

DATE	TOPIC (**** = guest speaker; ☺ = mandatory reaction paper; TBA = to be announced)																		
T, Mar 30	Please read: principles of medical ethics, Benjamin Buttons, Canvas Handout "Issue #18"																		
R, Apr. 1****	Introductions,; course objectives, expectations, reading/writing, group assignments, grading 12PM ***Dr. Gary Brower –principles of medical ethics, stem cells, religious attitudes 1PM Sample worksheet on "Issue #18"; Bioethics exercise#1: Worksheets on <i>End-of- Life Dilemmas</i> ; Group 1 – 2; Group 2 –3; Group 3 - 4 ; Group 4 - 7; Group 5 – handout#1																		
R, Apr. 1	Read Start reading: Group 1 – Issue 2; Group 2 – Issue 3; Group 3 - Issue 4; Group 4 - Issue 7; Group 5 – handout#1																		
M, Apr 5	Start reading: Group 1 – 5; Group 2 – 17; Group 3 - 6; Group 4 - 8; Group 5 – 12																		
T, Apr. 6	<b>Bioethics presentation #1: <i>End-of-Life Dilemmas</i></b> <table><tr><th>GROUP</th><th>ISSUE</th><th>Topic</th></tr><tr><td>1</td><td>2</td><td>Surrogate Decision Makers? (see also Brain Death)</td></tr><tr><td>2</td><td>3</td><td>Palliative Sedation</td></tr><tr><td>3</td><td>4</td><td>Physicians Be Allowed to Assist Patient Suicide</td></tr><tr><td>4</td><td>7</td><td>Physicians Participate in Executions</td></tr><tr><td>5</td><td>Handout#1</td><td>Remove Patient's Heart (see also Brain Death)</td></tr></table>	GROUP	ISSUE	Topic	1	2	Surrogate Decision Makers? (see also Brain Death)	2	3	Palliative Sedation	3	4	Physicians Be Allowed to Assist Patient Suicide	4	7	Physicians Participate in Executions	5	Handout#1	Remove Patient's Heart (see also Brain Death)
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T, Apr 6	Start reading: Group 1 – Handout#2; Group 2 – Handout#3; Group 3 – Handout#4; Group 4 – Handout#5; Group 5 – 16																		
R, Apr. 8	Continuation Bioethics #1; Bioethics exercise #2; Worksheets #2 on <i>Choices in Reproduction &amp; Children's Rights</i> : Group 1 – 5; Group 2 –17; Group 3 - 6; Group 4 - 8; Group 5 – 12																		
F, Apr 9	Start reading: Group 1 – Handout#2; Group 2 – 13; Group 3 - 18; Group 4 - 9; Group 5 – 16																		
T, Apr. 13	<b>Bioethics presentation #2: <i>Choices in Reproduction &amp; Children's Rights</i></b> <table><tr><th>GROUP</th><th>ISSUE</th><th>Topic</th></tr><tr><td>1</td><td>5</td><td>Abortion Immoral</td></tr><tr><td>2</td><td>17</td><td>Vaccination for HPV Mandated for Teenage Girls</td></tr><tr><td>3</td><td>6</td><td>Pregnant Woman Be Punished Exposing Her Fetus to Risk</td></tr><tr><td>4</td><td>8</td><td>Deny Prescriptions</td></tr><tr><td>5</td><td>12</td><td>Steroids and Surgery Stunt Disabled Children's Growth</td></tr></table>	GROUP	ISSUE	Topic	1	5	Abortion Immoral	2	17	Vaccination for HPV Mandated for Teenage Girls	3	6	Pregnant Woman Be Punished Exposing Her Fetus to Risk	4	8	Deny Prescriptions	5	12	Steroids and Surgery Stunt Disabled Children's Growth
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R, Apr. 15****	☺ ****Visit with Mary Shelley about her book, <i>Frankenstein</i> and the bioethical issues Continuation Bioethics #2 on <i>Choices in Reproduction &amp; Children's Rights</i> ; Worksheets #3 on <i>Drugs and Genetic Experimentation</i> : Group 1 – Handout#2; Group 2 – 13; Group 3 - 18; Group 4 - 9; Group 5 – 16																		
F, Apr. 16	Start reading: : Group 1 – Handout#3; Group 2 – Handout#4; Group 3 – Handout#5; Group 4 - 14; Group 5 – 15																		
T, Apr. 20	<b>Bioethics presentations #3: <i>Drugs and Genetic Experimentation</i>:</b> <table><tr><th>GROUP</th><th>ISSUE</th><th>Topic</th></tr><tr><td>1</td><td>Handout#2</td><td>Drug Advertising (also see Pros and Cons of Drug Advertising and Marketing)</td></tr><tr><td>2</td><td>PED Handout</td><td>Performance-Enhancing Drugs</td></tr><tr><td>3</td><td>18</td><td>Market human organs</td></tr><tr><td>4</td><td>9</td><td>Tools to Enhance Human Beings</td></tr><tr><td>5</td><td>16</td><td>New Drugs Be Given to Patients Outside Clinical Trials</td></tr></table>	GROUP	ISSUE	Topic	1	Handout#2	Drug Advertising (also see Pros and Cons of Drug Advertising and Marketing)	2	PED Handout	Performance-Enhancing Drugs	3	18	Market human organs	4	9	Tools to Enhance Human Beings	5	16	New Drugs Be Given to Patients Outside Clinical Trials
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R, Apr. 22****	***Dr. Dennis Barrett, Dept Biol. Sci. ( <i>Retired</i> ) "When is a fetus a human?" (time permitting) finish Bioethics #3 <i>Worksheets #4 on Medical Decision Making and Public Policy</i> : Group 1 – Handout#3; Group 2 – Handout#4; Group 3 - 16; Handout#5 Group 4 - 13; Group 5 – 15																		
F, Apr 23	Start reading Henrietta Lacks – Intro + part one																		
T, Apr. 27	<b>Bioethics presentations #4 <i>Medical Decision Making and Public Policy</i>(time permitting)</b> <table><tr><th>GROUP</th><th>ISSUE</th><th>Topic</th></tr><tr><td>1</td><td>Handout#3</td><td>Adolescents Make Own Life-and-Death Decisions?</td></tr><tr><td>2</td><td>Handout#4.....</td><td>Markers for Alzheimer's Disease</td></tr><tr><td>3</td><td>Handout#5</td><td>Public Health Overrides Individual Liberties Is It Fair?</td></tr><tr><td>4</td><td>13</td><td>Should Scientists Create Artificial Living Things?</td></tr><tr><td>5</td><td>15</td><td>Health Care to Immigrants</td></tr></table>	GROUP	ISSUE	Topic	1	Handout#3	Adolescents Make Own Life-and-Death Decisions?	2	Handout#4.....	Markers for Alzheimer's Disease	3	Handout#5	Public Health Overrides Individual Liberties Is It Fair?	4	13	Should Scientists Create Artificial Living Things?	5	15	Health Care to Immigrants
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R. Apr. 29	continuation of Bioethics presentations #4;Worksheets Henrietta Lacks; Intro/part one																		
M., May 3	Start reading Henrietta Lacks – part two; term paper planning: informal meetings for topic approval, help, input, advice																		
T, May 4	Carryover of Bioethics presentations #4; Henrietta Lacks presentations – part one Peer evaluation #1;																		
R. May 6****	**** <i>Lorrie Lindquist, RN, Retired, Donor Alliance, "Bioethics of Organ Donation"</i> Carryover of Henrietta Lacks presentations – part one; Worksheets Henrietta Lacks; part 2																		
F, May 7	Start reading Henrietta Lacks – part three.																		

[illegible]

**ASEM 2457**

Tues./Thurs. 12:00-13:50PM,  
berliner@du.edu

**Bioethics in Today's World**

In person/occasional Zoom class

**2020**

Dr. L. J. Berliner,

**Course Description**

Bioethics is a field fueled by the need for information, analysis and consultation among policy makers, health-care professionals, and institutions. Ethical issues related to scientific research and health care have recently gained much attention, generating significant demand for students and citizens to understand their moral, legal and risk/benefit aspects. This course operates on a cooperative learning basis, using a debate model to inform and involve students in controversies in bioethics. Course readings represent the arguments of leading philosophers and social commentators, treating such topics as death and dying; choices in reproduction; children and bioethics; and genetics. Additionally, the course examines some basic ethics tests: harm/beneficence, publicity, reversibility, code of ethics, and feasibility. Students will be expected to write effectively, providing appropriate evidence and reasoning for assertions. The objectives of the course are: to provide the student with a basic understanding of ethical theories, to familiarize him/her with a wide range of social and personal ethical issues (emphasizing bioethical issues) and especially to provide opportunities for the student to improve his/her ability to analyze, reflect on, and criticize ethical arguments and thus to increase ethical analytical skills. The environment of the classroom is designed to be intimate and comfortable as we are a self-selected student group based on interests related to the course topics.

**Canvas:** all announcements, assignments, copies of handouts, etc. are available.

**Office hours:** to be determined; (possibly wide open)

I have a sign up link for 20 minute slots on [bit.ly/1UnHyZ4](https://bit.ly/1UnHyZ4)

**Course expectations and grading criteria**

**Reading assignments** – should 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-** check your email and Canvas every day. In order to keep up to date on bioethical issues it is important to read a daily news feed each day [online] as the issues change constantly.

**Attendance** - is mandatory (including assigned outside lectures/activities). Your final grade will be reduced down 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). Students arriving(or logging on) more than 5 minutes late will be considered absent for the day.

**Group presentations** (50pts each) – a major part of the 'seminar' will be cooperative learning group presentations, where Group presentations will be graded on the basis of understanding the material, content, and convincing arguments. You have been assigned to a specific group, listed on the last page of this syllabus. While the evaluation will be based mainly on how well the group performed, individuals may occasionally be graded differently. 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. You will have sufficient time to prepare as a group, including in-class work sessions. Your attendance and participation with your group is essential. Presentations and dates are in **bold** on the schedule.

**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. There will be short written responses to submit. 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. Your presentation can be in

any format: costumes, Powerpoint, or just talking. (See sheet on Bioethics presentation format and Bioethics Short Answer Question Template).

**Henrietta Lacks** - we will answer specific questions about the Lacks family and ethical issues of the time. For the first week of the reading of the book, *The Immortal Life of Henrietta Lacks*, we may 'role play' the important characters in each section. Your presentation can be in any format: costumes, Powerpoint, or just talking. (50pts)

**Final project** presentation (100pts): presented prior to submitting the final term paper

**Peer evaluations** We will also include two peer evaluations during the quarter as part of the final grade.

**Writing assignments** – we will have several short writing assignments on guest speakers throughout the quarter (600+ words) that will normally be due in 48 hours (for Thursday speakers, Sunday noon). 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 on Canvas) There will be extra credit possibilities as well.

**Reaction papers** –you will be required to write four short (600+ word) papers describing your reaction to the material presented by the guest lecturers/visitors (and possibly the *Contagion* and *Never Let Me Go* videos). Two of these are mandatory ☺; the other three are your choice. You will be required to do some outside research [properly cited] to back up your arguments. You will have the opportunity for Writing Center consultations and rewrites. You can submit up to two extra credit papers for 50% (i.e., 12.5 pts) credit.

**Bioethics issues:** a 'one-page' written response to your specific question on the back of the Worksheet that comprises 20% (10 pts) of the presentation grade.

**'Final exam'** - will be in the form of a 1800 - 3000 word term paper where the group will do the research together, but each member must write their own original paper (topics TBA). It is due the Sunday (4:59PM) of the last week.

**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 class discussion is confidential and does not leave the 'Zoom room.' Do not share the link without the Instructor's permission.

**Laptops and Electronic Devices** - Use of these items are essentially forbidden during class. Laptops, phones and tablets must be closed and off. If two warnings are necessary, that student will receive an absence from class for the day. Laptops/tablets may be used for presentations and the occasional Zoom guest speaker.

### 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?harcda+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.



## Grading criteria

Item	Grading Weights
Short papers (4 total@25pts)	25% [your score can exceed 25% with extra credits]
Group presentations (7 total@50pts)	45% [presentations, <u>not</u> including term paper presentation]
Peer evaluations (two times)	05%
Final presentation (100pts)	05%
<u>Term paper</u> (100pts, incl. outline)	20%
<b>TOTAL</b>	<b>100% [your score can exceed 100% with extra credits]</b>

Grades will be posted on Canvas as soon as possible after a presentation or paper submission.

### The final grades will be calculated as follows:

Short papers [25pts each]	= total/100 x 25%
Presentations [50 pts each]	= total/350 x 45%
Final presentation (100pts,)	= total/100 x 05%
Term paper [100 pts, incl. outline]	= total/100 x 20%
Peer evaluations [based on 5%]	= 5%
<b>TOTAL</b>	<b>=100%</b>

A	≥ 93 %	C	≥ 69 %
A-	≥ 90 %	C-	≥ 65 %
B+	≥ 87 %	D+	≥ 62 %
B	≥ 83 %	D	≥ 58 %
B-	≥ 80 %	D-	≥ 54 %
C+	≥ 74 %	F	≤ 54 %

“may” be adjusted downward

### 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 DSP 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 at Penrose in Driscoll 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.

### 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.

GROUP	NAME	MAJOR(S)	
1	Barnes, Lauren L.	Business	Junior
1	Nosack, Anthony	Mathematics, Finance	Senior

2	Dods, James E.	Psychology	Senior
2	Erickson, Chase A.	Business	Junior
2	Fox, Felisha V.	Biological Sciences	Junior
3	Chapman, Conor D.	International Studies	Junior
3	<b>Blue, Amanda</b>	Psychology	Junior
3	Samuels, Jacob D.	Business	Junior
4	<b>Harmon, Blake</b>	Media Studies	Junior
4	<b>Wasson, Britt</b>	Business	Junior
4	(Sinclair, Jordan)	Physics	Senior
5	Shermet, Elisha D.	Biochemistry	Junior
5	Burke, Julia M.	Music	Senior

**GROUP                      ALPHABETICAL BY NAME**

1	Barnes, Lauren L.	Business	Junior
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2	Erickson, Chase A.	Business	Junior
2	Fox, Felisha V.	Biological Sciences	Junior
4	Harmon, Blake	Media Studies	Junior
1	Nosack, Anthony	Mathematics, Finance	Senior
5	Puri, Sedak Preet S.	Comp. Sci., Finance	Senior
3	Samuels, Jacob D.	Business	Junior
5	Shermet, Elisha D.	Biochemistry	Junior
4	Wasson, Britt	Business	Junior
4	(Sinclair, Jordan)	Physics	Senior



