

INTRODUCTION TO BIOETHICS

UG2 CORE CURRICULUM: ETHICAL REASONING

Su, Tu 9:30-11:00am; H306

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Office: H600 (at the back, by the patios)

Office hours: Su, Tu 3-6pm and by appointment

SYNOPSIS:

Over the last 50 years, we have witnessed a dramatic transformation of the biomedical and life sciences. With these changes, difficult values questions have emerged around a wide range of scientific and technological research programs. New techniques and technologies have challenged approaches to dealing with domains such as reproduction, death, privacy, intellectual property, health and research involving human subjects. This course examines a subset of these developments by focusing on specific topics such as: pharmaceuticals and international clinical trials, reproduction, organ allocation and transplantation, and animal rights.

Introduction to Bioethics will provide students with the theoretical tools for identifying and evaluating a wide range of ethical issues associated with interactions between (1) patients and health care providers, (2) health and health care, and (3) science and society. This course is highly interdisciplinary. For each unit, we will examine the historical development of new technologies and new social arrangements together, examining how and why new ethical problems emerged and the philosophical, social, legal, and institutional responses in different contexts.

REQUIRED MATERIALS:

The course reader will be handed out in class.

ASSESSMENT:

This course will be a dynamic, discussion-based class that demands a high level of engagement from the students. Students are required to complete all assigned readings and come to class prepared for discussion. The final grade for the course will be based on a series of group activities (both in class and online), quizzes, short papers and writing assignments, and a final exam.

The *participation grade* (10% for in-class participation, 10% for online comments and questions, 10% for debates and group work; **30% total**) will be assessed through the quality and quantity of in-class participation. There will be group work and quizzes that will test conceptual understanding of readings and key terms. Several times during the semester, we will break out in small groups to discuss specific cases; students will brainstorm the issues, complete a short questionnaire within the group, and report results of deliberations to the entire class.

The *response pieces* (3 papers worth 10%, 15% and 20% each; **45%** total) will ask you to answer a specific discussion question about a reading or set of readings. The first one will test reading comprehension and will be due by 8 February; the second one will test critical assessment of arguments and will be due by 7 March; and the third one test will test your development of a positive argument and will be due by 20 April. The assignments will be distributed two weeks before each due date.

The final exam (**25% total**) will be held during the final exam period in May. The exam will test both the understanding and application of key concepts and arguments, as well as the students' ability to formulate a coherent argument. The final exam will consist of three parts: (1) definitions, (2) short answer questions, and (3) an essay question.

Assessment for the response pieces, group work, and the exams will be based on accuracy of interpretation of the problem, quality of argument, evidence of original thought, clarity of expression (including organization of ideas), and grammar and style.

POLICIES:

- **Attendance:** Daily attendance is required. Each student has 2 excused absences, with no explanation necessary. Additional absences will negatively affect your final grade (e.g., taking you from a B to a B-). The instructor reserves the right to fail those who miss twenty percent of the class meetings or more for any reason.
- **Late penalty for assignments:** You will be given 3 grace days to use when you wish. You can use them all for one assignment, or spread them out over the course of the semester. However, once the 3 days are used up, assignments handed in late will not be accepted.
- **Regrading policy:** If you think the grade I gave you on an assignment is wrong, you may submit it to be regraded. It must be resubmitted with a paragraph explanation as to why you think my assessment was incorrect and why you deserve a different grade.
- Unless you are otherwise instructed, all assignments are to be handed directly to the Instructor.
- Reading assignments are to be completed in advance. It is hard to play catch-up in this course. The reading assignments are not onerous, but bear in mind that oftentimes philosophical literature must be read twice or three times to facilitate comprehension.
- Students with permanent or temporary disabilities who would like to discuss course requirements and accommodations are asked to see the instructor within the first week of class.

ACADEMIC INTEGRITY

If you submit work that is not your own, you will be fully disciplined in accordance with university policies. Cheating, plagiarism, or other forms of academic dishonesty will result in a failing grade for the assignment, the class, and disciplinary action with the Dean and Provost. It is your responsibility to be aware of, understand, and adhere to the rules and regulations of the Asian University for Women. Please consult your student handbook for further details.

COURSE MODULES AND READINGS:

WEEK 1: INTRODUCTION (15 January)

- *What is bioethics? What are your expectations for this class? What are my expectations for the class? (Also: Who are you? Who am I?)*

WEEKS 1-3: BIOETHICS AS APPLIED PHILOSOPHY (17, 22, 24, 29 JANUARY)

Boetzkes, E. & Waluchow, W.J. 2000. *Readings in Health Care Ethics*. Peterborough, ON: Broadview Press, 3-34.

- 17 JANUARY: Act utilitarianism, rule utilitarianism
- 22 JANUARY: Kantian deontology
- 24 JANUARY: Feminist and feminine ethics
- 29 JANUARY: Virtue ethics; rights and responsibilities

WEEKS 3 AND 4: BIOETHICS AS GOVERNANCE (31 JANUARY, 5 FEBRUARY)

History of research ethics, scandals/cases, rules and regulations and key documents (Nuremberg, Declaration of Helsinki, Belmont Report, Declaration of Geneva, CIOMS, FDA, DHHS/OHRP, Common Rule)

NIH Regulations and Ethical Guidelines, “The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research,”

<http://ohsr.od.nih.gov/guidelines/belmont.html>

- *Principles of biomedical ethics: autonomy, justice, beneficence*

World Medical Association, “The Declaration of Helsinki,”

<http://www.wma.net/en/30publications/10policies/b3/>

WEEKS 4 AND 5: CLINICAL RESEARCH AND PHARMACEUTICALS

Introduction to the structure and workings of clinical research trials: Phase I-IV study design, clinical trials, off-label use drugs/devices.

7 FEBRUARY:

Emanuel EJ, Wendler D, Grady, C. What Makes Clinical Research Ethical? *JAMA* May 24/31, 2000; 283: 2701-11.

Elliott, C. “Guinea-pigging.” *The New Yorker*. 7 January 2008.

Assignment #1 due at the beginning of class on 7 February, 2011

12 FEBRUARY: **CLINICAL TRIALS IN THE DEVELOPING WORLD**

Emanuel EJ, Wendler D, Killen J, Grady, C. What Makes Clinical Research in Developing Countries Ethical? The Benchmarks of Ethical Research. *The Journal of Infectious Diseases* 2004; 189: 930–7.

Bartlett, D.L. and J.B. Steele. Deadly Medicine. *Vanity Fair* 2011 (January).

14 FEBRUARY:

DEBATE: “CLINICAL TRIALS IN DEVELOPING COUNTRIES: ARE THEY EXPLOITATIVE?”

Chadwick, R., Kushe, H., Schuklenk, W., Schuklenk, U., and P. Singer (2007). *The Bioethics Reader*. Broadview Press.

- Resnik, D.B. Developing Drugs for the Developing World: An Economic, Legal, Moral, and Political Dilemma.

WEEK 6: ANIMAL RIGHTS (19 FEBRUARY)

Singer, P. “All animals are equal.” Excerpt from: Singer, P. (1990). *Animal Liberation*. Second edition. New York: Random House.

Cohen, C. The case for the use of animals in biomedical research. In: Mappes, T. and D. DeGrazia (eds). (2005). *Biomedical Ethics*. McGraw-Hill, pp. 276-283.

WEEKS 6-8: ORGAN ALLOCATION AND TRANSPLANTATION

21 FEBRUARY: WHAT IS ORGAN TRANSPLANTATION? WHERE DO ORGANS COME FROM?

Readings to be distributed in class

26 FEBRUARY: (CONTINUED) WHERE DO ORGANS COME FROM?

Daar, A.S. Animal-to-human Transplantation. *WHO Bulletin* 1999; 77(1): 54-58.

Breshnahan, M.J., and K. Mahler. Ethical Debate over Organ Transplantation in the Context of Brain Death. *Bioethical Inquiry* 2010; 24(2): 54-60.

28 FEBRUARY: WHO GETS THE ORGANS?

Annas, G.J. 1985. The prostitute, the playboy, and the poet: Rationing schemes for organ transplantation. *American Journal of Public Health* 75: 187–189.

4 MARCH: ORGAN THEFT AND TRAFFICKING

Carney, S. 2011. *The Red Market: On the Trail of the World's Organ Brokers*. HarperCollins, Introduction and Chapter 3.

“The International Organ Trafficking Market.” NPR. 30 July 2009. Available online:
<http://www.npr.org/templates/story/story.php?storyId=111379908>.

6 MARCH:

DEBATE: “SHOULD IT BE LEGAL TO SELL ORGANS?”

Assignment #2 due on my desk by 5pm on 8 March 2011.

WEEK 9: ASSISTED REPRODUCTION

11-13 MARCH: MID-SEMESTER EXAM PERIOD

- We will have class, but you’ll just have to do two short pages of reading! It will be a lecture-based class.

11 MARCH: INTRODUCTION TO ASSISTED REPRODUCTIVE TECHNOLOGIES

Sullivan, W. Doctors’ Success in Conception in Laboratory Intensifies Debate Over Reproductive Control. *New York Times* 1978.

“Ethics of In Vitro Fertilization.” NPR. October 4, 2010.

<http://www.npr.org/templates/story/story.php?storyId=130332035>

13 MARCH: ASSISTED REPRODUCTIVE TECHNOLOGIES IN DEVELOPING COUNTRIES

Ryan, MA. “Introduction of Assisted Reproductive Technologies in the Developing World.” *Signs* 2009; 34(4): 805-825.

Additional readings to be distributed in class

WEEK 10-11: SPRING BREAK (NO CLASS)

25 MARCH: HOLIDAY, NO CLASS

WEEK 11-12: REPRODUCTIVE TOURISM

27 MARCH: SURROGACY

Gentleman, A. “India Nurtures Business of Surrogate Motherhood.” *New York Times* 2008, 10 March. Available online at:

<http://www.nytimes.com/2008/03/10/world/asia/10surrogate.html>.

Brenhouse, H. India’s Rent-a-Womb Industry Faces New Restrictions. *TIME* 2010, 5 June. Available online at:

<http://www.time.com/time/world/article/0,8599,1993665,00.html>.

1 APRIL: INFERTILITY AND RELIGION

Inhorn, Marcia C. "Making Muslim Babies: IVF and Gamete Donation in Sunni and Shi'a Islam." *Culture, Medicine, and Psychiatry* 2006; 30(4): 427-450.

3 APRIL:

DEBATE: "SHOULD WOMEN OVER THE AGE OF 50 BE ALLOWED TO USE ASSISTED REPRODUCTIVE TECHNOLOGIES?"

8 APRIL: HOLIDAY, NO CLASS

WEEK 13: DIFFERENTIAL ABILITY, DISABILITY RIGHTS

10 APRIL: DEFINITION OF NORMAL

Dreger, A. (2004). *One of Us: Conjoined Twins and the Future of Normal*. Harvard University Press, pp. 1-20.

Parens, E. (ed). (2006). *Surgically Shaping Children: Technology, Ethics and the Pursuit of Normality*. Baltimore, MD: The Johns Hopkins University Press.

- "Do I Make You Uncomfortable?" by C. Aspinall
- "In their Best Interests" by E.K. Feder

15 APRIL: MEDICAL MODEL OF DISABILITY

Wolbring, G. Confined to Your Legs. In: Lightman, A., Sarewitz, D. and Desser, C. (Eds.) *Living with the Genie*. Island Press, 2003.

WEEK 14-15: HEALTH AND HUMAN RIGHTS

17 APRIL: PUBLIC HEALTH ETHICS

Mann, J.M. "Medicine and Public Health, Ethics and Human Rights." *Hastings Center Report* 1997 (May-June); 6-13.

Assignment #3 due at the beginning of class on 17 April 2012

22-24 APRIL: SOCIAL JUSTICE AND HEALTH

Daniels, N., Kennedy, B., and I. Kawachi. (2000). *Is Inequality Bad for Our Health?* Boston, MA: Beacon Press. Pp. 3-33.

WEEK 16: COURSE WRAP-UP AND REVIEW