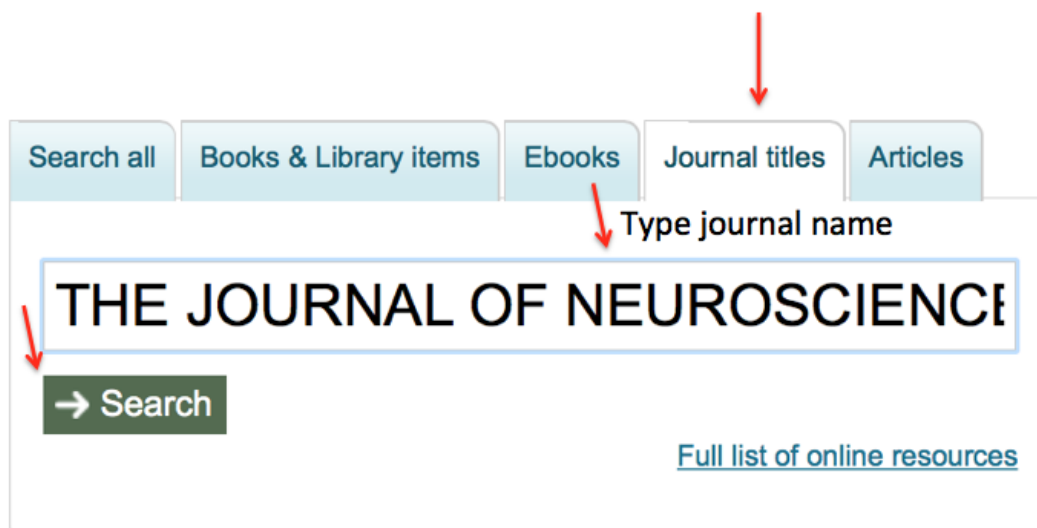
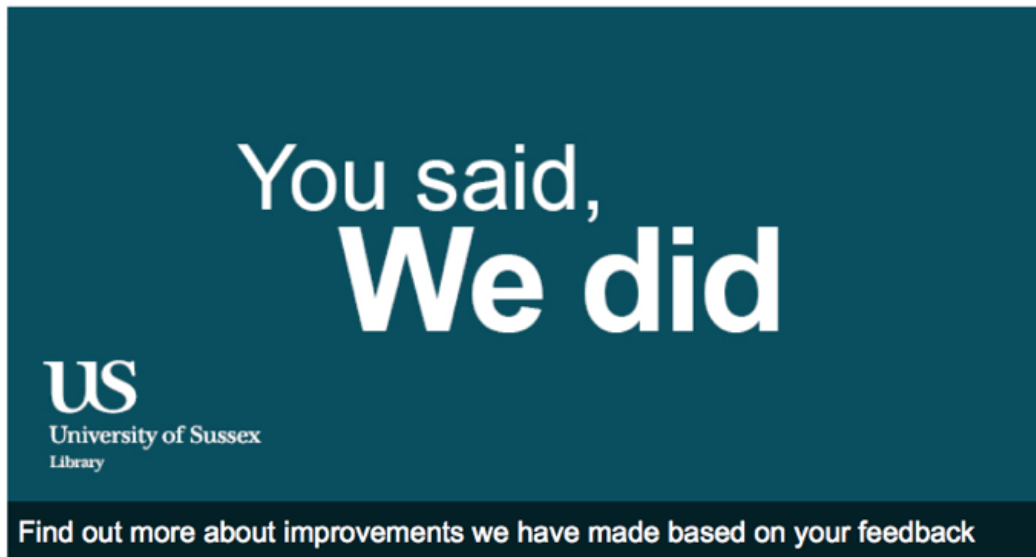
Essay Question:

Take a single article from any **2016** issue of "**The Journal of Neuroscience**"* (<http://www.jneurosci.org>) which used non-human mammals (e.g. mice, rats, monkeys, etc., but not snails, octopus, birds or other non-mammals) as experimental subjects. You may access this journal from the university, but if you would like to download your article from outside the university (e.g. home) please follow steps 1-3.

**Failure to select an article from The Journal of Neuroscience and from the year 2016 will result in lower marks!*

Step 1: Go to the library website <http://www.sussex.ac.uk/library/>.

Library



Step 2

Library Search


Guest Bookmarks Students & staff

Reading

SCIENCE Journal titles Search Advanced Browse

Results 1 - 10 of 96 for Journal titles Sorted by:

Show only Full Text Online (88) Available in the Library (18)

Journal  ☆ **Journal of neuroscience (Online)**
Society for Neuroscience.
Washington, D.C. : Society for Neuroscience c1981-
● **Online access**
[View Online](#) [Locations](#)

US University of Sussex Library



THE JOURNAL OF NEUROSCIENCE

Journal of neuroscience (Online)
Society for Neuroscience.
Washington, D.C. : Society for Neuroscience c1981-
● **Online access**

[View Online](#) [Locations](#) [Details](#)

Full text available at: [Highwire Press Journals](#)
Available from 1981 volume: 1 issue: 1

Step 3

[External website](#) | [A-Z](#) | [Help](#) | [Contact us](#) | [Student internal](#) | [Staff internal](#)

Home > Shibboleth Login

Shibboleth Identity Provider Login to Service Provider

<https://ezproxy.sussex.ac.uk/shibboleth-ezproxy>

The page that you have requested requires that you login.

Please use your ITS userid and password.

userid:


←

Enter username (e.g. zj231)
and password

password:

login


[Forgotten your password?](#)



SfN.org
eNeuro
The Journal of Neuroscience
Neuroline
BrainFacts.org


Institution: University of Sussex
Help

Advanced Search




THE JOURNAL OF NEUROSCIENCE

The Official Journal of



SOCIETY for NEUROSCIENCE

Use search engine




Home
Current Issue
All Issues
Letters to the Editor
Email Alerts
Author Instructions
About The Journal

Archive of All Online Issues

January 1981 - Present


The Cover Archive

Current Issue:

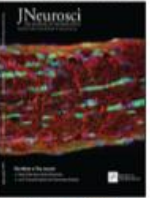


December 8, 2015
Vol. 35, Num. 49


Recent Issues:



December 2, 2015
Vol. 35, Num. 48



November 25, 2015
Vol. 35, Num. 47



November 18, 2015
Vol. 35, Num. 46


Full Text and Abstracts: May 1996 - Present

2010s	2010	2011	2012	2013	2014	2015	-	-	-	-
2000s	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
1990s	-	-	-	-	-	-	1996	1997	1998	1999


Full Text (PDF Format Only) and Abstracts: January 1981 - April 1996

1990s	1990	1991	1992	1993	1994	1995	1996	-	-	-
1980s	-	1981	1982	1983	1984	1985	1986	1987	1988	1989

ADVERTISEMENT



SOCIETY for NEUROSCIENCE



Give to the Friends of SfN Fund

16

In the first part of your answer provide a brief (maximum 200 words) description of the paper and its likely broader impact. This must not be a simple restatement of the abstract of the paper. Instead, you should present the paper *in your own words* for a wider and non-specialist but scientifically literate audience, perhaps aiming at the level of a second year undergraduate in psychology or biology. *Do not copy or paraphrase from the paper.*

In the second part of your essay you should analyse the ethical issues raised by the use of animal subjects in this paper from at least two contrasting philosophical perspectives on ethics. You should make references to relevant sources.

Note: the paper that you choose must not be one that has been the focus of any other presentation or review that you have produced during the current academic year.

Readings

Essential reading

The Ethics of Research involving Animals (2005). The Nuffield Council on Bioethics. (The PDF will be made available on Study Direct) and can also be downloaded at <https://nuffieldbioethics.org/wp-content/uploads/The-ethics-of-research-involving-animals-full-report.pdf>.

Chapters 1, 3, 4 and 14 have particular relevance to my lecture. You will also find some excellent references to follow up - you should expect to do such additional reading in order to obtain a good mark in the assessment associated with this lecture.

Background reading

A. Governmental sources of information concerning legislation.

- In the UK, the Home Office is responsible for legislation in the field of animal welfare. The Home Office website contains the full text of the legislation, associated guidance and much other material of relevance to this area. A 'Google' search with the terms '*Guidance on the Operation of the Animals (Scientific Procedures) Act 1986*' should bring up the current link.
- Within the EU, Council Directive 86/609/EEC (24 November 1986) provides the general framework expected of legislation in individual members states of the European Union.
http://ec.europa.eu/environment/chemicals/lab_animals/home_en.htm includes links to all EU directives on animal welfare, including those relating to scientific research. (*Although these directives will not apply once the UK formally leaves the EU*)

B. UK non-governmental sources of information on the ethics and animal research.

- The UK Research Councils provide funding for research in this area through the National Centre for the Replacement, Refinement & Reduction of Animals in Research (NC3Rs). Their website (<https://www.nc3rs.org.uk>) contains a wealth of information that should help you analyse the ethical issues raised by your chosen paper.
- The British Psychological Society has developed guidelines for its members involved with research using both human participants and animal subjects. They can be viewed at <http://www.bps.org.uk>.
- The British Union for the Abolition of Vivisection is one of the oldest established organisations. The UK campaigning for a complete ban on experimental work on non-human animals. It was recently rebranded as Cruelty Free International and its website (<https://www.crueltyfreeinternational.org>) provides a clear insight into the 'animal rights' perspective on the use of animals in research and chemical testing programmes. As a matter of local interest, their CEO Michelle Thew was nearly selected as the prospective Labour candidate for the Brighton Pavilion constituency in the 2017 general Election.
- The Universities Federation for Animal Welfare was established in 1926 to provide a scientific approach to all aspects of animal welfare, including that relevant to the use of animals in research laboratories. UFAW offers small scale grant support to tackle such problems. Their website is located at www.ufaw.org.uk.

Those interested in a historical approach to the issue, with a particular UK focus might read Ryder, R.D. (2000) *Animal revolution: changing attitudes towards speciesism*. Oxford: Berg.

Two classic texts, both also available in the Library and on the module reading list, are Peter Singer's *Animal Liberation* and Tom Regan's *The Case for Animal Rights*. The *Animal Ethics Reader* edited by Susan Armstrong contains extracts from both of these books as well as a wide range of other sources.

Mark Rowland's *the Philosopher and the Wolf* was mentioned earlier in this handbook. If you are interested in getting a sense of the subject matter look at this short interview from the Guardian newspaper (<https://www.theguardian.com/books/2008/nov/29/philosopher-wolf-mark-rowlands>).

PHILOSOPHY OF ETHICS OF CONSENT

Lectured by Richard de Visser

ESSAY

Discuss the ethical issues arising from the methods and results reported in Sabar & Ben-Yehoshua's (2017) study of life story interviews from deontological and utilitarian perspectives. Suggest how these issues could have been avoided.

Essential reading

Sabar, G., Ben-Yehoshua, N.S. (2017). 'I'll sue you if you publish my wife's interview': ethical dilemmas in qualitative research based on life stories. *Qualitative Research*, 17, Issue 4, 2017

Background reading

British Psychological Society (2010). *Code of Human Research Ethics*. Leicester: BPS.

Hillner, K. (2000) Metaphysics: Contentual ethical issues. In K. Hillner (Ed) *A Psychological Approach to Ethical Reality. Advances in Psychology*, 132, 121-157.

Israel, M. & Hay, I. (2006) *Research Ethics for Social Scientists*. London: Sage.