

Ethics is the study of how one ought to live—with oneself, with others, and in broader communities of practice. Bioethics is the particular study of how one ought to live (which involves how one ought to *think* and *act*) in the context of biomedicine and biotechnology. In this class, we will study ethical issues emergent from biomedical theory, practice, and policy, bringing skills of philosophical reasoning to bear on concepts informing medical understanding and practice. We will primarily be interested in exploring and excavating underlying assumptions about the human subject that typically inform conversations about ethics in the field of medicine. These include ideas related to the body, race, normality, disability, enhancement, reproduction, life, death and dying. We will read texts devoted to understanding matters of epistemology (the study of knowledge or what it is to know), ontology (the study of being or what there is), existential phenomenology (the study of lived human experience), and axiology (the study of value and notions of worth) related to health, well-being, and justice. This course, like any other, is not fully exhaustive of the rapidly growing field of bioethics, but rather offers an introduction to this cluster of topics and the questions generated therein. Welcome. I hope you enjoy.

This course supports the Department of Philosophy's learning outcomes by encouraging participants to:

- Articulate the content and scope of key topics within the field of bioethics, including patient-physician relationship, racial disparities in health, disability, reproduction, enhancement, and end of life care.
- Explain how the authors we encounter frame and answer questions related to these topics
- Demonstrate facility with author's key claims and positions and articulate their own in relation
- Determine key elements of what would constitute ethical clinical, biomedical, and biotechnological practice



BIOMEDICAL ETHICS

PHIL 4335

SP 2020

M/W 2-3:15

Cudahy Hall 108

INSTRUCTOR:

Dr. Desiree Valentine

desiree.valentine@mu.edu

OFFICE HOURS:

M/W 12:30-2:00 PM

by appointment

MH 414

COURSE COMPONENTS

IN-CLASS EXERCISES	MIDTERM EXAM	DISCUSSION BOARDS	GROUP PROJECT	FINAL EXAM
15%	22.5%	15%	25%	22.5%
<p>Throughout the course there will be in roughly 8-12 in-class exercises students will be asked to perform. This will serve as a measure of class preparedness and participation and will be graded on thoughtful completion.</p> <p>Some examples of in-class exercises include writing reflections, group activities, debates, short reading quizzes, etc. The lowest scoring in-class exercise will be dropped.</p>	<p>You will complete an in-class exam covering readings & in-class materials/activities from the first half of the semester. The exam may include multiple choice, T/F, matching definitions, short answer, & essay questions.</p> <p>3/4/20 in class</p>	<p>Roughly 6-8 times a semester you will engage in a discussion board on d2l. You will be expected to post an initial response (~250 words) to the prompt by Friday and post two replies (~100 words) to peers by Sunday</p>	<p>You will work with a small group (3-4) to teach the class about a bioethics issue not covered in the selected readings for the course. Presentations will be 35 minutes each, including discussion.</p> <p>This is a multi-step project that involves meeting with the professor to discuss plans for presentation, producing a handout for the class (this is done as a group), and producing individual essays of the presentation portion for which one is responsible (this is done individually). This is a group project/presentation that will be assessed individually based on one's individual performance within the group structure.</p> <p>We will discuss guidelines and expectations further in class.</p>	<p>You will complete a take-home exam covering readings & in-class materials/activities from the entire semester</p> <p>The exam will be essay based.</p> <p>POSTED 4/29</p> <p>DUE 5/6 11:59 pm on D2L</p>

COURSE SCHEDULE

Welcome and Why Bioethics?

1.13 Introduction

1.15 Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study"

1.17 DB 1

READINGS WILL BE DISCUSSED ON THE DATE LISTED & SHOULD BE IN HAND, & ANNOTATED. ALL TEXTS ARE AVAILABLE ON D2L.

*Access to streaming platforms may be necessary

*Schedule subject to change at instructor discretion

The Patient-Physician Relationship (Interpersonal)

1.22 Toombs, "The Meaning of Illness"

1.27 Tronto, "Consent as a Grant of Authority"

1.29 Young, "Pregnant Embodiment" & Grant, "Ethics of the Delivery Room"

1.31 DB 2

The Patient-Physician Relationship (Structural)

2.3 Dupras, "Epigenetics and the Environment in Bioethics"

2.5 Metzl, "Structural Competency"

2.10 Fatima, "How Billing Relates to Patient Care"

2.12 Roberts, "Debating the Cause of Health Disparities: Implications for Bioethics and Racial Equality"

2.14 DB 3

Normality and Disability

2.17 Silvers, "A Fatal Attraction to Normalizing"

2.19 Wendell, "The Social Construction of Disability"

2.21 DB 4

2.24 Kafer, "Introduction: Imagined Futures, (pg. 1-14)

2.26 Clare, "Ideology of Cure" and "Violence of Cure"

Death and Life

3.16 Gaylin, "Harvesting the Dead"

3.18 Lindemann, "Holding on to Edmund"

3.20 DB 5

Gene Therapies and Procreation

3.23 Goering, "Gene Therapies and the Pursuit of a Better Human"

3.25 Savulescu, "Procreative Beneficence: Why We Should Select the Best Children"

3.27 DB 6

Human Nature and Enhancement

3.30 Bostrom, "Transhumanist Values" and "Letter from Utopia"

4.1 Kass, "Ageless Bodies, Happy Souls"

4.6 TBD

Group Presentations (2 each day): 4.15, 4.20, 4.22, 4.27
DB 7 TBD

5.6 FINAL EXAM DUE on D2L

Exam Week

3.2 TBD

3.4 In-Class Exam

COURSE RESOURCES

-INSTRUCTOR E-MAILS-

Marquette University's policy on e-mail: "E-mail is an appropriate and preferred method for official communication by Marquette with students. The university has the right to send official communication to students by e-mail with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these e-mails." If I need to contact you outside of class, I will use your Marquette email address, and expect that you will read and respond to this communication in a timely manner. Additionally, please recognize standard email etiquette. Initial emails should contain (minimally) a subject, greeting, and closing.

-OFFICE HOURS-

YOU ARE WELCOME TO STOP BY DURING OFFICE HOURS TO DISCUSS THE COURSE;
PLEASE EMAIL ME TO LET ME KNOW WHAT TIME YOU ARE COMING BY OR TO SCHEDULE
ANOTHER TIME TO MEET.

Preparing

Participating

Listening

Responding

Considering

Contributing

GRADING SCALE

A 100-94

A- 93.99-90

B+ 89.99-88

B 87.99-84

B- 83.99-80

C+ 79.99-78

C 77.99-74

C- 73.99-70

D+ 69.99-68

D 67.99-64

D- 63.99-60

CLASSROOM DYNAMICS

MEDIA: OUR WORK REQUIRES PRESENCE & ATTENTIVENESS TO COURSE PARTICIPANTS & MATERIALS. PHONES & LAPTOPS SHOULD ONLY BE VISIBLE WHEN WE ARE LOOKING AT ONLINE RESOURCES TOGETHER.

PREPAREDNESS: PARTICIPANTS SHOULD ARRIVE WITH TEXTS IN HAND, READY TO DISCUSS THEM. READING IS NEITHER A SOLITARY NOR PASSIVE ACTIVITY. BE SURE TO ANNOTATE THE TEXT WITH COMMENTS/QUESTIONS IN THE MARGINS, MAIN IDEAS UNDERLINED, ETC.

DIALOGUE & PARTICIPATION: PRODUCTIVE DIALOGUE REQUIRES PARTICIPANTS TO BRING COMMENTS, QUESTIONS, & PERSPECTIVES ABOUT THE MATERIAL INTO THE CLASSROOM. PARTICIPATION IS NOT LIMITED TO SPEAKING, BUT CAN CONSIST OF ARRIVING PREPARED, LISTENING TO AND RESPECTING PEERS, AND TAKING PART IN DISCUSSION & ACTIVITIES.

RESPECT: A HEALTHY COMMUNITY LEARNING ENVIRONMENT REQUIRES MUTUAL RESPECT AT ALL TIMES, EVEN OR ESPECIALLY WHEN WE DISAGREE WITH ONE ANOTHER.

CAMPUS RESOURCES

ACADEMIC INTEGRITY

All quotes, paraphrases, & summaries of others' work must be cited to avoid **plagiarism**.

Please familiarize yourself with the university academic policy found here:

<http://bulletin.marquette.edu/undergrad/academicregulations/>.

Citation guidelines can be found here:

<https://owl.purdue.edu>

Marquette **Writing**
Center

<https://www.marquette.edu/writing-center/schedule-an-appointment.php>

ACCESS & ACCOMMODATION

For disability-related needs, register with the **Office of Disability Services**:
www.marquette.edu/disability-services
or at 414-288-1645.

All course participants are **invited** to contact the instructor to privately discuss any perceived challenges to learning in this course.

Campus SAFETY

<https://www.marquette.edu/campus-safety/>

Reporting **Discrimination & Harassment**

Title IX office (sex & gender-based incidents)

<https://www.marquette.edu/sexual-misconduct/>

414.288.3151

All other instances of discriminatory behavior:

<https://www.marquette.edu/tools/non-discrimination.php>

STUDENT **SUPPORT** services

Division of Student Affairs:
<https://www.marquette.edu/student-affairs/>

Counseling & **MENTAL HEALTH** Services

<https://www.marquette.edu/counseling/>

414.288.7172