



BIOETHICS SYLLABUS

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Instructor Information

Dr. Mark Smillie, Professor of Philosophy
Office: 142 St. Charles; Phone: 447-5416; Email: msmillie@carroll.edu

Communications and availability

Spring 2017 Office Hours: MW, 3:30-4:30; Th, 2:30-4:30; Fri, 2:00-3:30; & by appointment. For issues about this course, students can contact me before/after class, at my office hours (posted above), by phone or email (either Carroll email or through moodle email). I will respond to email and phone inquiries within one business day (Saturdays and Sundays are not business days). I will post notifications about the course in the Moodle News Forum. Students should also be aware of the Moodle Calendar that announces assignment deadlines.

Course Information

PHIL208, Bioethics, Meets: MW, 2:15-3:30pm, 102 O'Connell; 3 credit hours

Reading materials

Please obtain copies of these texts for class:

Deni Elliot. *Ethical Challenges: Building an Ethics Toolkit* Authorhouse: 2008. ISBN: 1-4343-8802-6. New \$21.20 @ Saints Shoppe. Required text. *Interactive introduction to ethical thinking, which includes twenty activities applying ideas to situations. I chose this book because it provides a succinct introduction to ethics, has an interactive approach, and because it stresses moral growth as part of human development.*

Robert J. Spitzer, S.J., Ph.D. *Ten Universal Principles: A Brief Philosophy of the Life Issues*. Ignatius Press, 2011. ISBN: 978-1-58617-475-0. *Short introduction to ethical principles specifically relevant to human life and human dignity.*

Thomas A. Shannon and Nicholas J. Kockler, *An Introduction to Bioethics*. 4th Edition. Paulist Press, 2009. ISBN: 978-0-8091-4623-9. New \$22.95 (13.95 used) @ Saints Shoppe. Required Text. *This is our main text and it provides good overview of main bioethical topics and identifies relevant ethical issues associated with each. It also includes references to the Catholic bioethical tradition, which is relevant and appropriate for Carroll students.*

The above texts will be supplemented with some materials available electronically on Moodle.

Course Description

Bioethics considers the ethical principles and values relevant to life, and their application to the use of technology (particularly medical technology) to maintain, extend, and even produce human life. This course will provide students with an understanding of bioethics main terms and concepts, as well as decision-making procedures that students can use to discern and defend moral courses of action. Our two main areas of consideration are life's beginning—reproductive ethics—and life's end, but we will also apply our analyses to the questions of organ donation and human experimentation. These discussions will be relevant to all thinking people on a practical level; most of us will face them in some form in our individual lives, and bioethical questions face all of us socially. This course should be especially relevant to those who plan medical careers.

Course procedure

This course identifies philosophical (ethical) questions and issues, examines and defends answers taken on these questions and issues. Ethical thinking involves reasoning about our moral obligations from acceptable and relevant moral principles. As the course proceeds, students will formulate and clarify their own conclusions about the moral issues raised.

Prerequisites

There are no prerequisites for this course. I assume students have a general knowledge about ethical action shared by all members of our society and the desire to act ethically, but no technical training or experience with ethical reasoning. We shall begin with an overview of ethics itself before moving into a more focused consideration of bioethics. Previous classes in ethics (or other applied ethics courses) will be beneficial for students, but are not assumed or required.

Course Elements and Goals

Learning Objectives

As a result of reading course texts, and participating in lecture presentations and class discussions, students will identify and apply relevant ethical principles to human decisions about human life and health; analyze ethical positions taken on these matters; and formulate their own moral positions, by completing course activities, written analyses, tests and exams, and in-class debates.

Readings

After purchasing the required course texts or accessing them on moodle, students will identify and summarize ethical variables relevant to particular bioethical topics (these are called "issues"), though mindful reading of assigned material prior to class.

Activities

After studying assigned readings and attending class meetings, students will analyze and critically reflect on bioethical principles by participating in class discussions, completing in-class activities, and diverse on-line moodle activities.

Written analyses

Having mastered techniques of ethical argumentation and reviewed scenarios and question prompts assigned by the instructor, students will formulate and defend ethical positions in written argumentative essays. Having mastered principles of ethical argumentation and reviewed the rubric for the papers, students will evaluate fellow student's ethical arguments, in electronically submitted peer reviews.

Debates

Having mastered techniques of ethical argumentation and been assigned an ethical question and reviewed material examining the question, students (in teams) will defend one alternative of the question, in an oral debate presented to the entire class.

Tests

After participating in class discussions, reading assigned texts and completing course activities, students will synthesize and express their understanding of ethical principles and practices of argumentation by completing tests consisting of matching, true/false, and essay questions.

Disclaimer regarding these objectives:

- 1) Students may vary in their competency levels on these abilities.
- 2) Students can expect to acquire these abilities only if they honor all course policies, attend class regularly, complete all assigned work on time and in good faith, and meet all other course requirements and expectations.

Fullfillment and Assessment of the Learning Objectives

Course Activities 25%

Students will receive credit for these activities based on their responses to the particular questions and assignments. These will include reading summaries, reflective questions, quizzes. Two lowest scores will be dropped prior to calculation of the final grade.

Written Analyses 30%

Students will receive a grade using rubrics that will be made available in advance of the assignment. For peer reviews, students will receive a grade based on the proximity of their assigned grade (using the paper rubric) to its actual (professor-assigned) grade.

Staged Debates 10%

Students will receive a grade using rubrics that will be made available in advance of the assignment.

Tests 35%

There are three inter-semester tests, plus a final comprehensive exam scheduled for this course. Inter-semester tests combined are worth 20% of the final grade; the final is worth 15% of the final grade. Students will receive credit for correct answers on "objective" questions (questions with predetermined answers; I typically employ matching questions and T/F questions); on written (essay) questions, students will receive a grade based on a rubric made available in advance of the test. The final exam is scheduled for this course by the College registrar.

Final grade calculation:

*Letter grades for the course will be assigned as follows.
(Check your grade throughout the semester on moodle.)*

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<u>Percentage pts</u>	<u>Grade</u>	<u>Percentage pts</u>	<u>Grade</u>	<u>Percentage pts</u>	<u>Grade</u>
93-100.....	A	80-82	B-	60-69	D
90-92.....	A-	77-79	C+	Below 60	F
87-89.....	B+	73-76	C	P/F Grade	D (60)
83-86.....	B	70-72	C-		

Course Routine and Participant Expectations

This class works on a three-week cycle. There are five iterations of this cycle during the semester. The cycle takes precedence over holidays, etc, so they are not equal in the amount of class meetings. The last iteration is a little longer than the others. Each cycle culminates in a course requirement, either a test or a paper, and a debate.

W	DATE	TOPIC
1	M	Complete Reading and Activity #1 by 1:30pm Monday Attend Class.
	W	Complete Reading and Activity #2 by 1:30pm Wednesday Attend Class
2	M	Complete Reading and Activity #3 by 1:30pm Monday Attend Class.
	W	Complete Reading and Activity #4 by 1:30pm Wednesday Attend Class
3	M	Complete Reading if assigned by 1:30pm Monday Attend Class. Review for test (Cycles 1, 3, 5) or class activity For those assigned to debate, review debate procedures and meet with team members as determined by each team.
	W	Test (Cycles 1, 3, 5*) In class debate (teams assigned) (Cycles 2 & 4) Complete writing assignment by Sunday night, 11:59 (Cycles 2 and 4)

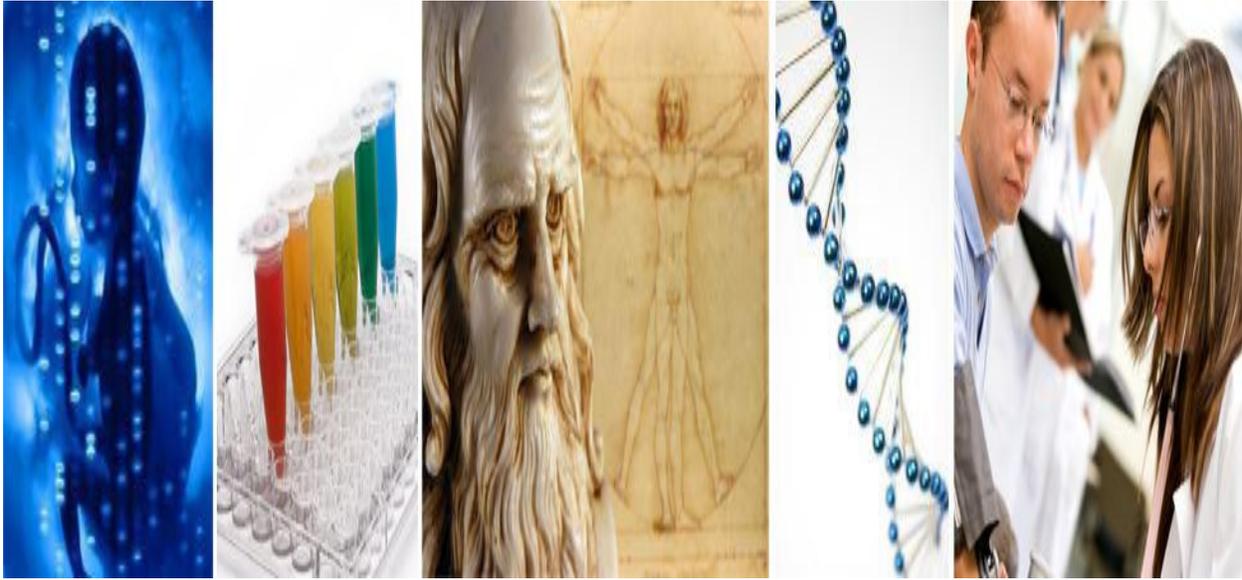
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Planned Course Calendar

C	DATE	TOPIC
1	Jan 18	First class day. Introduction to the course. After class read: Chapter 1, "I am an ethical being," pgs 1-17. Ten Universal Principles, chapter 4.
	Jan 23	Ethical Challenges, Chapter 1, pgs 1-17 , "I am an ethical being," pgs 1-17. Ten Universal Principles, chapter 4. Complete Activity #1.1
	Jan 25	Ethical Challenges, "What Ethics Is; What Ethics is Not" Chapter 2 pgs 19- 33. How to analyze wrong doing: "Systematic Moral Analysis." Ch 3. Complete Activity #1.2
	Jan 30	Ethical Challenges, "Systematic Moral Analysis." Analysis of lying and deception using the schema from EC. Chapter 4 of Ethical Challenges on your own., Complete Activity #1.3
	Feb 1	Test #1 on Ethical Challenges
2	Feb 6	Ethical Values in History of Medical Practice. Bioethics. Values in the Hippocratic Oath Read Chapter 1-3 Introduction to Bioethics (IB) and find a copy of the Hippocratic Oath to read (there's one on moodle).Also read Technology and Nature. IB Ch 2 (Debate directions distributed) Complete Activity #2.1
	Feb 8	Ethical Theory and Ethical Reasoning Read IB Ch 2-3 and readings on moodle. Complete Activity #2.2
	Feb 13	Principles. Read Chapters 3-4 in IB. Beneficence and Paternalism. Complete Activity #2.3

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	Feb 15	Justice. Rights. Informed Consent. Complete Activity #2.4
	Feb 20	Early Life Issues (ELI): Abortion and the Value of Life. What are a parent's moral obligations to her/his conceived but not yet born children? What are society's obligations? Different ways to value life. Chapter 5 in IB Read Marquis, "Why Abortion is Immoral." (on moodle). Do we have a moral obligation to bring our children to term? Read: Thompson: "A Defense of Abortion" (for one answer)
	Feb 22	Debate #1. Teams and topics TBA on separate handout.
3	Feb 27	Abortion (conclusion). ELI: Artificial Reproductive Technologies and the Dignity of Human Life. Read Chapter 6 in IB. What are a parent's moral obligations to her/his <i>not yet</i> conceived children? Complete Activity #3.1
	Mar 1	ELI: ART. Are there any moral objections to ARTs? Do they imply any moral limits on parents looking to conceive? Any moral limits on society with IVF businesses? Read "Live-giving [sic] love in an age of technology" and "3 Arguments Against IVF: Artificial Reproduction Is Not Procreation" and "Children's Rights, or Rights to Children?" Complete Activity #3.2
	Mar 6	Fall Break: No Class
	Mar 8	Fall Break: No Class. Midsemester grades are posted on My Carroll on Mar 14
	Mar 13	End of Life Issues: Definition of Death. How can defining death raise ethical questions? Can ethicists resolve problems about defining death? Read Chapter 8 in IB. Additional readings: "When we Die," "Brain Death is not Death." Complete Activity #3.3
	Mar 15	Brain Death Complete Activity #3.4
	Mar 20	Debate #2. Teams and topics TBA on separate handout. Review for Test #2
	Mar 22	Test #2.
4	Mar 27	Ethics of Forgoing treatment. Read Chapter 9 in IB. Ordinary and Extraordinary Treatment. Additional Reading: Ordinary and Extraordinary Treatment Readings (on moodle) Killing/allowing to die distinction. Additional Reading: "Principle of Double Effect reasoning" and Brugger, "Direct Killing as Intentional Killing." Complete Activity #4.1
	Mar 29	End of Life Issues: Ethics of Forgoing treatment—Applying the principle of Double Effect. Sanctity versus quality of life reasoning Complete Activity #4.2
	Apr 3	End of Life Issues: Forgoing treatment—difficult cases. Chapter 9 in IB. Video "Persistent Vegetative State" and Discussion PVS and hard cases Complete Activity #4.3
	Apr 5	Deciding for others; advanced directives. Complete Activity #4.4
	Apr 10	End of Life Issues. Euthanasia Read Read Chapter 10 and Tony Hope's, "Euthanasia: good medical practice, or murder?" and Janet Smith and Christopher Kaczor, "End of Life Issues." Complete Activity #4.5
	Apr 12	End of Life Issues. Euthanasia Read Read Chapter 10 and Tony Hope's, "Euthanasia: good medical practice, or murder?" and Janet Smith and Christopher Kaczor, "End of Life Issues."
5	Apr 17	Easter Monday, no classes
	Apr 18!	(Monday class on Tuesday) End of Life Issues. Physician Assisted Suicide. Read Chapter 10 in IB. Video on Physician Assisted Suicide "Dying Well" and Discussion Complete Activity #5.1
	Apr 19	End of Life Issues. Physician Assisted Suicide. Read Chapter 10 in IB. Complete Activity #5.2
	Apr 21	Ethics of Organ Donation. Chapter 15 in IB. Complete Activity #5.3
	Apr 24	Debate #3. Teams and topics TBA on separate handout. Review for test
	Apr 26	Test #3.
	May 1	Debate #4. Teams and topics TBA on separate handout
	May 3	Last Day of Class. Debate #5. Teams and topics TBA on separate handout.
	May 9	Final Exam 12:00-1:45pm (Tues)



Course Policies

Basic Etiquette

Please come to class on time and bring any texts assigned for that day. All students should practice good manners in class and show civility to all. A positive attitude and professional demeanor are always appreciated! Please remain alert (and awake!) in class, allow others to speak without interrupting them, and limit private conversations, texting, checking email and social media sites on your phones and computers. Drinks are allowed in class, but please no food!

I prefer a more informal atmosphere, and encourage questions, discussion about the material, and the expression of different points of view. This is often hard to achieve here at Carroll, nonetheless I will strive to create it. My presentation goals are to present your with different sides to the question, and the reasoning behind them.

In team or group situations, students should cooperate with their team members and obtain their input when working on group exercises and projects. Some group work involves a required peer assessment of each individual's contribution to the group.

Absolutely no electronic devices are allowed during exams, and this includes cell phones, laptops and mp3 players. Laptops are allowed at other times during class, with the expectation that you are using them to participate in the class and not as a distraction.

Attendance and Tardiness

Attendance of itself does not fulfill any of the student learning goals of this course; so consequently, I do not evaluate or grade your attendance in this class. According to the College Catalogue, students are "expected to attend the first and each meeting of a course" (Carroll College Catalogue, pg 11). I keep attendance regularly and expect to be informed if some legitimate excuse keeps you from attending class. Students missing more than nine class sessions may be asked to drop the class. Tardiness is disruptive to other members of the class, so please be on time! Even if you miss a class, you are still responsible for learning about upcoming work and assignments; check the calendar in moodle or else contact me.

Returning Work

I was a student once, so I appreciate your desire to learn the results of an exams or paper, and as an educator, I also believe in the value of prompt feedback. My goal is to grade and/or return all assignments within 2 weeks of their due dates, if not sooner. I promise you that I'm putting my "40 hours"

in a week, and am not taking any holidays during the school year, and am doing my best to keep the work turn around as short as I can.

Making up missed work

Assignments are late if they are turned in after the deadline time set on Moodle. I reserve the right to penalize late assignments.

Tests and exams should be taken on the dates and place assigned. Tests missed for legitimate reasons will be retaken at the ARC, within one week of the exam date. Students must make their own arrangements with the director of the ARC, and then inform me of their scheduled makeup date prior to making up the exam. Final exams are scheduled and conducted according to the policies set in the College Catalogue (see pg 24).

Students having good reasons for missing a deadline or test should contact me in advance of the deadline. Good reasons include documented medical reasons, documented court obligations, and athletic team or other Carroll College commitments, family emergencies. Deadlines will be reset to mutually agreed times in these situations.

Academic Honesty

Academic Honesty is very important! Carroll College's policy on Academic Integrity is stated in both the CC Catalogue and in the Student Handbook. The policy reads: "Students at Carroll College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments, falsifies college records, or fails to give requested academic information on admission documents is subject to dismissal or other appropriate disciplinary action by the College." Students violating the policy will be referred to the Vice President for Academic Affairs. Please see these publications for the correct procedures to follow if you have questions concerning the conduct of this class or the grading procedures (other than a final grade).

Plagiarism is an act of fraud and will not be tolerated. Plagiarism is both stealing someone else's work and lying about it. It includes the following

- *Turning anyone else's work (including other students') as your own*
- *Copying without giving credit (including copying from the internet)*
- *Not putting quotations in quotation marks*
- *Incorrectly identifying the source of a quotation*

Plagiarism also includes copying the sentence structure of a source, even if you changed words, and copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

All suspected cases of plagiarism will be investigated, and where verified, will be penalized; the penalty can be as severe as immediate failure in the course. If you are unsure about whether some actions constitute plagiarism, please ask me.

Campus Support Services

If you believe that you may need an accommodation based on the impact of a disability, please contact Kevin Hadduck, in order to discuss your specific needs and to determine a reasonable accommodation plan. You may contact Kevin Hadduck in the Academic Success and Disability Services Office, Borromeo Hall, Room 118 (phone: x4504; email: khadduck@carroll.edu).

Copyright Statement

All course materials for Carroll College courses are the exclusive property of the individual(s) who created them. It is illegal to share or sell any course materials you may obtain as a student in this class, whether on paper or in digital form. Unauthorized reproduction and distribution of Carroll College course materials may be grounds for disciplinary and/or legal action.

Office Hours

Office hours are not just for those in trouble. My office hours are a time for you to come talk to me

informally, to ask questions about the material or assignments, to review graded work, to get suggestions for further reading, to discuss other topics related to the course. And if you are having trouble with the course work, we can talk about that too, of course. Make an appointment if you wish, or drop by during the posted times!

About Your Professor

I am a full professor in the Philosophy Department and have taught at Carroll for over 20 years, starting in 1995. I received a B.A. from Thomas Aquinas College in California, in 1983; and a Ph.D. in 1992, from the University of Notre Dame. I have taught at over a half-dozen institutions before I came to Carroll College.

Besides Bioethics, I have taught many philosophy courses here at Carroll, and I regularly teach Philosophy of Human Being, Business Ethics, Bioethics, Environmental Ethics, and Medieval Philosophy. I have also led seminars in the Honors Scholars Program, and taught Latin and Greek classes for Classical Studies. I like teaching Bioethics because I am interested in philosophical questions about human nature and ethics, and these two strands of thought come together in Bioethics. My research interests are in Medieval Philosophy, especially the philosophy of St. Thomas Aquinas, and applied ethics. I have given papers/presentations on: Thomas Aquinas, Catholic Identity, God's Omnipotence, Environmental Ethics, End of Life Decision-Making, using technology in the classroom.

I've been married 31 years and have eight children (including a Carroll grad, class of 2008 and a freshman this year!). I am involved in various community organizations in Helena and enjoy visiting historical sites, hiking, photography, building things from time to time (and even house remodeling).

Final Comments

I welcome everyone to the course. I'm glad you've chosen this class, and I promise to do my best to make it meaningful, useful, and enjoyable. Please feel comfortable giving me any comments or suggestions about the progress of the course as we go along. I am happy to make any adjustments to the course that I can.

Concluding Disclaimer

The above schedule, policies, and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.