

Bioethics

Philosophy 010-10: First Session Summer 2018

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Office Hours: As many of you have internships and busy schedules over the summer, I've found it's impossible to have office hours that work for many students over the summer. Because of this, my office hours during summer courses are by (readily available and happily arranged) appointment. I will also stay after class to answer questions most days.

Meetings: 5:45-7:45pm MTWR New South FSC

Texts: all readings and other course documents will be available on Canvas. You will not need to purchase any textbooks. **Please use the versions of the papers I provide for you, because they are in some cases heavily excerpted to respect the time constraints of students taking summer courses.**

Course Description:

This course will have four main sections. We will begin by learning the history of the development of modern bioethics, and talking about the unique problems that bioethics raises. Most seriously of these, we must make quick decisions about extremely complicated ethical problems, while taking many viewpoints seriously. Following this, we will learn how modern bioethicists have tried to solve this problem: in part by generalizing agreed-upon ethical principles which must be considered in bioethical cases. We will then look at some complications to this solution, including issues of global justice, issues of systemic justice, and what to do with competing kinds of truth-claims in medicine. Finally we will combine our understanding of proposed ways to analyze bioethical cases practically with the complications which will arise to write a final paper which takes on a complicated real-world bioethical issue and seeks to suggest a solution.

This course will be focused on application of ethical principles and logical reasoning strategies to real-world cases. We will watch several movies and television shows in class to discuss as shared case-studies, and you will each give two presentations on case studies you find.

Grading:

Participation: Charity to other students and their arguments will be a significant part of this. Our aim is to learn to debate ethical issues respectfully, and participation grades will reflect your ability to do so.

Exam: There will be one fairly short in-class exam at the end of the first week of class, on the first section of the course. This will consist of some combination of definitions, multiple choice questions, short answer questions (requiring a couple sentences), and longer answer questions (requiring a couple paragraphs). It will be on the history of modern bioethics and traits of ethical analysis.

Comments: On the day of the first test, you will sign up for presentations on two days during the rest of the semester. **Each class-day will begin with a presentation of a bioethical case in which our topic from the last class is relevant.** The written version of these comments will be due on the class-day after the relevant ethical issue is discussed, and will be presented at the beginning of this day. They will be returned with comments. They will serve as mini ethics papers to give you practice for the final paper. Comments will be between 600 and 800 words in length, and will

1. Describe a legitimate bioethical dilemma presented in a piece of media (including a newspaper article, novel, short story, television show, movie, song, comic book, online article, public celebrity drama, etc). This ethical dilemma must involve the ethical issue we discussed in class. For example, we will discuss informed consent as an important bioethical solution to issues of autonomy, and the comment on the following day will be about a bioethical case in which informed consent is relevant. This section should be long enough for me to understand what's happening, but no longer.
2. Explain the bioethical issue being raised- why is this a bioethical problem? This will use the tools of bioethical analysis. Be clear about exactly what is wrong.
3. Evaluate what a good response to this case would *achieve*. You need not give specific suggestions for how this might be achieved, but let me know what bad things should be avoided or what good things need to be done. This will use the tools of bioethical analysis.

Short Paper: There will be a final paper (1,000-2000 words with 1500 words as a suggested goal) in which you will analyze a bioethical dilemma. This will be due the last day of class. Topics and guidelines will be given later in the semester. Late papers will be penalized half a letter grade per day.

These will contribute to your final grade in the following way.

Participation	10%
Exam	20%
First Case Study	15%
Second Case Study	20%
Paper	35%

Please Note:

- Late work will be accepted only in the case of a documentable emergency or by prior arrangement. I am very generous with extensions *if they are requested more than 24 hours before the deadline.*
- Laptops and tablets are allowed for purposes of note-taking or other course activities. Any student caught using their laptop or tablet for a non-academic purpose or texting during class time will be asked to leave. All other electronic equipment and all headphones must be silenced and stowed, except by prior request. Recording devices must be discussed with me ahead of time, in order to respect other student's privacy.
- Students are responsible for knowing and following Georgetown policies regarding academic dishonesty and plagiarism. Suspected cases of plagiarism and other forms of academic dishonesty will be rigorously investigated, and penalized as severely as possible. I reserve the right to submit any assignment to any plagiarism detection service of my choosing. Consult honor.georgetown.edu for more information about the honor policies.
- Students with disabilities and religiously observant students who require accommodations should speak with me at the beginning of term. **I am extremely open to accommodations beyond those that the University requires, so please come and talk to me about what I can do to best make this learning environment accessible.** Bring documentation if you have it, but no documentation is required.

Course Schedule

Note: This schedule is tentative and subject to revision, depending on our in-class progress throughout the semester. Any changes will be announced in class and posted on Canvas.

Date	Reading Prior to Class	Class Plan and Assignments Due
Section One:	The Need for Bioethics	
6/3	No reading required	Syllabus Overview, the history of modern bioethics In-class viewing of 'The Deadly Deception' (1993) from <i>Nova</i>

6/4	"Evaluating Moral Arguments" from <i>Moral Reasoning and Contemporary Issues</i> , Lewis Vaughn, 55-62	How to make moral arguments, unique problems facing bioethics,
6/5	Selections from the introduction to <i>Principles of Biomedical Ethics</i> by Tom Beauchamp and James Childress "What do Women Want from a Moral Theory" by Annette Baier	Discussion of the general gist of the way modern bioethics is discussed. Examination of several ways this is done, including medical ethical heuristics used by hospitals and the course of assisted suicide legislation in Washington from bioethical paper to law.
6/6	No reading assigned: Study for the test!	Test 1 given in class In-depth discussion of 'case-studies' assignment, signups.
Section Two:	Modern Bioethics	
6/10	Excerpts from "Respect for Autonomy" from <i>Principles of Biomedical Ethics</i> by Tom Beauchamp and James Childress Listen to "Onora O'Neill on Trust" from <i>Philosophy Bites</i> podcast (18:16 length)	In-class viewing of 'The Hellgramite Method' (1988) from <i>The Twilight Zone</i> Discussion of the standard view of autonomy, informed consent literature
6/11	Excerpts from "Autonomy and The Feminist Intuition" by Natalie Stoljar from <i>Relational Autonomy: Feminist Perspectives on Autonomy</i>	Case-Study Presentations Begin Discussion of other aspects to autonomy, responses to this criticism.
6/12	Excerpts from "Beneficence" from <i>Principles of Biomedical Ethics</i> by Tom Beauchamp and James Childress	Discussion of beneficence
6/13	Excerpts from "Nonmaleficence" from <i>Principles of Biomedical Ethics</i> by Tom Beauchamp and James Childress	In-class viewing of Episode 5.8 (2016) from <i>Call the Midwife</i> Discussion of nonmaleficence, how this balances with beneficence.
6/17	Excerpts from "Justice" from <i>Principles of Biomedical Ethics</i> by Tom Beauchamp and James Childress	Discussion of Justice as a bioethical virtue.

6/18	Excerpts from <i>Reproducing Race</i> by Khiara Bridges	Discussion of systemic justice, complicated extensions of justice.
6/19	Excerpts from <i>Frontiers of Justice: Disability, Nationality, Species Membership</i> by Martha Nussbaum	Discussion of global justice.
Section Three:	Complications For Bioethics	
6/20	"Flacking for Big Pharma" by Harriet A. Washington from <i>Beyond Bioethics: Towards A New Biopolitics</i>	Potential skype-in of Four Thieves Vinegar Collective organizer Discussion of the complications pharmaceutical companies and their influence raise.
6/24	"Waiting for a Miracle: Miracles, Miracism, and Discrimination" by Julian Savulescu and Steve Clarke	Discussion of bioethical issues raised by religion and other ways of knowing. In-class viewing of "Wizards Only, Fools"(2013) from <i>Adventure Time</i>
Section Four:	Full Bioethical Case Studies	The following section is more mutable in terms of the topics we cover. We will discuss what we're interested in looking at, and may vote to change what ethical issues we practice on. Any issues that the class seems particularly interested in may be possible additions (with your consent)
6/25	Selections from <i>Calling the Shots: Why Parents Reject Vaccines</i> by Jennifer Reich	Discussion of the anti-vaccine movement and bioethical responses to it. Final Paper Topic announced.
6/26	"The Science and Business of Genetic Ancestry Testing" by Deborah A. Bolnick et al in <i>Beyond Bioethics: Towards A New Biopolitics</i>	Discussion of the ethical issues surrounding human genome testing. Some time set aside in class for paper direction.

6/27	"Killing and Allowing to Die: Another Look" by Daniel Sulmasy	Discussion of bioethical arguments surrounding PAS. Some time set aside in class for paper direction.
7/1	Selections from "Maternal-Fetal Conflict: Legal and Ethical Issues" by Mary Carrington Coutts	Discussion of maternal-fetal conflict in medicine. <i>Note: we won't be specifically discussing abortion during this class-day. While some of these issues may touch on abortion debates, abortion is separate in important ways. Abortion will be a potential topic for the last day of class.</i>
7/2	Catch-up day if we get delayed, if not, workshopping our papers.	
7/3	Topic TBD by class vote <i>Note: we will be discussing the arguments surrounding a particular bioethical subject, but I don't expect you to have read anything additional for this day. I know you'll be working on your papers.</i>	Final Paper due before class today , turned in on Canvas
7/4	Holiday	

Final grades will be assigned as follows:

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	F	0-59