

Bioethics (BIOE)

CTY Course Syllabus

Required Items:

- *Intervention and Reflection: Basic Issues in Medical Ethics* 9th ed. Ronald Munson. Thomson Wadsworth. 2011.
- A notebook for completing writing assignments

Course Description:

This course is an introduction and survey course in Bioethics. This course is general in nature, but students will also be given the opportunity to focus their research on specific topics in bioethics. In this course, students will first be given the tools with which they can analyze ethical arguments. Next we will make a brief survey of the defining issues in the field of bioethics. Students will be introduced to the substantial and philosophically rigorous debates in the field and try their hand at participating in these debates. Students will read primary texts including philosophical essays, court decisions and opinion pieces. Real and hypothetical cases will be discussed.

The student will benefit from this course such that he or she will be more skilled in recognizing flawed arguments and how to improve these arguments. Additionally, the student will be challenged to provide adequate reasons for holding particular positions in a debate.

Learning Objectives:

- Understand the fundamentals of argument construction and evaluation
- Understand and apply normative ethical theories to the problems of bioethics
- Gain familiarity with the defining issues of bioethics
- Apply the techniques of argument analysis to critique the arguments of bioethicists and philosophers
- Construct well-formed arguments in support of a position in a current debate in bioethics

Expectations:

You will be expected to read and analyze material from the course text and handouts. You will also be expected to attend and participate in class. The instructors will attempt to provide interesting and informative material for you to read, give helpful lectures, provide assignments and activities that challenge and stimulate interest, be available to answer any questions you may have, and provide fair and timely evaluations of your achievement. There will be occasional quizzes throughout the session. There will also be a short paper assigned. The short paper will help you engage in the debate and consider the positions regarding complex issues in bioethics. There will be a final paper in which students construct an argument that directly challenges an argument from the course readings. These will be presented by the student and discussed by the class.

Academic Integrity:

We encourage you to discuss the material from this course with others. You must write the papers on your own. Additionally, we expect students to be polite to each other and to the instructors. A polite person might say, "I respect you and your intellect such that if I disagree with you, I will attempt to show you that my beliefs are right until you are convinced, or I am convinced that I am wrong." The subject matter of this course is often controversial, and involves beliefs forged by religion, emotional experiences, and personal trauma. We will never make fun, ridicule or berate people in this class for holding a particular belief, but we may question a position in order to better understand and, perhaps, come to appreciate it. Also, please refrain from disrupting class (Turn cell phones, watch alarms etc. OFF; do not chat with classmates).

Schedule:

Day 1 (Monday) - Introduction	Subject	Activities
Morning	<ul style="list-style-type: none"> • Introductions • Evaluation • Objectives and Expectations • What is bioethics? • What is ethics? 	<ul style="list-style-type: none"> • Ice-breaker: Beach Ball Questions • Evaluation: Pretest • Name Placards • Review Syllabus • Class Discussion: goals and rules • Lecture/Discussion: What is bioethics? What is ethics? • Reading: RSL –<i>The Fundamentals of Ethics</i> p.1-5. • Pair/Share –Legal vs. Moral • Class discussion of RSL’s moral assumptions
Afternoon	<ul style="list-style-type: none"> • Basic Logic <ul style="list-style-type: none"> ○ Argument Structure ○ Validity ○ Soundness 	<ul style="list-style-type: none"> • Reading: RSL p.6-12 • Lecture: Introduction to logical concepts – argument, validity, soundness • Exercises: validity & soundness
Evening	<ul style="list-style-type: none"> • Informal fallacies 	<ul style="list-style-type: none"> • Lecture: informal fallacies • Skits: Students work in pairs to write and perform skits involving the use of logical fallacies. Classmates attempt to name fallacies used in skits.

Day 2 (Tuesday) - Normative Ethics Part 1	Subject	Activities
Morning	<ul style="list-style-type: none"> • Logic Review • Normative Ethics 	<ul style="list-style-type: none"> • Logic Review • Assessment: Logic Quiz • Reading: RSL p.12-15; Munson p. 861-862 • Lecture: Ethical Theory • Video: “Justice” Intro & episode 1 (part 1) • Trolley Problem Activity
Afternoon	<ul style="list-style-type: none"> • Intro to Utilitarianism • Bentham and Mill • Higher and Lower Pleasures • Act vs. Rule • Strengths and Weaknesses 	<ul style="list-style-type: none"> • Reading: Munson p. 863-870. • Lecture: Utilitarianism • Writing Exercise • Pair/Share • Class Discussion Class Discussion: Strengths and Weaknesses of Utilitarianism • Lecture: Background on Kant

Day 2 (Tuesday) - Normative Ethics Part 1	Subject	Activities
Evening	<ul style="list-style-type: none"> • Kant • Deontology 	<ul style="list-style-type: none"> • Value Line Activity: Sneaky Pete • Lecture: Deontology • Reading: Munson p. 870-876 • Writing Exercise • Class Discussion

Day 3 (Wednesday) – Normative Ethics Part 2	Subject	Activity
Morning	<ul style="list-style-type: none"> • The Good Will • Autonomy • Categorical Imperative • Strengths and Weaknesses • Virtue Ethics 	<ul style="list-style-type: none"> • Lecture: Categorical Imperative • Video: “Justice” episode 6 • Writing Exercise • Pair/Share • Class Discussion • Reading: Munson p. 905-907 RSL p. 246-249 • Lecture: Aristotle
Afternoon	<ul style="list-style-type: none"> • Virtue Ethics • Divine Command Theory 	<ul style="list-style-type: none"> • Lecture: Aristotle • Skits: Golden Mean (small groups) • Reading: Munson p. 905-907 RSL p. 246-249 • Writing Exercise • Class Discussion • Reading: DCT in RSL p. 58-63 • Lecture: DCT
Evening	<ul style="list-style-type: none"> • Rawls • Veil of Ignorance • Normative ethics 	<ul style="list-style-type: none"> • Finish DCT • Reading: RSL p. 58-63 • Reading: Munson p. 881-885 • Lecture: Veil of Ignorance & Maximin

Day 4 (Thursday) – Euthanasia Part 1	Subject	Activity
Morning	<ul style="list-style-type: none"> • Euthanasia – What are we talking about? • Terri Schiavo • Key terms: active/passive voluntary/involuntary • Natural/unnatural 	<ul style="list-style-type: none"> • Reading: Munson p. 881-885 (Rawls) • Artistic representation of ethical theories • Discussion: What is the best theory? • Assessment: Quiz on normative ethics • Reading: Munson p. 565-570 • Writing Response • Class Discussion: Terri Schiavo • Lecture: Defining terms • Reading: Munson p. 578-584 • Writing Exercise
Afternoon	<ul style="list-style-type: none"> • Normative Ethics 	<ul style="list-style-type: none"> • Reading: Munson p. 578-584 • Reading: Munson p. 565-570 • Writing Response • Class Discussion: Terri Schiavo • Lecture: Defining terms
Evening	<ul style="list-style-type: none"> • Euthanasia Basics • Euthanasia and Ethical Theories • Prepare for Case Presentations 	<ul style="list-style-type: none"> • Discussion: Euthanasia and Ethical Theories • Reading: Munson p. 578-584 • Lecture: Four conceptions of death • Writing Exercise

Day 5 (Friday) - Euthanasia Part 2	Subject	Activity
Morning	<ul style="list-style-type: none"> • Presentations • Killing vs. Letting Die 	<ul style="list-style-type: none"> • Euthanasia Case Presentations w/ Q&A sessions • Reading: Munson: 585-593 • Class Discussion
Afternoon	<ul style="list-style-type: none"> • Debate Procedures and Preparation • Non-voluntary Active Euthanasia: For or Against 	<ul style="list-style-type: none"> • Prepare for Debate

Day 6 (Sunday) – Euthanasia Part 3	Subject	Activity
Evening	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Prepare for debate • Euthanasia debate • Writing Exercise: debate reflection

Day 7 (Monday) – Abortion Part 1	Subject	Activity
Morning	<ul style="list-style-type: none"> • Assessment • Abortion Basics • Roe v. Wade • Abortion Statistics • The status of the fetus 	<ul style="list-style-type: none"> • Euthanasia Quiz • Writing Exercise (Abortion Free-write) • Reading: Munson p. 433-434 • Class Discussion: Roe v. Wade • Lecture: Abortion basics • Reading: Munson p. 454-461 • Fact Search Activity p.435-446
Afternoon	<ul style="list-style-type: none"> • The status of the fetus <ul style="list-style-type: none"> ○ Thompson 	<ul style="list-style-type: none"> • Lecture: Thomson and argument by analogy • Reading: Black p. 120-123 and 125-127 • Reading: Munson p. 472-481 • Writing Exercise • Class Discussion: Thompson
Evening	<ul style="list-style-type: none"> • The status of the fetus • Future Like Ours <ul style="list-style-type: none"> ○ Marquis ○ Brown 	<ul style="list-style-type: none"> • Lecture: Future Like Ours • Reading: Munson p. 461-468 • Argument Reconstruction Activity (in pairs) Volunteers write their reconstructions on the board • Class Discussion: Marquis and Brown

Day 8 (Tuesday) – Abortion Part 2	Subject	Activity
Morning	<ul style="list-style-type: none"> • How to write philosophy papers • Abortion papers 	<ul style="list-style-type: none"> • Review Abortion • Lecture: How to write philosophy papers • Begin working on abortion papers • Computer lab
Afternoon	<ul style="list-style-type: none"> • Abortion papers 	<ul style="list-style-type: none"> • Work on abortion papers in • Computer lab
Evening	<ul style="list-style-type: none"> • Decision Scenarios • Abortion quiz 	<ul style="list-style-type: none"> • Decision Scenario #1, 2, and 5 • Assessment – Abortion quiz

Day 9 (Wednesday) – Animal Ethics Part 1	Subject	Activity
Morning	<ul style="list-style-type: none"> • The moral status of animals <ul style="list-style-type: none"> ○ General Introduction 	<ul style="list-style-type: none"> • Review Pop Quizzes • Abortion Quizzes • Writing Exercise: What moral obligations do we have towards animals? • Pair/Share • Class Discussion • Reading: SEP - Gruen • “Philosophy Talk”-Animal rights
Afternoon	<ul style="list-style-type: none"> • Animal rights: arguments for and against. • Spectacular 	<ul style="list-style-type: none"> • “Philosophy Talk”-Animal rights • Reading: Reagan • Discussion • Reading: Scruton • Discussion
Evening	<ul style="list-style-type: none"> • Animal Experimentation 	<ul style="list-style-type: none"> • Video: Harlow experiments • Writing Exercise • Small Group Discussions • Decision Scenario 8 • Reading: Munson p. 156-158

Day 10 (Thursday) – Animal Ethics Part 2	Subject	Activity
Morning	<ul style="list-style-type: none"> • Animal Experimentation 	<ul style="list-style-type: none"> • Reading: Munson p. 156-158 • Prepare for Debate
Afternoon	<ul style="list-style-type: none"> • Animal Experimentation 	<ul style="list-style-type: none"> • Prepare for Debate
Evening	<ul style="list-style-type: none"> • Debate 	<ul style="list-style-type: none"> • Debate • Writing Exercise: Reflections on debate • Class Discussion • Study for Quiz

Day 11 (Friday) – Genetic Control Part 1	Subject	Activity
Morning	<ul style="list-style-type: none"> • Eugenics 	<ul style="list-style-type: none"> • Review Animal Ethics Quiz • Movie: Gattaca • Writing Exercise: Gattaca response • Class Discussion
Afternoon	<ul style="list-style-type: none"> • Genetic intervention 	<ul style="list-style-type: none"> • Writing Exercise: Gattaca response • Class Discussion • Reading: Munson p. 281-284 • Written Summaries • Genetic Intervention Fact Search <ul style="list-style-type: none"> ○ Munson p. 259-277

Day 12 (Sunday) – Genetic Control Part 2	Subject	Activity
Evening	<ul style="list-style-type: none"> • Dilemmas of Genetic Choice - • Deaf Culture 	<ul style="list-style-type: none"> • Video: “To Hear – Genetic Deafness” • Writing Exercise: Response to video • Reading: Munson p. 285-293 • Class Discussion

Day 13 (Monday) – Genetic Control Part 3	Subject	Activity
Morning	<ul style="list-style-type: none"> • Dilemmas of Genetic Choice <ul style="list-style-type: none"> ◦ Screening for disability • Stem Cell Research 	<ul style="list-style-type: none"> • Reading: Munson p. 281-284 • Class Discussion • Lecture: Stem Cell Research • Reading: Munson p. 249- 259 • Reading Questions • Prepare Case Presentations
Afternoon	<ul style="list-style-type: none"> • Case Presentations 	<ul style="list-style-type: none"> • Case Presentations • Start Decision Scenarios (1-3 as a class, 4-8 individually)
Evening	<ul style="list-style-type: none"> • Decision Scenarios • Assessment 	<ul style="list-style-type: none"> • Finish Decision Scenarios • Assessment: Genetic Control Quiz

Day 14 (Tuesday) – Justice and Healthcare Part 1	Subject	Activity
Morning	<ul style="list-style-type: none"> • Healthcare as a right 	<ul style="list-style-type: none"> • Movie: John Q • Writing Exercise: John Q Response • Class Discussion • Reading: Munson p. 689-694 • Writing Exercise
Afternoon	<ul style="list-style-type: none"> • Healthcare reform 	<ul style="list-style-type: none"> • Reading: Munson p.676-684 • Healthcare Reform Fact Search: p. 685-688. • Decision Scenarios 1 and 3
Evening	<ul style="list-style-type: none"> • Healthcare and the global poor 	<ul style="list-style-type: none"> • Reading: Munson p. 702-707 • Argument Summaries • Reading – Singer Solution to World Poverty • Class Discussion

Day 15 (Wednesday) – Justice and Healthcare Part 2	Subject	Activity
Morning	<ul style="list-style-type: none"> • Healthcare and the global poor • Justice • Human Rights 	<ul style="list-style-type: none"> • Lecture – Pogge: World Poverty and Human Rights • Reading: Pogge – Symposium: World Poverty and Human Rights • Writing Exercise: Pogge • Class Discussion • Reading – Pogge “Last Words”
Afternoon	<ul style="list-style-type: none"> • World Poverty and Human Rights 	<ul style="list-style-type: none"> • Review of Pogge. • Prepare for Quiz • Quiz: Justice and Healthcare • Work on papers
Evening	<ul style="list-style-type: none"> • Quiz • Post Assessment 	<ul style="list-style-type: none"> • Post-Assessment • Work on papers

Day 16 (Thursday) – Term Papers	Subject	Activity
Morning	Term Papers	Review Justice and Healthcare quizzes Work on papers – Computer Lab
Afternoon	Term Papers	Work on papers – Computer Lab

Day 17 (Friday) – Presentations	Subject	Activity
Morning	Paper Presentations Conclusions	Presentations