**Bioethics in Science and Medicine; Politics and the Nobel Prize** **TENTATIVE SYLLABUS (Rev.2)**

**Office hours**: 229 Seely G. Mudd (SGM) MW 1-1:45, 4-5PM by appointment only. Tu/Thurs 10:00-1PM (frequently available at 9:30AM), Sign-up for 20 minute slots on **bit.ly/1UnHyz4**

 You can also reach me at 303.871.7476 and by email at berliner@du.edu

## Course expectations and grading criteria

**Reading list**

*Taking Sides: Clashing Views on Bioethical Issues*, 15/e 15th Edition

by Gregory Kaebnick

ISBN-13: 978-0078139499

*The Double Helix: A Personal Account of the Discovery of the Structure of DNA*

by James D. Watson

ISBN 10: 0689706022 / 0-689-70602-2

ISBN 13: 9780689706028​

**Reading assignments** – should be read not later than the day prior to the class day. Each reading assignment is outlined in the syllabus to allow you at least one week prior to the assignment.

# Keeping Current In order to keep up to date on bioethical issues and the Nobel Prize, it is important to read a daily newspaper each day [hard copy or online] as the current candidates will be weighing in on these issues as well. Please note that *Denver Post*, *USA Today* and *NY Times* are available free for DU students around campus. Check Canvas daily for announcements, schedule revisions.

**Writing assignments** – we will have four(4) short writing assignments through the quarter (600+ words) that will normally be due 2 days later or the next class period. Late submissions will be penalized 33% per day including weekends. Emphasis will be placed equally on content, spelling, grammar and format. You will have several opportunities to submit revised papers (see information about the Writing Center below).

You will also be required to submit a one-page paper on the specific question that you decide to address in the Bioethics discussions, worth 10pts towards the 50pt presentation grade. It is normally due at your presentation.

The final exam will be a 1500 - 3000 word term paper where the Group does the research and presentation together, but each member writes their own original paper (topics: a Nobel Laureate or a bioethical topic not covered in the assignments).

**Attendance** - is mandatory (including assigned outside lectures/activities). We have a number of guest speakers as well as groups that depend on each other. It is discourteous to the speakers/presenters to arrive late Your final grade will be reduced a grade for every two missed classes (ie., A to A-, etc.) Excused absences are rarely granted and must be approved in advance (except for documented health or family emergencies).

**Tardiness**: students arriving more than 5 minutes late will be considered absent for the day.

**Group presentations** – a major part of the ‘seminar’ nature of the course will be cooperative learning group presentations, where Group presentations will be graded on the basis of understanding the material, content, and convincing arguments. While the evaluation will be based mainly on how well the group performed, individuals may occasionally be graded differently. You will have sufficient time to prepare as a group, including in-class work sessions. Your attendance and participation with your group is essential.

**Bioethics** -for our Bioethical discussions, there will be a moderator and two (one) *pro*- and two (one) *con*- viewpoints. You will be given a ‘worksheet’ to summarize your points, questions between the Pro and Con sides and any other specific topic issues that you’ll be asked to address. The readings on Taking Sides will also include specific, in-depth questions to address on the back of a worksheet that you will be provided. You should rotate your assignment (Moderator, Pro, Con) and try to choose the side that is counter to your personal beliefs. Each student will choose one of the questions and submit a one-page written response that will comprise 10pts of the 50 pt total presentation grade. (See sheet on Bioethics presentation format).

**Nobel Prizes** Each group will give a very brief (ungraded) 5 min. presentation on their favorite Nobel Prize. We will also dwell to some extent on the impact of the Nazis during WWII on the Nobel Prize and how it pervaded society in almost every aspect. We will also see an even earlier WWI example when Marie Curie speaks to us.

**The Double Helix***.*  - we will ‘role play’ Watson’s, *The* *Double Helix.*  Each group will be assigned one of the major characters in the reading. You will be given a ‘worksheet’ to summarize your points, questions between the various characters in the book and any other topic issues. Format can be anything: Powerpoint, in costumes, dance or sing. Evaluation: your presentation (no written supplements, just a worksheet).

**Politics of Science -** We will learn about the legislative process and focus on some important issues of the day. We will have 1-2 guest speakers involved in legislative affairs. An *optional* lobbying visit may occur**.**

**Rules and courtesy and respect in presentations** – personal beliefs are sensitive issues. Please try to take the stance opposite to your personal beliefs and do not attack someone’s personal beliefs. The environment of the classroom is designed to be intimate and comforting as we are, in part, a self-selected student group based on our interests related to the course topics.

**Peer Evaluations** We will include confidential two peer evaluations during the quarter worth 5% of your final grade. Each group member should contribute an equal amount of input/time/verbiage to each presentation. Rotate your position [moderator/pro/con] for each bioethics presentation.

# Laptops and Electronic Devices

# Use of these items are forbidden during class. Laptops, phones and tablets must be closed and off. If several warnings are necessary, that student will receive an absence from class for the day. Laptops/tablets may be used for presentations and the occasional guest speaker where internet instructions will be given.

**Databases with scientifically collected social opinion**

The General Social Survey (GSS) is a survey of a representative sample of the American public. In particular, it is a representative sample of "English‑speaking persons 18 years of age or over, living in non-institutional arrangements within the United States." The GSS has been conducted either yearly or every other year since 1972 by the National Opinion Research Center (NORC), which is affiliated with the University of Chicago. The survey is funded by the National Science Foundation. In the early years, about 1,500 people were interviewed in each wave. In recent years, between about 3,000 and 4,500 people have been interviewed in each wave. The individuals surveyed are different from year to year. It is a statistical package that you'll have to play with to generate the type of data needed. *http://sda.berkeley.edu/cgi-bin/hsda?harcsda+gss08*

There is much more at *http://sda.berkeley.edu/archive.htm* and *http://www.du.edu/idea/*

The other, with international perspective, is World Values Survey WVS (1981-1990-1995), one link has been down recently, but *http://www.wvsevsdb.com/wvs/WVSIntegratedEVSWVSinfo.jsp?Idioma=I* leads to the data.

**Outside lectures/cultural events** – Since you will be required to submit four pieces of writing (short 600+ word papers) during the quarter, mostly relating to our topic discussions, you will also have an option in at least one case to attend and write about a DU/Denver cultural event. You will write a short 600+ word paper describing the event, attach the ticket stub/program, what happened (discussion, music), and your reaction to it (i.e., how you liked/disliked it and why/whether it was a new experience that you might never had attended otherwise, etc.) You can submit two additional short papers (includes lectures/cultural events papers for up to 50% extra credit)

**You will be required to attend**: Madame Marie Curie, Oct 8, 6-8PM (short required paper due following class)

**Grading:**

Short papers (4 total@25pts) 25%

Group short presentations (6 total@50pts) 40%

Peer evaluations (two times) 05%

Final presentation (100pts, incl. outline) 05%

Term paper 25%

**TOTAL 100% [your score can exceed 100% with extra credit]**

**REVISED Class Schedule (rev. 4 9/29/2018)**

**DATE TOPIC** (*TBA = to be announced)*

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| --- | --- |
| M, Sept 10  | 2PM: Course objectives, expectations, assignments, grading. 2:45PM: Rev. Dr. Gary Brower: The Four Principles of Medical Ethics  |
| M, Sept 10 | **Read** (emailed issue handout)  |
| T, Sept 11 | **Start reading: Group-Issue# 1 – 4; 2 –5; 3 - 6 ; 4 - 3; 5 – Handout#1**  |
| W, Sept. 12 | Sample worksheet Issue #17/18; Worksheets #1 on *Advanced Directives and End-of-Life Dilemmas*: Group-Issue# 1 – 4; 2 –5; 3 - 6; 4 - 3; 5 – Handout#1; *Bioethical exercise; Nobel Prize trivia, Life of Alfred Nobel*  |
| M, Sept 17 | Bioethics Presentation #1:*Advanced Directives and* *End-of-Life Dilemmas***ISSUE Topic** 4 Have Advanced Directives Failed 3 Adolescents Make Own Life-and-Death Decisions? 5 Palliative Sedation 6 Physicians Be Allowed to Assist Patient SuicideHandout#1 Remove Patient's Heart |
|  T, Sept 18 |  **Start reading: Group 1 – 7; Group 2 – 9; Group 3 - 14; Group 4 - 19; Group 5 – 11** |
| W, Sept 19 | Worksheets #2 on *Choices in Reproduction,* *Children's Rights*: Group 1 – 7; Group 2 – 9; Group 3 - 14; Group 4 - 19; Group 5 – 11; *Nobel Prize: Mystique and Mistakes;* |
| M, Sept 24 | Bioethics presentation #2: *Choices in Reproduction & Children's Rights***ISSUE Topic** 7 Abortion Immoral 19 Vaccination for HPV Mandated for Teenage Girls 9 Pregnant Woman Be Punished Exposing Her Fetus to Risk 11 Deny Prescriptions 14 Steroids and Surgery Stunt Disabled Childrens growth  |
| T, Sept 25  | **Start reading:** **Group 1 – Handout#2; Group 2 –13; Group 3 - 18; Group 4 - 12; Group 5 – 20** |
| W, Sept 26 | Worksheets #3 *Drugs and Genetic Experimentation, and Public Policy*: Group 1 – Handout#2; Group 2 –13; Group 3 - 18; Group 4 - 12; Group 5 – 20; |
| *M, Oct 1* | Bioethics presentations #3: *Drugs and Genetic Experimentation*: (Peer evaluation #1)**ISSUE Topic** 1-Handout#2 Drug Advertising2-13 Performance-Enhancing Drugs5- 20 Market human organs4-12 Tools to Enhance Human Beings 3-18 New Drugs Be Given to Patients Outside Clinical Trials |
|  M, Oct 1  |  **Nobel Prize Week #1 starts this week** – short (5min) group presentations on Wednesday |
| W. Oct 3 | \*\*2*PM* Alexandra Alonso, Senator Michael Bennet’s offfice*;*Two short (5min) Nobel Prize group presentations; Carry over from Bioethics #3; |
| F, Oct 5  | **Start reading** – Watson’s book *The Double Helix* 1st 74 pages of Watson’s book |
| M, Oct 8 | *Biography of Marie Curie*; short (5min) Nobel Prize group presentations |
| M, Oct 8 | **Nobel Prize Week #2 starts this week**: short (5min) group presentations on Monday and Wednesday |
| M, Oct 8 6-8PM | \*\*\*6-8PM Visit of Marie Curie, Reiman Theatre, MRH113; pizza afterwards (in the Olin Rotunda?) |
| W. Oct 10 | *60 Min* video on psychoactive drugs; Worksheet#4 1st 74 pages of Watson’s book  |
| M, Oct 15 | ***\*\*Caroline Trupp-Gil: American Chemical Society, Office of Public Affairs (legislative advocacy), Washington D.C. Lobbying, what’s going on in D.C.;*Start reading** – Watson’s book *The Double Helix* Chap. 15-end (about 125 pgs or so) |
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| M, Oct 15 | **Advising week**; make an appointment with your FSEM instructor and your major advisor |
| M, Oct 15 | Watson Presentations #4: Groups 1-5 (each group represents a character) *Race for DNA Double Helix* Video Part 1 [Watson, Crick, Wilkins, Peter Pauling, Chargraff, etc) *Race for DNA* Double Helix Video Part 2  |
| W. Oct 17 | Final term paper project planning: informal meetings for topic approval, help, input, advice; Watson Worksheet #5 –pages 75 -140 |
| M, Oct 22 | **Advising week**; make an appointment with your FSEM instructor and your major advisor |
| M, Oct 22 | Watson Presentations #5 –pages 75 -140 |
| W. Oct 24 | Watson Worksheet #6 –pages 141 – end. *Race for DNA* Double Helix Video Part 2 |
| M, Oct 29 | **Registration week;** more term paper planning |
| M, Oct 29 | Watson Presentations #6 –pages 141 – end*; Politics 101; Gerrymandering* |
| W Oct 31 | term paper outlines due, including references, input, advice? |
| W. Oct 31 | Halloween *costume* party*.\*\*Dr. Phyllis Bronson, Aspen Consulting, “The Dark Side Of Medicine - Mood Mess And Cancer” 60 Minutes video: antidepressant efficacy;* Term paper planning  |
| M, Nov 5 | Frontline video: *Being Mortal: What is in food? Is it ethical?* |
| W. Nov 7 | Lorrie Lindquist, RN, Donor Alliance, “Mechanics of Organ Donation,” Term paper project discussions; |
| M, Nov 12 | Final term paper presentations |
| W. Nov 14 | Final term paper presentations Peer evaluation #2 |
| R, Nov 15 | **Finish last draft of term paper** |
| Sat. Nov. 17 | Term paper deadline: 5PM online (hard copy to SGM 229) late submissions not advised; study for Finals |
| TBA | Study Abroad; Writing Center; Kimberly A. White, Career Center; Meg Eastwood, Reference Librarian |
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**One Book** - We will try integrate themes from the One Book into our course both during Discoveries week activities and frequently choose to integrate the themes into the course, where appropriate. Your OneBook Prompt will be scored but not go towards your final grade.

**Assessment and Rubric**: We will incorporate the content of the FSEM rubric and criteria into all grading. Below are examples of the numerical grading rubrics for assignments currently used in the course.

**Grading rubric for presentations and writings** Presentations (50 pts)

Content/Knowledge of Material 15 pts Relevance/Excitement/Persuasiveness 15 pts

Format- oral clarity, outline/visual 10 pts Short one-page question response 10 pts

**Writings**:

Assume that you’re a newspaper reporter for the Clarion or the Denver Post. Describe what you saw/heard. If a concert or play, describe the players, the pieces, principals in the play, the synopsis, etc. If a lecture, respond/argue/react for or against the points made. You should consider outside reference matter to backup your arguments. If you’re citing ‘public’ opinion, it’s advisable to go to the sources listed in the Syllabus .

Grading will be based on 25 points: 10 pts [Content/understanding] 10 pts [response/reaction/analytical thinking] 5 pts [grammar, spelling, punctuation, references]

**Students with Disabilities/Medical Issues**

University of Denver complies with the American with Disabilities Act and Section 504 of the Rehabilitation Act. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs and what we can do jointly to accommodate them. If you qualify for academic accommodations because of a disability or medical issue please submit a Faculty Letter to me from Disability Services Program (DSP) in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities/medical issues. Please contact the Disability Services Program located on the 4th floor of Ruffatto Hall; 1999 E. Evans Ave., to coordinate reasonable accommodations for students with documented disabilities/medical issues. 303.871/2278/7432/ 2455. Information is also available on line at http://www.du.edu/disability/dsp; see the Handbook for Students with Disabilities.

There are other resources available on campus to help students with their learning and study needs. In addition, we will schedule several guest speakers from these units early in the quarter. The Learning Effectiveness Program (LEP), a fee based program that offers support services to DU students with LD and/or ADHD, which provides academic counseling, tutoring and other specialist services (http://www.du.edu/disability/lep, 4th floor of Ruffatto Hall, 303.871.2372). The Writing Center supports and promotes effective student writing helping with all kinds of writing projects: class assignments, personal writing, professional writing, and multimedia projects. They serve any student affiliated with the University and invite students in all classes, at all levels of writing ability, and at any stage of the writing process to visit us. To Schedule an Appointment: http://myweb.du.edu, Student & Financial Aid tab, Writing Center, 303.871.7456. They are located in the AAC and offer evening and weekend hours. The Career Center partners with faculty, staff, senior administration and employers, to help students and alumni make informed decisions about work and life. They offer self assessment, career and educational options, self marketing strategies and real world experiences and can be contacted at http://www.du.edu/studentlife/career, 303.871.2150 and are located in the basement of the Driscoll Center. The Math and Science Help Center is also in the AAC and offer evening and weekend hours.

**Religious Accommodations**

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. Faculty are asked to be responsive to requests when students contact them IN ADVANCE to request such an excused absence. Students are responsible for completing assignments given during their absence, but should be given an opportunity to make up work missed because of religious observance.

Once a student has registered for a class, the student is expected to examine the course syllabus for potential conflicts with holy days and to notify the instructor by the end of the first week of classes of any conflicts that may require an absence (including any required additional preparation/travel time). The student is also expected to remind the faculty member in advance of the missed class, and to make arrangements in advance (with the faculty member) to make up any missed work or in-class material within a reasonable amount of time.