University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

Course Revision (*include course description & former and new syllabus)*  Grade Basis

Contact Hour Change and or Credit Change  Repeatability Change

Diversity Option  Other:

General Education Option

area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): PHILSPHY 247

**Current Course Title**: Bioethics

**Sponsor(s)**: Crista Lebens

**Department(s):** Philosophy and Religious Studies

**College(s):**

**List all programs that are affected by this change:**

**Philosophy Minor, Liberal Studies Major and Minor**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

NA  Yes  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

***FROM:***

Course Description:

This course provides an introduction to the basic science underlying current research in biology, as well as critical study of ethical, legal and social issues raised by technological applications of biological research in such fields as medicine, genetic counseling, law, and family planning.

***TO:***

This course introduces key ethical approaches such as Kantian ethics, utilitarianism, and feminist ethics and addresses their application to issues in health care practice. Ethical issues to be addressed may include: end-of-life decisions, family planning, genetic technology, access to health care, and the role of health care professionals.

## Justification for action

This is a long-overdue revision. The course was originally designed to be a team-taught course co-taught by faculty from both Biological Sciences and Philosophy. With a change in personnel, the course has not been taught that way for quite awhile. The Biology department no longer cross-lists the course, and the science component is not part of the way the course is currently taught. This change in description reflects the change in content. No budgetary impact will result from this change.

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

See below for revised syllabus and see accompanying PDF file for the former syllabus.

**Bioethics - REVISED**

**PHILSPHY 247** **section 01**

**Spring 2012**

**Dr. Crista Lebens, White 111**

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| --- | --- |
| Office Hours: | Contact Info: x5269 |
| Tues: 9:15-10:45  Wed: 2:15-5:00  Thurs: 10-10:45,and by appointment | lebensc@uww.edu  Do not email papers. Late papers go in the ‘late’ dropbox.  Email availability: M-F—response in about 24 hours. F-Sun: n/a |

🛈 Questions? Consult the “Ask the Instructor” forum in the discussion section on D2L. If your question hasn’t been answered yet, post it there and I’ll respond.

**(Proposed) Course Description:**

This course introduces key ethical approaches such as Kantian ethics, utilitarianism, and feminist ethics and addresses their application to issues in health care practice. Ethical issues to be addressed may include: end-of-life decisions, family planning, genetic technology, access to health care, and the role of health care professionals.

**Course Objectives**

**This course will enhance students’ ability to do the following:**

Understand central concepts in biomedical ethics, understand major ethical theories,

Analyze and evaluate philosophical arguments, and apply these skills and concepts to case studies.

**Required Texts (from textbook rental)**

*Biomedical Ethics,* edited by Mappes and DeGrazia, 6th Edition, Internet resources

**Course Requirements:**

**Active Class Participation (100 points total):**

Discussion is an important way to test your understanding of the ideas presented in class. Each member of the class should be an active and informed participant. This means participating in weekly online discussions. Participation will be evaluated separately four times a semester (weeks 5, 10, 13, 16). To earn full participation points, you must read and respond regularly and thoughtfully to your classmates’ discussion posts. Minimum requirement: read at least 80% of the discussion posts for that period, and respond at least once. Failure to meet the minimum requirement will result in a zero for participation for that period.

**Requirements for Weekly discussions (200 points total):**

Nearly every week according to schedule the class will engage in an online discussion. The class is divided into six groups. Each group has a specific task for the week. Consult the weekly discussion schedule document (under “intro docs”) for each group’s assignment. Group assignments are listed under ‘groups’ and via the ‘class list’ tab. See the ‘Discussion requirements’ document for more information.

Points breakdown: Analysis=10; News =10; Application=30.

**Quiz (50 points):** Early in the semester there will be a quiz on ethical theories. The quiz will be objective: multiple choice, true false, and fill in the blank.

**Position Papers (150-200 points each):** You will write four papers in the course. Each paper is based on a case study. You will analyze the key concepts in the case and argue for a position on some ethical issue raised in the case. Consult the discussion schedule for your assigned week and the topic for that week. The paper should be about 2 pages (Word doc format). The last paper is worth 200 points.

**Requirements**:

* The paper must be turned in using the D2L drop box. No email submissions accepted. The paper is due by Friday, 11 am of the week you are assigned.
* Make use of the concepts introduced in the reading that week
* Incorporate some relevant concepts from previous weeks
* Cite all sources, including class discussions. Include a bibliography.

**Final Grade Calculation**

The total number of points for the course is 1000.

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| Points | Grade  **Grading Criteria**  Each is worth 20% of the grade for the paper:  Focus/Thesis  Analysis/Interpretation  Organization and Coherence  Evidence and Documentation  Language Use and Conventions  **Late work**  The drop box closes Fridays at 11 a.m. I will not accept papers via email. Late papers will be docked one half-letter grade for every day late, including weekends. |
| 933-1000 | A |
| 900-932 | A- |
| 867-899 | B+ |
| 833-866 | B |
| 800-832 | B- |
| 767-799 | C+ |
| 733-766 | C |
| 700-732 | C- |
| 667-699 | D+ |
| 633-666 | D |
| 600-632 | D- |
| 0-599 | F |

## Academic Honesty

Do your own work. The work you turn in for this class must be your work or credit must be given to the author whose work you use. This includes information you find on the internet. Consult the UWW library website for information on how to cite sources properly, including citing page numbers for direct quotations.

Cheating and plagiarism will not be tolerated and will result in disciplinary measures, up to and including a grade of zero for the assignment, failure of the course, and other sanctions as described in UWS Administrative Code Ch. 14.

**University Policies**

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodations, Discrimination and Absence for University Sponsored Events (for details please refer to the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]).

**STUDENTS WITH SPECIAL NEEDS SHOULD INFORM THE INSTRUCTOR**

Bioethics: Schedule of Readings

Note: This schedule is subject to change. Changes will be announced on the D2L bioethics homepage under News. Revised schedules may be announced and posted. You will be

responsible for knowing any changes once they have been announced in the News section.

Tip: These readings can be difficult—give yourself time to read them carefully.

Do the reading, then read the study guide, then re-read the text.

All readings are from Mappes and DeGrazia, *Biomedical Ethics* unless otherwise specified.

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| Week 1 | Jan 19 | What is Bioethics? | |
|  |  | Introduction to course  “The Nature of Biomedical Ethics” (1-4)  Recently Dominant Ethical Theories: Act-Utilitarianism (4-13) |
| Week 2 | Jan 25 | “The Physician-Patient Relationship” (59-67)  Recently Dominant Ethical Theories: Kantian Deontology (17-23) |
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| Week 3 | Feb 1 | Ethics of Care, Feminist Ethics and Casuistry (30-36)  “Hospitals, Nurses, Families, and Medical Confidentiality” (162-169) |
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| Week 4 | Feb 8 | Judy Andre, “Remember the Nurses” in: <http://www.apaonline.org/documents/publications/v05n2_Feminism.pdf>  (scroll down to find the article)  Recently Dominant Ethical Theories: Rule-Utilitarianism (13-17) |
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| Week 5 | Feb 15 | **Wed, Feb 17: Quiz #1 no new reading** |
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| Week 6 | Feb 22 | **Death and Dying** |
|  |  | “Ethics and Communication in D-N-R Orders” (340-344)  “Medical Futility: A Conceptual and Ethical Analysis” (345-349) |
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| Week 7 | Mar 1 | “Advance Directives” (350)  “Some Reflections on Advance Directives” (350-356)  “My Anotated Living Will” (357-362) |
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| Week 8 | Mar 8 | Prenatal Diagnosis and Selective Abortion |
|  |  | “Prenatal Diagnosis and Selective Abortion” (513)  “Implications of the Prenatal Diagnosis for the Human Right to Life” (521-525)  “Can Having Children Be Immoral?” (526-532) |
| Week 9 | Mar 15 | **“Octomom”** (3 articles)  Judging Octomom. The Hastings Center Report v. 39 no. 3 (May/June 2009) p. 23-5 <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26830d34deb1fd8272e24862b09719bc7678&fmt=H>  More than a Village: Meeting the Health Care Needs ofMultiples. The Hastings Center Report v. 39 no. 3 (May/June 2009) p. 25-6 <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26830d34deb1fd8272e2d833940fd90adfaa&fmt=H>  The Octuplet Case--Why More Regulation Is Not Likely. The Hastings Center Report v. 39 no. 3 (May/June 2009) p. 26-8 <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26830d34deb1fd8272e2b8d88d9e5d1e13b6&fmt=H> |
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| Week 10 | Mar 29 | Bonus discussion: Organ Markets Conversations with Kidney Vendors in Pakistan: An Ethnographic Study. The Hastings Center Report v. 39 no. 3 (May/June 2009) p. 29-44 <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26830d34deb1fd8272e2fb6fadfcb04aa87d&fmt=H> |
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| Week 11 | April 5 | Social Justice and Health Care Policy Introduction (615-624) |
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| Week 12 | April 12 | Swine Flu Vaccine: What Is Fair?. The Hastings Center Report v. 39 no. 5 (September/October 2009) p. 9-10 <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26839f53103c35f75595f22ef1f0cbaa29fc&fmt=H>  Slipping through the Net: Social Vulnerability in Pandemic Planning. The Hastings Center Report v. 39 no. 5 (September/October 2009) p. 11-12  <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26839f53103c35f75595ef6e2816605a09ce&fmt=H> |
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| Week 13 | April 19 | “Rationing: Don’t Give Up” (660-662)  “Health Care Reform: Still Possible” (669-671) |
|  |  | The American Right to Health. The Hastings Center Report v. 39 no. 5 (September/October 2009) p. 3 <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26839f53103c35f755956c80f0c39aa6e4ee&fmt=H> |
| Week 14 | April 26 |
| Week 15 | May 3 | International Models and Perspectives (624-627)  “Restoring the Status of an Icon” [Canada] (674-680)  “Ethics, Politics and Priorities” [Italy] (689-693) |
| Week 16 | FINALS WEEKCourse wrap up  Bonus discussion: Toward a Meaningful Alternative Medicine. The Hastings Center Report v. 39 no. 5 (September/October 2009) p. 16-18  <http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml?recid=0bc05f7a67b1790e2a7fb913881f0bbc4800023d6abb26839f53103c35f7559545cf577b30958c5a&fmt=H> | |

**Bibliography of Library Holdings:**

Journals

*American journal of bioethics*

*Bioethics in brief*

*Canadian bioethics report*

*Christian bioethics*

*Developing world bioethics*

*Eubios journal of Asian and international bioethics*

*Global bioethics*

*The Hastings Center report*

*The Journal of medical humanities and bioethics*

*Journal of medical ethics and history of medicine*

*New review of bioethics*

*New titles in bioethics*

Selected book-length works (search: “bioethics” 111 results found):

*Against health : how health became the new morality* / Jonathan M. Metzl and Anna Kirkland. editors. Publisher:New York : New York University Press, c2010.

*Autonomy and trust in bioethics* / Onora O'Neill. Cambridge ; New York : Cambridge University Press, 2002.

*Ethical issues in research involving human participants January 1989 through November 1998 : 4650 citations* / prepared by Cynthia B. Love, Elizabeth J. Thomson, Charmaine D. Royal.

*Embodying bioethics : recent feminist advances* / edited by Anne Donchin and Laura M. Purdy. Publisher:Lanham : Rowman & Littlefield Publishers, c1999.

*Hooked : ethics, the medical profession, and the pharmaceutical industry* / Howard Brody. Lanham : Rowman & Littlefield, c2007.