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**Course and Instructor Information**

PHIL 104-02 Spring 2023

T/Th 1:30-2:45 p.m.

Instructor: Chong Choe-Smith, PhD, JD

Office Hours: T/Th 12:30-1:30 p.m. in person and via Zoom, and by appointment

Contact: choe-smith@csus.edu

**Course Description**

Catalog Course Description: Ethical dilemmas faced by professionals and patients in the field of medicine, e.g., patient self-determination and informed consent, discrimination in health care, euthanasia, abortion, surrogate motherhood, genetic modification, and rights to health care. Emphasis is on the well-reasoned application of general moral principles to practical medical decisions. Graded: Graded Student. Units: 3.0

Specific Course Description: This course will provide an introduction to the theoretical approaches and practical issues in biomedical ethics. We will consider the main ethical theories and methodologies that apply to questions in biomedical ethics, including utilitarianism, Kantianism, natural law theory, and the principles approach. We will then apply these different approaches to important and controversial issues that arise in the context of the practice of medicine, medical treatment, scientific research, and health-care policy. Our topics will include the physician’s duty of therapeutic beneficence, the patient’s right to informed consent, abortion and embryonic stem cell research, euthanasia and physician-assisted suicide, genetic engineering and human reproduction, and scientific research on human and nonhuman animal subjects or social justice and health-care reform. Throughout the course, we will consider historical and recent case studies, including real-life factual situations from legal cases and other sources.

**Specific Objectives**

* Identifying the issues. Students will learn about a wide variety of bioethical issues involved in the practice of medicine, treatment, research, and health policy.
* Identifying, describing, and comparing key concepts and theories. Students also will learn to identify, describe, and compare key concepts and various theoretical approaches to the issues offered by contemporary philosophers.
* Analyzing important bioethical issues. Students will gain the knowledge and skills necessary to analyze the issues using key concept and theories in bioethics and discussing the issues in a coherent and principled way.
* Evaluating and developing arguments. Students also will gain the critical thinking skills necessary to evaluate arguments presented by different contemporary philosophers and begin to develop their own arguments on the issues.

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**Textbooks**

The primary text for this course is *Biomedical Ethics*, 7th ed., by David DeGrazia, Thomas A. Mappes, and Jeffrey Brand-Ballard (McGraw-Hill, 2011). You may use the 6th edition. All other required or recommended readings will be posted on Canvas.

**Required Elements**

* **Weekly Reading Responses** About every week, students will submit a written response in a discussion forum to one of the reading assignments for that week. The response may be a concise summary of the reading, a question raised by the reading, or a brief description and critique of one of the author’s arguments. The response must be one short paragraph (250 words or less). The response should be substantive and demonstrate that the student has read the relevant selection. You must submit a copy of your response in Turnitin for grading purposes. This assignment will be graded for completion.
* **Section Quizzes** After each section of this course, students will complete an in-class short-answer quiz. The quiz questions will require answers of varying lengths from a phrase to a paragraph, as will be specified. Students should demonstrate sufficient knowledge of the different concepts, theories, bioethicists or philosophers, and their views. The quiz dates are provided in the Schedule of Assignments below. Make-up quizzes are not allowed except for those who provide documentation of a serious family or personal emergency.

* **Paper Assignments**
* Paper 1 Applied Bioethics Paper

Students must find a news article on a current bioethical issue and write a short paper (1500 words or less) briefly summarizing the relevant facts in the article, briefly describing the relevant aspects of one of the normative theories, and applying the theory to the facts. The paper must be submitted through Turnitin in Canvas by **March 9th.** Complete instructions and the grading rubric for this paper is available in Canvas under General Assignment Instructions. Late papers will receive a half-grade deduction per calendar day that the paper is late.

* Paper 2 Critical Evaluation Paper

Students will select one among a few academic articles and write a short paper (2000 words or less) critically evaluating the article. The paper should include a brief summary of the author’s view and arguments and one or two reasons or arguments evaluating the author’s view. The paper must be submitted through Turnitin in Canvas by **April 13th.** Complete instructions and the grading rubric for this paper is available in Canvas under General Assignment Instructions. Late papers will receive a half-grade deduction per calendar day that the paper is late.

* **Extra Credit**

Students may choose to complete up to three extra credit reflections during the course of the semester for a maximum of three percentage points, one for each reflection. For example, students may attend a talk at the Nammour Symposium and write a one-page reflection describing the talk and any comments or critiques for one percentage point. Students also may participate in a service opportunity, such as the opportunities offered by the Community Engagement Center (Library 4028), which has been approved by the instructor, and write a one-page reflection on their experience for one percentage point.

**Grade Policy**

**Grades** will be calculated, as follows:

|  |  |
| --- | --- |
| **Assignment or Assessment** | **Point Value** |
| Reading Responses (best 10 of 12; 1 pt. each) | 10 |
| Section Quizzes (5; 10 pts. each) | 50 |
| Paper 1 | 15 |
| Paper 2 | 25 |
| Extra Credit | (3) |
| **Total** | **100** |

**Grading Scale**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proficient (A)** | **Competent (B)** | **Satisfactory (C)** | **Poor (D)** | **Unacceptable (F)** |
| A (94-100) | B+ (87-89) | C+ (77-79) | D+ (67-69) | F (59-0) |
| A- (90-93) | B (84-86) | C (74-76) | D (64-66) |  |
|  | B- (80-83) | C- (70-73) | D- (60-63) |  |

To the extent relevant, your work will be assessed according to the Grading Standards posted on the Philosophy Department website (<http://www.csus.edu/phil/guidance/grading-standards.html>). Standard rounding procedures will apply. Your written work, in particular, also should follow the Writing Guidelines for a philosophy paper, as stated on the Department website (<http://www.csus.edu/phil/guidance/writing%20guidelines.html>).

**Other Course and University Policies**

**Attendance**

Attendance for all course meetings is required. All absences for good cause such as medical or family emergencies may be excused on a case-by-case basis with advance written notice and appropriate documentation. Each student is allowed three free absences. Students will receive a half-grade deduction for every unexcused absence thereafter.

**Participation**

Participation during course meetings is required and students may be marked absent for any failure to participate in discussion, polls, or group activities. Students are expected to complete all required reading and course assignments and actively participate in discussions. Students may be asked to work in groups, for example, on a question pertaining to the reading or the lecture and then report on their group discussion to the rest of the class. Although class participation is not included as a percentage of the grade, strong class participation (not just attendance) may provide grounds for bumping a grade that is on the border (i.e., adding .5 or less).

**Covid-19 Instructions and Support**

If you are sick, stay home and do not attend class. Notify your instructor. If you are experiencing any COVID- like symptoms (fever, cough, sore throat, muscle aches, loss of smell or taste, nausea, diarrhea, or headache) or have had exposure to someone who has tested positive for COVID contact **Student Health & Counseling Services (SHCS) at 916-278-6461** to receive guidance and/or medical care. You are asked to report any possible COVID related illnesses/exposures to SHCS via this link [COVID-19 Illness/Exposure Report Form](https://sacstateshcs.wufoo.com/forms/covid19-illnessexposure-report/). Expect a call from SHCS within 24 hours.

**Tech Requirements**

* Canvas: Most versions of Internet Explorer, Firefox, Chrome, and Safari, support the use of Canvas. To view specific Operating System and Browser compatibility with Canvas, please refer to: <https://community.canvaslms.com/docs/DOC-10720>.
* Zoom for Office Hours: You can download Zoom and find more information about using Zoom here:

<https://www.csus.edu/information-resources-technology/zoom/student-resources.html>

* PowerPoint: If you do not have access to PowerPoint, you can download it for free here (scroll down to PowerPoint and click on “Access Online or Download from Office365”):

<https://www.csus.edu/information-resources-technology/software-catalog/#business-productivity>

If you experience difficulties with your computer or connecting to the campus networks please contact the Information Resource Technology (IRT) Service Desk by e-mail: servicedesk@csus.edu or phone (916) 278-7337. For information about their complete services visit: <http://www.csus.edu/irt/ServiceDesk/>.

**Tech Support**

If you need technical assistance, including with devices or WiFi access, here are some helpful links for the Information Resources and Technology office:

* During the Covid-19 campus closure, laptops can be checked out for long-term, remote use, as specified here: <https://www.csus.edu/information-resources-technology/teaching-learning/laptop-checkout.html>
* Other assistance, such as information on WiFi Access, can be found here: <https://www.csus.edu/information-resources-technology/remote-learning/>

**Academic Honesty**

Students should conduct themselves with respect for others and perform their work with intellectual integrity and honesty, which includes completing their own work and giving proper attribution to sources. Each instance of academic dishonesty (e.g., plagiarism, cheating on a quiz, passing off another’s work as one’s own, an unauthorized use of technology, etc.) will result in a grade of 0 (not just a failing grade) for that assignment and referral to the Office of Student Conduct for disciplinary procedures consistent with the Academic Honesty Policy articulated in the University Policy Manual (<https://www.csus.edu/umanual/student/stu-100.htm>).

**Reasonable Accommodation**

Any student with a documented disability who requires assistance or academic accommodations should contact the Office of Services for Students With Disabilities (SSWD) (Lassen Hall 1008) immediately to discuss eligibility. An appointment can be made by calling 916-278-6955 (Phone) 916-278-7239 (TDD). You may also contact them by email: sswd@csus.edu. For a complete listing of their services visit the SSWD website at: <http://www.csus.edu/sswd/>. Please inform the professor of any necessary accommodations.

**Student Health & Counseling Services**

Student Health and Counseling Services staff are available for virtual and in-person services. During this public health crisis and extended period of limited physical or social interaction, if you need counseling or other physical or mental health services, you should not hesitate to reach out to the Student Health and Counseling center. For helpful information and access to their services visit their website at: <https://www.csus.edu/student-life/health-counseling/>.

**Basic Needs Support**

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away! The CARES office provides case management support for any enrolled student. Email the CARES office at [cares@csus.edu](mailto:cares@csus.edu) to speak with a case manager about the resources available to you. Check out the [CARES website](https://bit.ly/3fhQ1kY).

**Other University Support and Services**

Academic Advising: <https://www.csus.edu/student-life/academic-advising/>

Dreamer Resource Center: <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>

Martin Luther King Center: <https://www.csus.edu/student-affairs/centers-programs/mlk-scholars/>

Multicultural Center: <https://www.csus.edu/student-affairs/centers-programs/diversity-inclusion/multicultural-center.html>

Peer and Academic Resource Center: <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/>

Reading and Writing Center: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

Student Success Center: <https://www.csus.edu/college/health-human-services/student-success/>

**Schedule of Assignments**

The reading assignments can be found in the DeGrazia et al. textbook (7th edition and 6th edition page numbers are provided), unless otherwise specified.

1. **Introduction and Ethical Theories**

Jan. 24 Introduction

Consequentialist (Teleological) versus Deontological Theories (7:6-7; 6: 6-7)

Jan. 26 Utilitarianism (7:7-17; 6: 7-17)

Jan. 31 Kantian Deontology (7:17-23; 6:17-23)

Recommended: O’Neill, *A Simplified Account of Kant’s Ethics* (Canvas)

**Reading Response 1**

Feb. 2 Virtue Ethics (7:28-30; 6:28-30)

Feb. 7 Principlism and Methods of Moral Reasoning (7:26-27, 33-38;

Recommended: Beauchamp, *Methods and Principles in* 6:26-27; 33-37)

*Biomedical Ethics* (Canvas)

**Reading Response 2**

Feb. 9 **Quiz 1 on Ethical Theories**

1. **Professional-Patient Relationship**

Feb. 14 Physician’s Obligations and Virtues (7:69-74; 6:70-76)

Pellegrino, *The Virtuous Physician and the Ethics of Medicine*

Feb. 16 Physician’s Obligations and Virtues cont. (7:74-82; 6:76-84)

Childress and Siegler, *Metaphors and Models of Doctor-Patient*

*Relationships*

**Reading Response 3**

Feb. 21 Truth Telling and Confidentiality (7:63-64, 103-109;

Higgs, *On Telling Patients the Truth* 6:62-64; 90-95)

*Tarasoff v. Regents of the University of California* (Canvas)

Feb. 23 Informed Consent (7:120-132;

President’s Commission, *The Values Underlying Informed Consent* 6:106-118)

Brody, *Transparency: Informed Consent in Primary Care*

**Reading Response 4**

Feb. 28 **Quiz 2 on Professional-Patient Relationship Due**

3. **Beginning of Life Ethics**

Mar. 2 Abortion (7:468-474;

Warren, *On the Moral and Legal Status of Abortion*  (6:459-466)

Recommended: Pope John Paul II, *The Unspeakable Crime of* (7: 466-468;

*Abortion* 6:457-459)

Mar. 7 Abortion

Thomson, *A Defense of Abortion* (7:479-487; Recommended: Finnis, *The Rights and Wrongs of* 6:471-479)

*Abortion: A Reply to Judith* *Thomson* (Canvas)

**Reading Response 5**

Mar. 9 Abortion cont. (Canvas)

*Roe v. Wade; Dobbs v. Jackson Women’s Health Org.*

**Paper 1 Due**

Mar. 14 Embryonic Stem-Cell Research and Cloning (7:501-513;

McMahan, *Killing Embryos for Stem Cell Research Canvas*)

President’s Council on Bioethics, *The Moral Case Against* (7:513-522;

*Cloning-for-Biomedical Research* 6:501-508)

Mar. 16 Surrogacy

Bonnie Steinbock, *Surrogate Motherhood as* (7:573-577;

*Prenatal Adoption* 6:561-565)

*Baby M*.; *Johnson v. Calvert* Canvas

**Reading Response 6**

Mar. 21&23 Spring Break

Mar. 28 Preimplantation Genetic Diagnosis (7:533-537,

Robertson, *Extending Preimplantation Genetic Diagnosis:*  589-595;

*Medical and Non-Medical Uses* (6:521-525,

Kass, *Implications of Prenatal Diagnosis for The Human Right* 577-583)

*to Life*

Mar. 30 Gene Therapy and Genetic Enhancement (7:602-614;

Brock, Genetic Engineering 6:606-612)

Sandel, *Mastery and Gift*  (Canvas)

**Reading Response 7**

Apr. 4 **Quiz on Beginning of Life Ethics**

4. **End of Life Ethics**

Apr. 6 Definition of Death (7:322-338; Bernat, *The Whole-Brain Concept of Death Remains Canvas*)

*Optimal Public Policy*

McMahan, *An Alternative to Brain Death*

**Reading Response 8**

Apr. 11 Treatment Decisions for Incompetent Adults

*In re Quinlan* and *Cruzan v. Harmon* Canvas

Apr. 13 Euthanasia and Physician Assisted Suicide (7:395-404;

Rachels, *Active and Passive Euthanasia* 6:395-403)

Callahan, *Killing and Allowing to Die*

Recommended: Brock, *Voluntary Active Euthanasia*

**Paper 2 Due**

Apr. 18 Physician Assisted Suicide cont. and Social Policy (7:418-426;

*Washington v. Glucksburg* and *Vacco v. Quill* Canvas;

Recommended: Quill et al, *Care of the Hopelessly Ill:* 6:417-420)

*Proposed Clinical Criteria for PAS*

**Reading Response 9**

Apr. 20 **Quiz on End of Life Ethics**

**5. Research Ethics and Access to Healthcare**

Apr. 25 Belmont Report (Canvas)

King, *The Dangers of Difference* (7: TBA;

6:247-251)

Apr. 27 Clinical Trials in Developing Countries (7:278-284;

Glantz et al., *Research in Developing Countries: Taking Benefit* 6:266-271)

*Seriously*

Brody, *Ethical Issues in Clinical Trials in* (7:284-288;

*Developing Countries* 6:272-276)

**Reading Response 10**

May 2 Biomedical Research on Animal Subjects (7:292-298;

Cohen, *The Case for the Use of Animals in Biomedical Research* 6:276-283)

Francione, *Animals--Property or Persons* Canvas

May 4 Social Justice Introduction (7:623-649;

Buchanan, *Justice: A Philosophical Review*  6:628-639)

Nielson, *Autonomy, Equality, and a Just Health-Care System* (7:649-655;

**Reading Response 11**  6:639-645)

May 9 Reform Proposals for the United States

DeGrazia, *Single Payer Meets Managed Competition: The Case for* (7:693-704)

*Public Funding and Private Delivery*

*National Federation of Individual Businesses v. Sebelius* Canvas

May 11 **Quiz on Social Justice and Access to Health Care**

The Instructor reserves the right to make changes to the syllabus with reasonable notice.