

**Bioethics (BIOE)
CTY Course Syllabus
Santa Cruz Session 1 2011**

Instructor: Tyler Paytas

Teaching Assistant: Charles Barclay

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).

Day 1- Introduction	Subject	Activities
Monday 6/27 Morning	Introductions Evaluation Objectives and Expectations What is bioethics? What is ethics?	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	Basic Logic -Argument Structure -validity -soundness	Reading: RSL p.6-12 Lecture: Introduction to logical concepts – argument, validity, soundness Exercises: validity & soundness
Evening	Informal fallacies	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 - Normative Ethics Part 1	Subject	Activities
Tuesday 6/28 Morning	Logic Review Normative Ethics	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	Intro to Utilitarianism Bentham and Mill Higher and Lower Pleasures Act vs. Rule Strengths and Weaknesses	Reading: Munson p. 863-870. Lecture: Utilitarianism Writing Exercise Pair/Share Class Discussion Class Discussion: Strengths and Weaknesses of Utilitarianism Lecture: Background on Kant
Evening	Kant Deontology	Value Line Activity: Sneaky Pete Lecture: Deontology Reading: Munson p. 870-876 Writing Exercise Class Discussion

Day 3 – Normative Ethics Part 2	Subject	Activity
Wednesday 6/29 Morning	The Good Will Autonomy Categorical Imperative Strengths and Weaknesses Virtue Ethics	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	Virtue Ethics Divine Command Theory	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	Rawls Veil of Ignorance Normative ethics	Finish DCT Reading: RSL p. 58-63 Reading: Munson p. 881-885 Lecture: Veil of Ignorance & Maximin

Day 4 – Euthanasia Part 1	Subject	Activity
Thursday 6/30 Morning	Euthanasia – What are we talking about? Terri Schiavo Key terms: active/passive voluntary/involuntary natural/unnatural	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	Normative Ethics	Reading: Munson p. 578-584 Reading: Munson p. 565-570 Writing Response Class Discussion: Terri Schiavo Lecture: Defining terms
Evening	Euthanasia Basics Euthanasia and Ethical Theories Prepare for Case Presentations	Discussion: Euthanasia and Ethical Theories Reading: Munson p. 578-584 Lecture: Four conceptions of death Writing Exercise

Day 5 - Euthanasia Part 2	Subject	Activity
Friday 7/1 Morning	Presentations Killing vs. Letting Die	Euthanasia Case Presentations w/ Q&A sessions Reading: Munson: 585-593 Class Discussion
Afternoon	Debate Procedures and Preparation Non-voluntary Active Euthanasia: For or Against	Prepare for Debate

Day 6 – Euthanasia Part 3	Subject	Activity
Sunday 7/3	Debate	Prepare for debate Euthanasia debate Writing Exercise: debate reflection

Day 7 – Abortion Part 1	Subject	Activity
Monday 7/4 Morning	Assessment Abortion Basics Roe v. Wade Abortion Statistics The status of the fetus	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	The status of the fetus -Thompson	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	The status of the fetus Future Like Ours -Marquis -Brown	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 – Abortion Part 2	Subject	Activity
Tuesday 7/5 Morning	How to write philosophy papers Abortion papers	Review Abortion Lecture: How to write philosophy papers Begin working on abortion papers Computer lab
Afternoon	Abortion papers	Work on abortion papers in Computer lab
Evening	Decision Scenarios Abortion quiz	Decision Scenario #1, 2, and 5 Assessment – Abortion quiz

Day 9 – Animal Ethics Part 1	Subject	Activity
Wednesday 7/6 Morning	The moral status of animals -General Introduction	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	Animal rights: arguments for and against. Spectacular	“Philosophy Talk”-Animal rights Reading: Reagan Discussion Reading: Scruton Discussion
Evening	Animal Experimentation	Video: Harlow experiments Writing Exercise Small Group Discussions Decision Scenario 8 Reading: Munson p. 156-158

Day 10 – Animal Ethics Part 2	Subject	Activity
Thursday 7/7 Morning	Animal Experimentation	Reading: Munson p. 156-158 Prepare for Debate
Afternoon	Animal Experimentation	Prepare for Debate
Evening	Debate	Debate Writing Exercise: Reflections on debate Class Discussion Study for Quiz

Day 11 – Genetic Control Part 1	Subject	Activity
Friday 7/8 Morning	Eugenics	Review Animal Ethics Quiz Movie: <i>Gattaca</i> Writing Exercise: <i>Gattaca</i> response Class Discussion
Afternoon	Genetic intervention	Writing Exercise: <i>Gattaca</i> response Class Discussion Reading: Munson p. 281-284 Written Summaries Genetic Intervention Fact Search -- Munson p. 259-277

Day 12 – Genetic Control Part 2	Subject	Activity
Sunday 7/10 Evening	Dilemmas of Genetic Choice - Deaf Culture	Video: “To Hear – Genetic Deafness” Writing Exercise: Response to video Reading: Munson p. 285-293 Class Discussion

Day 13 – Genetic Control Part 3	Subject	Activity
Monday 7/11 Morning	Dilemmas of Genetic Choice - Screening for disability Stem Cell Research	Reading: Munson p. 281-284 Class Discussion Lecture: Stem Cell Research Reading: Munson p. 249- 259 Reading Questions Prepare Case Presentations
Afternoon	Case Presentations	Case Presentations Start Decision Scenarios (1-3 as a class, 4-8 individually)
Evening	Decision Scenarios Assessment	Finish Decision Scenarios Assessment: Genetic Control Quiz

Day 14 – Justice and Healthcare Part 1	Subject	Activity
Tuesday 7/12 Morning	Healthcare as a right	Movie: <i>John Q</i> Writing Exercise: <i>John Q</i> Response Class Discussion Reading: Munson p. 689-694 Writing Exercise
Afternoon	Healthcare reform	Reading: Munson p.676-684 Healthcare Reform Fact Search: p. 685-688. Decision Scenarios 1 and 3
Evening	Healthcare and the global poor	Reading: Munson p. 702-707 Argument Summaries Reading – Singer Solution to World Poverty Class Discussion

Day 15 – Justice and Healthcare Part 2	Subject	Activity
Wednesday 7/13 Morning	Healthcare and the global poor Justice Human Rights	Lecture – Pogge: <i>World Poverty and Human Rights</i> Reading: Pogge – Symposium: World Poverty and Human Rights Writing Exercise: Pogge Class Discussion Reading – Pogge “Last Words”
Afternoon	World Poverty and Human Rights	Review of Pogge. Prepare for Quiz Quiz: Justice and Healthcare Work on papers
Evening	Quiz Post Assessment	Post-Assessment Work on papers

Day 16 – Term Papers	Subject	Activity
Thursday 7/14 Morning	Term Papers	Review Justice and Healthcare quizzes Work on papers – Computer Lab
Afternoon	Term Papers	Work on papers – Computer Lab

Day 17 –Presentations	Subject	Activity
Friday 7/15 Morning	Paper Presentations Conclusions	Presentations