# Applied Ethics – Biomedical

#### Instructor
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  - M: 8:00-12:00
  - T: 12:00-2:00
  - W: 12:00-2:00
  - Th: 12:00-2:00

#### Catalog Description
An application of various ethical theories to contemporary moral problems in a given field or area, most commonly to business or biomedicine. Additional areas of application may include such subjects as the environment, the family, animal issues, or sports.

#### Prerequisite
PHIL 110 Fundamentals of Philosophy

## I. REQUIRED TEXT/COURSE MATERIALS

### A. Required Textbook:


Textbooks will be available at the Whitlow Bookstore, located in Clarke's Student Activity Center, one week before classes begin. Please bring your schedule with you.

For your convenience, textbooks can be ordered online. The Whitlow Bookstore can be reached by phone at (563)588-6307, by fax at (563)584-8600, or by e-mail at bookstore@clarke.edu. In addition, here are the Bookstore hours.

### B. Required Materials/Equipment

- **Moodle** is Clarke’s course management system where the course content, assignments and activities are placed online. You no longer are required to self-enroll; this is a process automatically completed at registration.
  - **Moodle Login Protocol**:
    1. Access the Moodle login page.
    2. Enter your username and password. As you will see on the screen, your username and password are the same you use to access your Clarke e-mail. Do not put “@clarke.edu” at the end of your username (example: username = Jane_Doe).
    3. Click on the Login button.
  - **After logging in**: Your courses are listed on the screen. To access a particular class, simply click on the course title.
II. COURSE GOALS AND OUTCOMES IN RELATION TO THE MISSION OF CLARKE UNIVERSITY

A. Connection to Clarke Mission Statement

Why is this course part of the General Education Program? Studying philosophy is a distinctive element in Catholic liberal arts education. (In fact, at one time Clarke students had to take 21 hours to complete their general education requirement!) As an institution with BVM roots, Clarke philosophy courses strive to create a caring, supportive environment for asking some of the most significant questions human beings can raise about life. Philosophy courses encourage personal and intellectual growth by promoting critical thinking which is one of the distinctive elements of personhood. Finally, by asking timeless questions, philosophy nurtures the growth of spiritual values.

The primary goal of this course is to introduce students to applied ethics from a philosophical perspective. Through active class participation students will utilize concepts in normative ethics to investigate ethical issues in everyday life.

This course is designed to meet the outcome and reinforce the critical thinking outcome of the Clarke University General Education Program.

B. Connection to Compass and the Common Good

The Common Good is an integral aspect of Compass and Clarke University’s General Education Program. The term “common good” refers to the well-being of society as a whole and our contributions towards this well-being. The common good includes all those conditions of social life which members of a society need to live healthy, fulfilling, and dignified lives - such as the provision of food, water, shelter, education, employment, and healthcare, as well as the freedoms of expression, religion, peaceful assembly, and participation in government.

The Catholic vision of the common good affirms that every person possesses an unsurpassable worth and dignity and that the entire human race comprises a single family. We are all brothers and sisters to each other, bound together, and obliged especially to help and defend the weakest members in our midst, the poor and defenseless. The goal is always to maintain and strengthen the good our societies achieve and to work toward a universal civilization of love, justice, and peace.

Consideration of the common good will feature prominently in this bioethics course. Many difficult issues in bioethics – such as scientific research, eugenics, the beginning of life, impaired infants, assisted suicide – can challenge the notion of whether all human beings have “unsurpassable worth and dignity.” Although many philosophical perspectives will be considered, this course underscores the importance of the Catholic vision of the common good.
### III. COURSE OUTCOMES, ASSESSMENTS AND REMARKS

#### A. Table

<table>
<thead>
<tr>
<th>Gen Ed</th>
<th>Departmental Course Outcomes</th>
<th>Products/Projects</th>
<th>Performance Assessments</th>
</tr>
</thead>
</table>
|        | 1. The nature, importance, and application of the following types of values: **ethical**, spiritual, social, or political.  
- paternalistic deception  
- informed consent  
- reproduction  
- treatment of impaired infants  
- genetic screening  
- allocation of scarce medical resources  
- end of life issues | Exam 1, 2 Quizzes | Objective exam questions  
Essay Questions  
Online Discussion Rubric |
|        | 2. A diversity of viewpoints as regards values/beliefs  
- variety of ethical theories | Exam 1, 2 Quizzes | |
|        | 3. Various transferable skills of the discipline. | Online Discussions | |
|        | 4. Value perspectives in relation to one or more of the BVM core values. | Exam 1 | |
|        | 5. Selected Catholic contributions to value theory. | Exam 1, 2 | |
|        | 1. Articulation of a philosophical ideas, or issues regarding ethical, spiritual, social, or political values. | Online Discussions Essays | Online Discussion Rubric  
Critical Thinking Rubric |
|        | 2. Communication of specific values perspectives. | Class Discussions Essays | |
|        | 3. Critical axiological thinking. | Online Discussions | |
|        | 1. Increased self-awareness of what students believe and why. | Class Discussion | Class Discussion Rubric  
Alumni Survey |
|        | 2. The role of principles in the Catholic and BVM tradition. | Survey | |
|        | 3. Embracing and living principles with regard to their lives, culture, and world. | Survey | |
|        | 4. A critical approach to values analysis. | Class Discussion | |

All rubrics used for grading are available online.
B. Any other general remarks, narrative about this course.

_The Internet Classroom_
- I prefer to go on a first name basis. Let me know how you would like to be called.
- All discussions presuppose the **principle of charity**. Be courteous and respectful of the others. Students are not expected to agree with each other or even with the professor. In fact, they are encouraged to play the devil’s advocate to try out new philosophical ideas.
- Any philosophical view may be expressed as long as it is defended with reason and commonsense. (No belief frightens philosophers. Holding beliefs without good reason does!)
- Please remember that I may embellish some personal stories for pedagogical purposes.
- I will, at times, defend philosophical positions that I do not hold. The idea here is fairness.
- There are no ordinary students. I have never taught a mere mortal. (To paraphrase C. S. Lewis.)

_Course Activities_
- The course is divided into 14 online classes, each containing a week’s worth of material.
- Each class assignment is organized by objectives, required readings, online resources, and required activities.
- I will place a new set of assignments on Moodle each Monday and Thursday. The deadlines for completing Monday assignments are Thursday night at midnight, and Thursday assignments on Monday night at midnight.
- At the end of the semester, students are asked to delete any audio lectures or other course materials they may have saved while taking this online course.
- Students are required to listen to the required online lectures and other audio materials, view the video clips, read the assigned chapters from text, take the online quiz, and complete the required online activities.
- Online activities usually will consist of participating in a **Forum** (online discussion) or submitting an **Assignment** (a written assignment).
- Students are expected to take notes when listening to audio clips or viewing online materials to help prepare for the midterm and final exam.
- It does not matter what time of day or night you complete course materials as long as you meet the deadlines.

_The Professor_
- I grew up in Latin America so some of the examples I use in class will reflect a third world perspective.
- I am married to Ann who works as a phone nurse at Dubuque OB/GYN. We have three sons and one daughter in law.
- I have always been, I currently am, and I will always be a Cubs fan.
- I was ordained several years ago as an Episcopal priest; I assist as a chaplain at Mercy Medical Center in Dubuque.
- If you find yourself in need of a pastoral presence (such as a personal emergency) you can give me a call.
- I enjoy scuba diving, racquetball, music, astronomy, and bike riding.

### IV. COURSE REQUIREMENTS AND ASSESSMENTS FOR ONLINE LEARNING

#### A. Pre-Class Tasks (found within the course taught in Moodle)

1. **Getting Started**: Read and complete items 1-3.
   (*Note: Table of Contents located on left side of screen*)
   - Complete all steps listed in the “**Pre-Class Preparation Checklist**”.  
     This list is found under item #1 or was emailed to you. *(screenshot to right)*
   - Once done, complete the “**Pre-class Preparation Verification Survey**”.  
     This link can be found as item #3 of the “Getting Started” table of contents.

2. **Class Information!**
Read all material posted in “Class Information!” This includes:
- welcome letter from the instructor
- online syllabus
- course expectations (for both the student and the instructor. **Student expectations addressed:** Moodle, asking questions, assignment protocols, and Clarke University policies on academic rules and procedures. **Instructor expectations covered:** response time to emails, grading assignments, online availability and responding to discussion board postings. In addition, the instructor contact information is posted.
- course supplementary materials (if any exist).

3. University Resources

- Review general Clarke University resources to support your online class experience (includes areas of academics, technologies, Moodle, learning and time management). We want your experience to be a successful one!

## B. Assessments and Grading

**Attendance and Participation Policy and Policy on Missed Exams and Late Work:**
Students are expected to participate in all classes and complete all required assignments. Since online lectures are always available, requests for missing online classes are really requests for making up required online assignments (such as quizzes and online discussions).

Requests for making up missed required online assignment may be granted for the following reasons:
- Personal Emergency (such as serious illness, death in the family, family crisis)
- Attending a Significant Family Event (such as weddings or graduations)
- Travel to a Remote Area (such as going on a missions or service trip to a place that has no internet access)

Making up missed work in an online class presents unique challenges – both technologically and pedagogically. So, students who request to make up missed work and have the request granted are allowed to make up their work in two ways:
- Short Paper Assignment (writing a short paper – approximately 3 pages)
- Oral Assessment (scheduling a phone conversation with me to discuss the content from the missed class)

Writing a short paper or scheduling an oral assessment are in lieu of the missed online quizzes and the online class participation.

**Grading Scale and Standards:**

### A. Quizzes (100 points):
These quizzes over the video and reading assignments.
- There are ten online quizzes. Each quiz may be any combination of objective and short essay questions.
- Quizzes are timed – you have 10 minutes to complete the quiz after you begin.
- Quizzes are “open book” or “open note.” **Any student collaboration in taking any online quiz is considered a violation of the Academic Integrity Policy of Clarke University.**
- Answer all the quiz questions.
- You only have one chance to take the quiz.
- The highest possible score is a 10.
- Your score and the correct answers will be available after the deadline and they have been graded.

### B. Class Participation (50 points):
The required activities coordinate with the reading and lectures.
- There are ten online activities.
- One of the required activities is a phone call.
- They will be evaluated on a 1-5 scale.
- No late submissions will be accepted.
- Sometimes the activities will be participation in a **Forum** and other times submitting an **Assignment.**
C. Exams (200 points): The course will have a midterm exam (100 points) and a final exam (100 points).
   - Each exam will have three timed objective components which may include true/false, multiple choice, short answers. Most of these questions (about 2/3 of them) will come from the online lectures.
   - Each exam requires an essay that is submitted via Moodle.
   - The exams include questions from the text, the lectures, and audio/video resources.
   - Students may use their texts and notes for completing the exam. **Any student collaboration in taking any online quiz is considered a violation of the Academic Integrity Policy of Clarke University.**

D. Project (50 points)
   - Each student is required to create a digital artifact of an audio/video resources on a topic in biomedical ethics.
   - Details of this artifact will be provided in a separate rubric.
   - The artifact is due by Thursday, May 4.

E. Extra Credit (20 points): All the graded assignments for Class 13 are extra credit.
   - There are three extra credit activities: Class Participation, a Chapter Quiz, and a Lecture Quiz
   - Students are not required to complete these assignments.

Grades for all assignments will be posted on Moodle. Students are encouraged to view them periodically to make sure there are no data entry errors. There are 400 possible points in the course. Final grades will submitted based on the total accumulated score using the following scale.

<table>
<thead>
<tr>
<th>Cumulative Numerical Scores</th>
<th>Letter Grade</th>
<th>Clarke's GPA Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>380</td>
<td>A</td>
<td>4.00 pts</td>
</tr>
<tr>
<td>360</td>
<td>A-</td>
<td>3.67 pts</td>
</tr>
<tr>
<td>350</td>
<td>B+</td>
<td>3.33 pts</td>
</tr>
<tr>
<td>330</td>
<td>B</td>
<td>3.00 pts</td>
</tr>
<tr>
<td>320</td>
<td>B-</td>
<td>2.67 pts</td>
</tr>
<tr>
<td>310</td>
<td>C+</td>
<td>2.33 pts</td>
</tr>
<tr>
<td>290</td>
<td>C</td>
<td>2.00 pts</td>
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<tr>
<td>280</td>
<td>C-</td>
<td>1.67 pts</td>
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<td>270</td>
<td>D+</td>
<td>1.33 pts</td>
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<tr>
<td>250</td>
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<tr>
<td>240</td>
<td>D-</td>
<td>0.67 pts</td>
</tr>
<tr>
<td>Below 240</td>
<td>F</td>
<td>0 pts</td>
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</tbody>
</table>

**Taking the Course Pass/Fall**
Students have the option of taking the course S/U (pass/fail). To successfully complete the course using the S/U option students need a total of 280 points. Please contact that Registrar’s Office (563) 588-6314 or talk to your advisor prior to taking the midterm exam for more information.

**Learning Support Services**
Academic support is available to all students through the Margaret Mann Academic Resource Centers, housed on the second floor of the Nicholas J. Schrup Library. Call 8107 or 8195 (Learning Center) and 6445 (Writing Center) for more information about these services, or click on the following links: Learning Center; Writing Center.

**Statement on American with Disabilities Act**
Students with learning and other disabilities that may require accommodation under Section 504 of the Rehabilitation Act of 1973, as amended, or the Americans with Disabilities Act (amended 2009), are referred to the Learning Center for information and assistance. (www.clarke.edu/catalog)
Learning Support Services
Academic support is available to all students through the Margaret Mann Academic Resource Centers (MARC), Room 228 Upper Level of Library (563) 588-8133.

Disability Accommodations
Students with learning and other disabilities that may require accommodation under Section 504 of the Rehabilitation Act of 1973, as amended, or the Americans with Disabilities Act (amended 2009), are referred to Disability Services, Room 228 Upper Level of Library (563) 588-8133.

Statement on Academic Integrity Policy
Clarke University’s mission and Catholic tradition call us to act in ways that foster a more just world. Thus, we recognize academic integrity is fundamental to our work together. As a “caring, learning community committed to academic excellence,” we cannot tolerate academic dishonesty because:

1. A community is built on personal relationships. Any breach of trust disrupts these relationships and weakens our community.
2. When caring individuals recognize value in another’s work or ideas, their choice is to acknowledge and even celebrate it, rather than misrepresenting ownership of the work.
3. Academic excellence depends on a commitment to follow through on our learning. We cannot pretend to be excellent. We must work hard to achieve excellence, and we must assume responsibility to do so.

Students are expected to be aware of and abide by specific principles of academic honesty. Academic integrity specifically prohibits the following forms of academic misconduct:

Cheating
- Giving or receiving unauthorized assistance (e.g., copying another student's work or using unauthorized notes during an exam; sharing one’s work with another student).
- Consulting another student’s work from previous semesters, or checking homework or test answers from previous semesters.
- Using unauthorized materials, such as hidden notes, tape recorders, cell phones, cameras, text messages, computers and other equipment.

Plagiarism
- Using another person’s exact language without the use of quotation marks or proper citation.
- Re-arranging another’s ideas or material and presenting them as original work without providing proper citation.
- Submitting another’s work as one’s own; this includes purchasing work from other sources, including the Internet.
- Submitting a translation of someone else’s original words claiming them as one’s own.

Other forms of academic misconduct
- Submitting a previously graded assignment without the current instructor’s permission.
- Falsifying, fabricating, or distorting information (e.g., providing an erroneous source, taking a test for another student, altering college documents, forging an instructor’s signature).
- Engaging in misrepresentation (e.g., lying to improve one’s grade; turning in another student’s work as one’s own; falsely claiming to have attended an assigned function such as a theatrical performance, a public speech, a job interview, a home visit, etc.).
- Seeking unfair advantage (e.g., requesting an extension by using a falsified excuse, obtaining an exam prior to its administration).
- Denying access to information or material to others (e.g., stealing or defacing print or non-print materials).
- Stealing, abusing, or destroying academic property (e.g., stealing library materials, vandalism of academic property).
- Bribing (e.g., offering materials or services of value to gain academic advantage for oneself or another).
- Engaging in misconduct in research and creative endeavors (e.g., failure to adhere to federal, state, municipal, and university regulations for the protection of human and other subjects).
- Making unauthorized copies of copyrighted material including software and any other non-print media.

Any violation of this policy will be treated as a serious matter. Penalties ranging from failure of the assignment or exam to failure of the course will be enforced. In cases of repeated or flagrant violations, a student may be dismissed from the university. Faculty will report cases of academic dishonesty to the academic affairs office. If applicable, the student life office will be notified as well for additional disciplinary action.

Students facing allegations of academic dishonesty may not withdraw from the course or courses where the alleged violations occurred. Students should continue to attend classes and meet course requirements at least until a final sanction has been determined. Unauthorized withdrawals, or those posted before the violation is discovered, will be reversed. If in a particular situation the appropriate bodies decide there was no violation of the policy or the sanction was unwarranted, the student will have the option of withdrawing from the course.

**Academic Federal Government Policy**

Academic credit is awarded based on student achievement resulting from instruction and out-of-class student work. For every credit received in a semester (fifteen weeks or the equivalent), the undergraduate student should expect to participate in at least one hour of direct instruction (face-to-face or online) and to complete a minimum of two additional hours of student work per week. The Federal government requires this minimum standard for instruction and corresponding student work be used in awarding Federal financial aid (34 CFR 600.2). For example, a three-credit hour course would require a minimum of 9 hours of student work (instruction and homework) weekly.

**Disclaimer - Dates May Change:**

Due to class accommodation scheduled dates for assignments, tests, projects and products may change. Assignments are subject to revision dependent upon the progress of the class.

**V. Tentative Course Calendar: Schedule and Outline**

Schedule and assignments are subject to the pace and quality of student learning. Any changes in schedule or assignments will be announced in class. The course is “inverted” which means that most of the instructional elements will be done online and the class participation, discussion, and assessments in the face-to-face section.

<table>
<thead>
<tr>
<th>Class 1: Introduction to Biomedical Ethics</th>
<th>Monday, March 20</th>
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<tbody>
<tr>
<td>The first part of Class 1 is a “nuts and bolts” overview to give you a clear idea of what you can expect in the weeks ahead. This class will highlight the requirements listed on the syllabus, the definition of philosophy used in this course, and the manner that biomedical ethics fits as an applied ethics course in philosophy. The second part of class surveys one of the most famous and influential ethical codes in Western healthcare, the Hippocratic Oath.</td>
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**Video**
- Welcome to Class Clip
- Philosophy and Biomedical Ethics Lecture
- The Hippocratic Oath Lecture

**Reading**
- The Hippocratic Oath (MOODLE)
- Bulger and Barbato, “On the Hippocratic Sources of Western Medical Practice” (MOODLE)

**Assessments**
- Practice Quiz

<table>
<thead>
<tr>
<th>Class 2: Utilitarian and Kantian Ethics (3/23)</th>
<th>Thursday, March 23</th>
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<tbody>
<tr>
<td>Over the next two online classes, we will consider four different ethical views for approaching questions in bioethics. The first part of Class 2 will review classical utilitarianism and the “greatest happiness principle” as it relates to biomedical ethics. The second part of class will examine Kantian ethics and three different formulations of the categorical imperative. Special attention will be given to the “Respect for Persons” formulation.</td>
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Class 3: Natural Law & Major Moral Principles

Monday, March 27

Class 3 continues with the examination of ethical theories. The third view is natural law theory that comes from the Roman Catholic tradition. This class looks at the philosophical assumptions of this approach, Aquinas’ understanding of natural law, and the making of ethical decisions. The second part of class will explore the major ethical theory approach to biomedical ethics. This view weighs several fundamental ethical principles without presupposing any normative view. The specific principles are non-maleficence, beneficence, utility, justice, and autonomy.

Video
- Natural Law Ethics Lecture
- A Major Moral Principles Approach Lecture

Reading
- Munson, Part VI “Natural Law Ethics and Moral Theology”
- Munson, Part VI “Major Moral Principles”
- ETHICAL AND RELIGIOUS DIRECTIVES FOR CATHOLIC HEALTH CARE SERVICES, Chapter 1: The Social Responsibility of Catholic Health Care Services (MOODLE)

Assessments
- Online Quiz #2 (10 points)
- Online Participation #2 (5 points)

Class 4: Autonomy and Paternalism

Thursday, March 30

When a patient receives care, there is usually an imbalance between the medical knowledge of the healthcare professional and that of the patient. When should the expertise of the healthcare professional override the wishes of the patient? The first part of the Class 4 defines the nature of autonomy and applies it to the ethical issue of medical paternalism. The second part of the class examines therapeutic privilege – the holding back information from a patient. Should a healthcare professional deceive a patient for the patient’s good?

Video
- Autonomy Lecture
- Placebos Lecture

Reading
- Munson, Chapter 1 “Cases and Contexts: Donald (Dax) Cowart Rejects Treatment – and Is Ignored”
- Munson, Chapter 1 “Cases and Contexts: The Vegan Baby”
- Munson, Chapter 1 “BRIEFING SESSION” (all)

Assessments
- Online Quiz #3 (10 points)
- Online Participation #3 (5 points)

Class 5: Informed Consent

Monday, April 3

To advance scientific knowledge in biomedicine, human beings are often used as research subjects. Class 5 examines ethical questions raised by human research subjects with special attention given to "informed consent" and "protected" research groups. The first part of class looks at the historical background to the rise of “informed consent.”
“informed consent” and its philosophical meaning. The second part looks at protected populations and the role of Institutional Review Boards in protecting human subjects.

Video
• Informed Consent Lecture
• Protected Populations Lecture

Reading
• Munson, Chapter 2 “BRIEFING SESSION” (all)
• Munson, Chapter 2 “Social Context: Prisoners as Test Subjects?”

Assessments
• Online Quiz #4 (10 points)
• Online Participation #4 (5 points)

Class 6: Issues in Genetics

Many medical conditions are linked, directly or indirectly, to a person’s genes. Class 6 examines the important role that genetic testing, genetic screening, and genetic counseling play in healthcare and raises important ethical questions as to how genetic information is to be used. The second part of class investigates eugenics with special attention given to the role that Iowa played in the rise of the eugenics movement at the turn of the century.

Video
• Richard Resnick - Welcome to the Genomic Revolution (11 min)
• Paul Root Wolp - It’s time to Question Bio-Engineering (11 min)
• Eugenics Lecture (42 min)

Reading
• Munson, Chapter 3 “BRIEFING SESSION” (all)
• Munson, Chapter 3 “CASE PRESENTATION: Huntington’s Disease: Deadly Disease, Personal Dilemmas”
• Munson, Chapter 3 “SOCIAL CONTEXT: Testing for Disease Predispositions: Is it Better Not to Know?”

Assessments
• Online Quiz #5 (10 points)
• Online Participation #5 (5 points)

Class 7: Midterm Exam

Monday, April 10

Students are required to complete the exam by Monday, April 17 at midnight due to Easter Break.

Assessments
• Midterm Exam

Class 8: Easter Break

Thursday, April 13

There is no online class due to Easter break.

Class 9: Offspring – the Movie

Monday, April 17

This movie chronicles the journey of the movie producer – who was conceived by his biological mother after she received artificial insemination from a sperm donor – to find his biological father (sperm donor) and any biological siblings he might have. It raises important questions about the rights of children to have information about their biological parents.

Video
• Offspring (movie)

Assessments
• Online Quiz #6 (10 points)
• Online Participation #6 (5 points)
**Class 10: Artificial Reproductive Technologies**

*Thursday, April 20*

*Human life can be created in many different ways using the techniques of artificial reproductive technologies. Class 10 surveys some of the most common methods including and the ethical questions that they raise.*

**Video**
- 3D Animation of How IVF Works (3:17)
- Egg Donation Explained Simply (5:21)
- Egg Donation/Donor Egg Program – Center for Human Reproduction (8:41)
- Sperm Donor Recruitment and Qualification Pyramid Video (4:44)
- Grant & Eric’s Same Sex Surrogacy Journey on BBC Inside Out (8:08)
- Journeyman News: Stolen and Sold – India (14:05)
- The Real Modern Family (8:10)

**Reading**
- Munson, Chapter 4 “BRIEFING SESSION” (all)
- Munson, Chapter 4 “SOCIAL CONTEXT: The Price of Eggs – Egg Donors: Rewards, Risks, and Exploitation”
- ETHICAL AND RELIGIOUS DIRECTIVES FOR CATHOLIC HEALTH CARE SERVICES, Chapter 4: Issues in Care for the Beginning of Life (MOODLE)

**Assessments**
- Online Quiz #7 (10 points)
- Online Participation #7 (5 points)

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**Class 11: Abortion**

*Monday, April 24*

*At what point in the development process does a human being become a person? This first part of Class 11 looks at four different philosophical views on the question of personhood. The second part of the class extends the discussion to the question of abortion.*

**Video**
- Philosophical Views of Personhood Lecture
- Leyla Josephine, - I think She Was a She (3:53)
- The Secret Life of Unborn Babies - The TODAY Show (4:00)
- Lila Rose and Ilyse Hogue Debate on Abortion - CNN Crossfire (22:56)

**Reading**
- Munson, Chapter 5 “BRIEFING SESSION” (all)
- Munson, Chapter 5 CASE PRESENTATION: The Conflict Begins- Roe v Wade”
- Judith Jarvis Thompson: A Defense of Abortion (MOODLE)
- John Noonan: An Almost Universal Value in History (MOODLE)

**Assessments**
- Online #8 (10 points)
- Online Participation #8 (5 points)

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**Class 12: Impaired Infants**

*Thursday, April 27*

*What should be done when infants are born with serious physical disabilities? Class 12 looks at the ethical issues of treating impaired infants.*

**Video**
- Oklahoma Infanticide Part 1 (11:42)
- CNN Oklahoma Infanticide Part 2 (12:26)
- CNN Oklahoma Infanticide Part 3 (12:54)

**Reading**
- Munson, Chapter 6 “BRIEFING SESSION” (all)
- Munson, Chapter 6 CASE PRESENTATION “The Agony of Bente Hindriks”
- Munson, Chapter 6 CASE PRESENTATION: “Baby Owens: Down Syndrome and Duodenal Atresia”
- Michael Tooley, “Abortion and Infanticide: (MOODLE)

**Assessments**
- Online Quiz #9 (10 points)
- Online Participation #9 (5 points)

### Class 13: Euthanasia

*Monday, May 1*

*Some human beings, for whatever reason, desire to end their lives. Should human beings have the right to take their own lives? If they are not physically able to take their lives, is it appropriate for another human being to do so? Class 13 will examine these ethical issues.*

**Video**
- Euthanasia Lecture
- Assisted Suicide Lecture
- Peter Singer, “Voluntary Euthanasia: A Utilitarian Perspective” (22 min)

**Reading**
- Munson, Chapter 7 “BRIEFING SESSION” (all)
- Munson, Chapter 7 SOCIAL CONTEXT “Assisted Suicide: The Oregon Experience”
- MOODLE: ETHICAL AND RELIGIOUS DIRECTIVES FOR CATHOLIC HEALTH CARE SERVICES
  - Chapter 5: Issues in Care for the Seriously Ill and Dying (MOODLE)

**Assessments**
- Online Quiz #10 (10 points)
- Online Participation #10 (5 points)

### Class 14: Future Directions

*Thursday, May 4*

*The future holds many more bioethical questions. Class 14 summarizes the current state of bioethics and look to what ethical issues may be in store in the years ahead.*

**Video**
- Final Reflections

**Reading**
- Pellagrino: Human Dignity and Bioethics (MOODLE)

**Assessments**
- Project is Due (50 points)

### Class 15: Final Exam

*Monday, May 8*

*Students are required to complete the exam by Thursday at midnight.*

**Assessments**
- Final Exam

### Class 16: Optional Extra Credit

*Due by Thursday, May 11*

*Acquiring human organs is essential for research as well as transplantation. What are the ethics in procuring them? How should they be allocated? This optional class explores these ethical issues. This extra credit work must be completed by Thursday, May 11 @ midnight.*

**Reading**
- Munson, Chapter 8 “BRIEFING SESSION” (all)

**Assessments**
- Extra Credit Quiz (10 points)
- Extra Credit Participation (5 points)