

PHI 3633-901: Biomedical Ethics

T&TH 5:00 – 6:15 p.m. SOC 33

University of South Florida—Fall 2017

Instructor: John Preston

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Office Hours: FAO 238 → Tuesday 3:00 p.m. – 5:00 p.m.

Credit Hours: 3

1. Course Description: This course is designed to familiarize students with the seminal issues in Biomedical ethics, as well as the ethical theories operant within them. We will be reading essays from multiple perspectives on a wide variety of topics including the roles of healthcare professionals, genetic therapy, abortion, euthanasia, and more. At the end of the semester, students will have a working knowledge of some of the most pressing issues within Biomedical Ethics and be equipped to evaluate the possible stances on those issues.

2. Course Objectives: In this course, we will start by looking at several major ethical theories. This will provide students with the framework within which to evaluate and discuss the Biomedical issues. From there, we will turn to questions about healthcare professionals and patient care. In this section we will deal with questions such as: do healthcare professionals ever have an obligation to withhold information from patients? What are the ethical implications of clinical trials? What is the role of paternalism or patient autonomy in healthcare? After that, we will move onto issues life and death, where we'll discuss abortion, euthanasia, cloning, and gene therapy. We will end the semester, then, with a short look at healthcare and whether or not people have a right to minimum decent care.

3. Student Learning Outcomes:

- A. To cover and be familiar with several major debates within Biomedical Ethics
- B. To become familiar and comfortable with the terminology and lingo of Biomedical Ethics
- C. To engage critically with philosophical writing
- D. To identify the parts of arguments and find any weaknesses in them
- E. To become comfortable creatively proposing and discussing new ideas

4. Course Texts: Lewis Vaughn, *Bioethics: Principles, Issues, and Cases*. 3rd edition.

5. Course Requirements:

Weekly assignments: Each week there will be an assignment to be turned in on Canvas. These assignments will generally be short responses to questions that will both demonstrate your grasp of the concepts covered and foster further discussion.

Tests: This course includes only two tests (a midterm and a final). Each test will be made up of a variety of question types (true/false, multiple choice, short answer, essay).

Grading Breakdown

- Weekly Assignments (50%)
- 2 Tests (25% each)

Grading Scale:

A+	98-100%
A	93-97%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

6. Course Schedule:

What follows is a very general and tentative outline for the course this semester. It is, obviously, subject to change based upon a variety of factors. Should it become apparent that a new configuration is necessary, I will post an updated schedule on Canvas and alert the class to the changes.

Date	Topic	Pages
08/22/17	Syllabus Day	N/A
8/24	Ethics Roadmap	N/A
8/29	Moral Justifications and Logical Fallacies	19-28
8/31	Argument Types / Utilitarianism	53-55
9/5	Utilitarianism / Deontology	56-61
9/7	HURRICANE	
9/12	HURRICANE	
9/14	HURRICANE	
9/19	Deontology vs Utilitarianism / Intro Care Ethics	65-70
9/21	Care Ethics / Virtue Ethics	62-64 & 70-81
9/26	Paternalism Pro and Con	94-110
9/28	Doctor Intervention	110-120
10/3	Roles of Nurses	128-144
10/5	Relativism and Bio-ethics	180-190
10/10	Exam	N/A
10/12	Genetic Dilemma and Child's rights	575-584
10/17	Gene Therapy	593-612
10/19	Abortion	326-336
10/24	Abortion	336-348
10/26	Abortion	352-363
10/31	IVF	429-432 & 445-455
11/2	Cloning	520-530

11/7	Movie/Catch up	N/A
11/9	Euthanasia	678-682
11/14	Euthanasia Pro & Con	646-662
11/16	Healthcare	736-749
11/28	Healthcare	749-756
11/30	Review	N/A

Final: Tuesday Dec 5th 3:00pm – 5:00pm

7. With Regards to Attendance and Participation

All assignments in this course are based upon the assumption that students have done the reading and are attending the class. While all test questions will tie strongly to the reading, there will also be elements drawn from class discussion. Missing class denies you access to these class discussions. Should you miss the class, for whatever reason, it is your responsibility to get notes and the new reading assignment from your fellow classmates. I will be happy to meet with you during my office hours should you have questions regarding the text and discussion, but I will not be reenacting class for you. For your sake and the sake of everyone involved in the class, please make every effort to be there.

If you have an excuse for an absence, such as a religious observance or medical requirement, please let me know as early as possible and (in the case of medical problems) supply me with verification from your doctor.

Regular attendance will also result in extra credit being added to your grade at the end of the semester. Missing 0 days for the semester will result in a 5% increase to your grade. Missing 1 day results in a 3% increase, 2 days in a 2% increase, and 3 days in a 1% increase. **Beyond that, no extra credit will be given in this course.**

If you miss class on the day of a test, make-up tests will be administered if and only if you can present **legitimate and verifiable reasons** for your absence. If you can present these legitimate and verifiable reasons for your absence, then you must make an appointment with me to make up the test **within one week** of the original test date.

Physical attendance, however important, is not sufficient to count as “participation.” If you come to class, you must be there in body and mind. We meet for 75 minutes, twice a week. During that time I ask that you bring your book, be alert, engaged, and refrain from using technology that will serve as a distraction (this certainly includes cell phones and, if you cannot use a laptop or iPad for taking notes without perusing the internet simultaneously, I ask that you leave those out of the classroom as well). This also goes for exiting and returning to class throughout that 75 minutes. While I understand that on occasion a situation may present itself in which you need to excuse yourself, it should be a rare event. As adults, sitting in class and participating in discussion for a mere 75 minutes should present no problem.

8. With regards to classroom conduct

There is more than enough disrespect and hatred going around in our country right now. I want to make it clear from the start that this sort of conduct has no place in this class. Our job in this class is to open up discussion about difficult issues. Some of the issues we will be discussing have a tendency to evoke strong emotions. Be that as it may, you are expected at all times to treat everyone in this class with respect. That includes me, your fellow students, and yourself. We are in this together and, while

you are not required to always agree with each other or with our readings, I do ask that you always come to class with an open mind and a willingness to listen and think.

9. With Regards to Reading and Understanding Philosophical Texts

Every academic discipline has its own language made up of particular lingo. Philosophy is no different in that regard and reading philosophical texts can be perplexing at first until one gets a handle on the very particular style and lingo that accompanies philosophical writing. With that in mind, there are two very important maxims that you must bear in mind:

A. Do Not Worry!

B. Ask Questions!

Write down the words you do not understand and look them up. Read slowly and carefully, but if a passage seems impenetrable to you, please bring it up in class. The following link will take you to a page that has some helpful hints about how to read philosophy:

<http://www.jimpryor.net/teaching/guidelines/reading.html>

10. Academic Dishonesty

See this link for a full description of the University's policy on academic dishonesty:

<https://www.usf.edu/catalogs/0001/ADADAP.HTM>

11. Disability Services

I am happy to accommodate your needs in order to make sure that you have the best learning experience possible in this class. Below I have included a link to the disability services site, as well as the disability services contact information:

<http://www.usf.edu/student-affairs/student-disabilities-services/>

USF Tampa - Students with Disabilities Services

4202 E. Fowler Avenue, SVC 1133

Tampa, FL 33620

813.974.4309 (Office)

813.974.7337 (Fax)

sa-sds-information@usf.edu