Course Description:
This course examines general philosophical foundations of science, the nature of scientific disputes, and the relevance of these to ecology. Assigned readings, class discussions and essays provide background, tools, opportunities and feedback designed to help students deliberately develop their professional philosophy. 
**Prerequisite:** One ecology course.

Course Goals:
1. To foster critical thinking while developing each student’s scientific philosophy.
2. To enable students to recognize philosophical differences among scientists, particularly ecologists.
3. To help students place ecological science in the context of intellectual pursuits and human nature.
4. To make explicit for students the foundations of public trust in ecology as a science.

Expected Outcomes:
Upon completion of this course, successful graduate students will be able to:

A. Distinguish ecology from other endeavors and better identify “good” science
B. Formulate and deliver higher quality verbal and written arguments
C. Demonstrate an ability to learn from other fields
D. Interact effectively as a part of a team exploring important issues

Format, Evaluation and Feedback:
Weekly class discussions with Socratic questioning will derive from assigned readings. Students may be asked to lead the weekly discussions. Three essays will be assigned and due as scheduled. Essays will be evaluated by the instructor for critical thinking and intellectual standards, as reviewed at the beginning of the course and throughout the discussions. Regular attendance and participation are expected as discussions cannot be “made up.” Class participation will be reinforced and assessed by student blogs written after each discussion. Blogs will be accepted from students absent from discussions due to illness. Everyone is expected to read everyone else’s blog prior to the next class period; posting comments is encouraged. Essays will be compiled and posted for review.

Grading: 
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>55% (~3.6 pts/class)</td>
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<tr>
<td>3 Essays @ 15 pts each</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = 59 or less

Instructor: Dr. William J. Lindberg
SFRC - Fisheries and Aquatic Sciences
7922 NW 71st Street
E-mail: wjl@ufl.edu
Office Hours Almost Anytime by Appointment

Textbook: Most, **though not all**, reading materials are online at [https://lss.at.ufl.edu/](https://lss.at.ufl.edu/)
Grades and Grade Points

For information on current UF policies for assigning grade points, see
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Academic Honesty, Software Use, Campus Helping Resources, Services for Students with Disabilities

Academic Honesty

In 1995 the UF student body enacted an honor code and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the university, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council, or Student Conduct and Conflict Resolution in the Dean of Students Office. (Source: 2012-2013 Undergraduate Catalog)

It is assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the instructor. This policy will be vigorously upheld at all times in this course.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/
  Counseling Services
  Groups and Workshops
  Outreach and Consultation
  Self-Help Library
  Training Programs
  Community Provider Database

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues.

0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/
### Topics and Assignments for FAS 5901 – Fall Semester 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topics</th>
<th>Readings² and Assignments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Critical Thinking and Intellectual Standards</td>
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<tr>
<td></td>
<td></td>
<td><strong>Section I: Why ponder science as an ecologist?</strong></td>
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<tr>
<td>9/6</td>
<td>3</td>
<td>Distinguishing science (ecology) and religion</td>
<td>Barbour. 1997. Ch. 1-3. pp. 3-74</td>
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<td></td>
<td></td>
<td><strong>Section II: Applying Philosophy to Ecology</strong></td>
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<tr>
<td>9/20</td>
<td>5</td>
<td>Strong inference &amp; multiple working hypotheses</td>
<td>Chamberlin. 1890.</td>
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<td>Paradigms and Scientific Revolutions</td>
<td>Platt. 1964.</td>
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<tr>
<td>10/11</td>
<td>8</td>
<td>Feyerabend’s Anarchism</td>
<td>In Lakatos &amp; Musgrave 1970 pp. 91-196</td>
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<td></td>
<td></td>
<td>In Lakatos &amp; Musgrave 1970 pp.197-230</td>
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<td></td>
<td></td>
<td></td>
<td><em>(In Motterlini 1999 pp.113-118)</em></td>
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<tr>
<td>10/25</td>
<td>10</td>
<td>A “Kuhnian” looks at Ecology</td>
<td>Cooper 2003. Ch. 2, pp. 27-74 (Introduction, Ch.1, 3 &amp; 5)</td>
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<tr>
<td>11/1</td>
<td>11</td>
<td>Ecologists look to Philosophy</td>
<td><em>Reiners &amp; Lockwood 2010,</em> Ch. 2-4, pp. 9-77</td>
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<tr>
<td>11/8</td>
<td>12</td>
<td>Constrained Perspectivism or Ecological Critical Thinking</td>
<td><em>Reiners &amp; Lockwood 2010,</em> Ch. 5-8, pp. 78-116</td>
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<td></td>
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<td><strong>Section III: Influences of Beliefs and Values</strong></td>
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<td></td>
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<td>Hilborn 2006</td>
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<td>Sherwood 2011</td>
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<td>Parsons &amp; Wright 2015</td>
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<tr>
<td>12/6</td>
<td>16</td>
<td>3rd Essay to be assigned and written in class</td>
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¹ Dates are for the classroom section; the online section will meet on a different day of the same week, TBD.

² Readings in parentheses are recommended, not required. For longer reading assignments, you can read pertinent sections, while skipping or only skimming other sections of the text. Readings in **Bold & Underlined** are not on the course website.
References and Reading List


