Course Description

This is a discussion-centered course that will examine selected ethical theories, key principles, and problems in medical ethics. The purpose of the course is to introduce the basic language, concepts, and principles of biomedical ethics. The approach taken is a case-study method, designed to develop skills in the analysis of case problems in clinical medicine and biomedical research.

Course Learning Objectives

1. Students will be able to identify and describe major ethical theories in attempting to resolve ethical conflicts.

2. Students will be able to identify and describe major ethical principles used in analyzing problems in health care ethics, including autonomy, paternalism, beneficence, and justice.

3. Students will be able to access the bioethics literature, identify some of the major contemporary issues in bioethics, and develop awareness of various bioethical perspectives and positions held by ethicists related to current controversies in biomedical ethics.

4. Students will be able to write a research paper that addresses a current bioethical issue: they will define the nature of the issue or conflict, consult and utilize concepts from the literature that addresses the issue, and demonstrate their ability to apply principled reasoning to the issue and its resolution.

5. Students will be able to discuss their perspectives in open class discussion and demonstrate appropriate respect for other students including those whose values and perspectives differ from their own.

Course Resources

Course website on Canvas: https://mtu.instructure.com/courses/890991
Course Facebook page: http://tinyurl.com/pf5oqwl
Required Course Text: Contemporary Bioethics, Pierce & Randels, ed

Additional assigned articles and essays will be available on the Canvas website under Files: Reading Assignments. Optional additional reading will be in Files: Supplemental reading. Supplemental books will be on reserve in the library.
**Required Coursework**

**Weekly Papers:** Short weekly papers, approximately one page long. The question for each paper is posted to Canvas. Weekly papers are intended to spark thought and help you assimilate the readings. 10 papers are required. Weekly papers are due on Canvas by 5pm on Wednesday. Missed papers **cannot** be made up later. See Canvas for the complete schedule of papers due.

**Class Presentation:** One class presentation on a selected topic. The purpose of presentations is to enumerate the key questions, and to spark critical discussion. You may take a position on controversial issues — you do not have to agree with the position. Presentations should be ~15 minutes long, and may include slides, video, and other media in addition to the oral presentation. Students must meet with the instructor in advance to discuss the presentation.

**Papers:** One short analysis paper, 3-5 pages. One research paper 6-8 pages.

**Class discussion**
All students are encouraged and expected to participate fully in class discussions, and to bring their personal insights to the discourse. Lively, civil conversation and debate have a long and important history in philosophy, and play a crucial role in the development and refinement of philosophical thinking.

**Grading**
Grading is based on points. Your final grade will be determined by the following:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly papers (10 x 3pts)</td>
<td>30</td>
</tr>
<tr>
<td>Short paper</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Final Paper</td>
<td>25</td>
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<tr>
<td>Discussion participation</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
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</tbody>
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Tech's grading standard is used:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade points/credit</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>88% – 92%</td>
<td>3.50</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>82% – 86%</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>76% – 81%</td>
<td>2.50</td>
<td>Above average</td>
</tr>
<tr>
<td>C</td>
<td>70% – 75%</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>CD</td>
<td>65% – 69%</td>
<td>1.50</td>
<td>Below average</td>
</tr>
<tr>
<td>D</td>
<td>60% - 64%</td>
<td>1.00</td>
<td>Inferior</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0.00</td>
<td>Failure</td>
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I: Incomplete; given only when a student is unable to complete a segment of the course because of circumstances beyond the student's control. A grade of incomplete may be given only when approved in writing by the department chair or school dean.

X: Conditional, with no grade points per credit; given only when the student is at fault in failing to complete a minor segment of a course, but in the judgment of the instructor does not need to repeat the course. It must be made up within the next semester in residence or the grade becomes a failure (F). A (X) grade is computed into the grade point average as a (F) grade.
Course Policies

Class Attendance
Unexcused absence from class will result in a reduction of your class participation grade.

Late papers and assignments
Late assignments will be penalized by one full letter grade (A to B, B to C, etc) for every day they are late. This includes weekends and partial days. So, if your paper is due on Monday, and you turn it in on Tuesday, you will be penalized one full letter grade. If you turn your paper in on Wednesday morning, you will be penalized two full letter grades. In exceptional circumstances, extensions may be granted if requested. All requests must be made in advance of the due date via email.

Disabilities
Students with documented physical, learning, or other disabilities are entitled to reasonable accommodations. An individual with a disability will be expected to meet the course or program standards whether or not an accommodation is needed. An individual with a disability who is capable of meeting these standards in a different way than is customary will be provided with a reasonable accommodation to enable the individual to do so.

Cheating and Plagiarism
Students are expected to maintain the highest standards of honesty in their college work. Cheating and plagiarism are serious offenses, and subject to disciplinary action. A failing grade in this course is a possible penalty for academic dishonesty. Students are advised that the professor is on the Academic Integrity Committee and takes plagiarism and cheating seriously.

University Policies
Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment. All work used for assessment purposes will not include any individual student identification.

Michigan Tech has standard policies on academic misconduct and complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. For more information about reasonable accommodation for or equal access to education or services at Michigan Tech, please call the Dean of Students Office, at (906) 487-2212 or go to http://www.mtu.edu/provost/faculty-resources/syllabus-policies/
Schedule of topics and assignments:

§ 1: Introduction to Bioethics
Jan 14: [No weekly paper] What is a bioethicist? Are science and medicine ethical domains?
Jan 16: B: 1-28; 53-67

§ 2: Doctors and patients
Jan 22 is last day to drop courses with refund
Jan 21: C: The case of Mary Northern; Ethox handout
Jan 23: Student presentations start. What makes a good doctor? B: 29-44; 45-52, 111. CASE: Can a killer be a doctor? (B:111). CASE: Bad doctor.
Jan 30: Conscientious objection. B: 300-304, C: APhA Pharmacist Conscience Clause; Savulescu CO. CASE: What's Plan C? (B: 364); CASE: Physician participation in capital punishment (C)
Jan 31 is last day to drop courses without a grade

§ 3: Access, allocation, and rationing of healthcare resources
Feb 4: [No weekly paper] Is there a right to healthcare? B: 386-419 C: Dying Dad Denied Kidney transplant. CASE: Should illegal immigrants have access to health care? (B: 479) CASE: The health of nations (B: 477)
Feb 6: Winter Carnival (no classes)
Feb 11: Should we limit care for self-inflicted illness? B: 432-439; 447-454; C: Liver transplant & alcoholics; No sympathy for self-inflicted illnesses; Callahan. CASE: Pat Summerall's new liver (B: 485). CASE: Age-based rationing (B:481)
Feb 13: Organ donation. B: 455-477. CASE: Matchmakers (B: 485). CASE: Should we be allowed to sell our organs? (B: 481)

§ 4: The end of life
Feb 18: Brain death. B: 130-146; 237. C: Veatch. CASE: Jahi McMath (C), CASE: Marline Munoz (C)
Feb 20: B: 187-197; 227-237. CASE: Not dead yet — Pt III (B: 243) CASE: A friend in need (B: 245)
Feb 25: [no weekly paper] B: 206-216; CASE: The Groningen Protocol — Euthanasia for newborns (B: 244) CASE: Tony Nicklinson (C)

Short papers due 2/26

§ 5: Life worse than death?
Feb 27: B: 163-176 C: Capron, Cranford; CASE: Helga Wanglie’s Ventilator (C)
Mar 4: C: Sinnott-Armstrong; CASE: Is anybody in there? (Terri Schiavo) (B: 1-2; 239-240)
Mar 6: C: Wendland, Glannon. CASE: Robert Wendland
Mar 11, 13: Spring Break, no classes
Mar 18: B: 177-186, C: Baby Doe; CASE: Baby Doe

§ 6: The beginning of life
Mar 20: B: 247-265; 305-321; CASE: Amber Alert (B: 367); CASE: British babysnatchers (C)
Mar 25: B: 335-341; C: Building a baby. CASE: Surrogacy: Building a Baby (B: 368-369). CASE: Is surrogacy exploitation? (C)
Mar 27: Sex selection. B: 283-290; C: Kale; Savulescu. CASE: Where the boys are (B: 363)

Mar 28 is last day to drop with grade of W
Apr 1: B: 639-651; C: Sickle cell screening; Prenatal test puts Down Syndrome in hard focus. CASE: Is prenatal/preconception screening genocide? (C) CASE: Williams Syndrome and PGD (B: 656-657)
Apr 3: C: Spriggs; Sheldon; Deaf couple. CASE: Savior siblings — is it wrong to create a donor baby? CASE: Deaf couple want help conceiving a deaf child.

§ 7: Building better humans
Apr 8: B: 594-597, 619-625; C: Freaks & Tweakes, Superhuman Athletes. CASE: What's wrong with athletic enhancement?
Apr 10: B: 625-639; C: The forgetting pill. CASE: Better brains through chemistry (B: 657) CASE: Therapeutic forgetting (B: 657)

§ 8: Biomedical research
Apr 15: B: 507-530, C: Harris, Elliott. CASE: Is there a moral duty to participate in research? (C) CASE: Readicting a heroin user: are prisoners free to consent to research? (C)
Apr 17: CASE: Dying patients and the right to try experimental drugs (B: 578-579); CASE: The LeClaire brothers (C)
Apr 22: [no weekly paper] Research on non-human animals. B: 556-571, C: deWaal. CASE: Great Ape Protection Act (B: 580)

§ 9: Testing the limits of medicine
Apr 24: The strange case of BLID. B: 101-106; C: Ryan; CASE: Amputating healthy limbs [last day of class]
April 29: Final papers due by noon