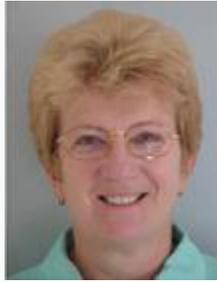


PROFESSOR INFORMATION



Instructor:
Christine Gudorf
Phone:
305-348-2729 Wed and Thurs; rest of week 859 740-4301
Office:
DM 305 B
Office Hours:
Thurs - 10:00am-12:00pm

COURSE DESCRIPTION AND PURPOSE

This course is a fully online course that will survey the current major issues in biomedical ethics and research, including abortion and reproductive health, euthanasia, cloning, gene therapy and stem cell research, as well as traditional ethical topics in health care such as doctor-patient responsibilities and scarce resource allocation. Data is provided through assigned readings, films and powerpoint lectures. There are online discussions and weekly quizzes to check on student comprehension of the materials; deficits on these will serve to trigger interventions. Assessments include the quizzes, exams, and research paper.

COURSE OBJECTIVES

Students will be able to:

- Describe the common ethical arguments for and against abortion, embryonic stem cell research, therapeutic and reproductive cloning, therapeutic and germ line gene therapy, active and passive euthanasia.
- Explain at least two of the challenges to the “traditional” bioethical norms of patient autonomy, justice, physical beneficence and non-malevolence, human dignity and the sanctity of life that arise from the newest technologies (cloning, stem cell research, gene therapy), and explain how the particular norm is challenged.
- Explain how the techniques of cloning, gene therapy and stem cell research are both similar and dissimilar, and how those differences relate to moral issues.
- Explain two different understandings of the relationship of the morality of an act to its legality, and the relationship between individual freedom and social justice

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

In this course, there is no extra credit work. Students are expected to master the course content.

In accordance with FIU policy, Incomplete grades can only be given to students who have completed at least 51% of the course with a passing grade. Students must request the IN before the end of classes, and have a compelling reason why the instructor should grant the request. In grades will expire before the student enrolls in another class, or at the university maximum of two semesters later.

Students who are disruptive will be ejected, or will not be permitted to join the class, during adobe connect sessions. Credit for participation in adobe connect sessions will depend not only on checking in, but on participating in and contributing to the discussions (which means reading the material in advance and being prepared to take a position on the issue at hand.)

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

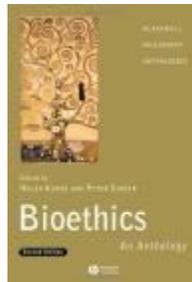
Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOK



Bioethics: An Anthology

Helga Khuse and Peter Singer, Eds.

Blackwell, 2nd Edition, 2006

1405129484

978-1405129480

You may purchase your textbook online at the [FIU Bookstore](#).

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum

- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via **Messages**.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

The instructor will answer messages within 48 hours. (I normally check messages once a day, but if you message just after I have signed off one morning, and the next day I wait till evening to sign on, it may well approach 48 hours.)

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

ADOBE CONNECT PRO - LIVE DISCUSSIONS

Live Discussions in this course have been designed to allow the student to:

- Demonstrate their knowledge, understanding and integration of the course materials on the topic being discussed;
- Demonstrate their ability to clearly express their analysis and conclusions regarding the topic
- Demonstrate their ability to modify their analysis and conclusions when persuaded by the arguments of others

You must first introduce yourself to the class at the beginning, and tell me which two of the four Adobe Connect sessions would be your first and second choices (each student must participate in two.) The dates are marked on the Course Schedule below. Anyone who cannot attend two of the sessions will have to submit additional papers on the topic of two of the sessions.

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct these live online discussions.

In advance of these sessions: if the session is held on a Friday, Saturday or Sunday, you must have completed the readings and films for the week that is ending. If the session is held on Mon-Thursday, you must have completed the readings and films for the previous week. Make sure that your computer has the capacity to use Adobe Connect by following the requirements above. If you experience any issues, make sure to contact [FIU Online Support](#) immediately.

Rubrics for Online Simultaneous Discussions:

Your participation in these live chats will be graded based on the following rubric:

Criteria	Minimal	Fair	Adequate	Excellent
Knowledge	Shows some familiarity with concepts from readings.	Shows evidence of	Shows evidence of having read and	Shows evidence of having read,

Criteria	Minimal	Fair	Adequate	Excellent
		having read most or all of the readings.	understood all the readings.	understood and integrated and critiqued the readings.
Analysis	Shows evidence of understanding some of the analysis by instructors/students.	Shows evidence of following all arguments and analysis.	Demonstrates some ability to engage in analysis of concepts and ideas in readings or discussion.	Demonstrates mastery of analytical skills with regard to the readings and discussion.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties. You must have a microphone—either built in, or added on—in order to speak and be heard.
- Try to use wired, not wireless, service. If you use wireless, you will need to be constantly turning your mic on and off, because when you are wireless and your mic is on but others are talking, your setup will cause screeching in the connections. You must be in a quiet place, or the background noise will disturb the whole class.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

QUIZZES

Students must take a minimum of six of the 14 weekly quizzes that will be available from Monday 12:01 am until Sunday 11:59 pm each week. Students will have two attempts at each quiz, and the higher of the two attempts will be counted. Quizzes will include both multiple choice and fill in the blank questions; the quiz database each week will have 25-30 questions, of which 10 will be randomly selected by Blackboard for each student. Students will have ten minutes to complete the 10 questions. If a student takes more than 6 of the quizzes, all the quizzes taken will be averaged as a part of the course grade computation. Objective questions on the midterm and final will come from the weekly quiz databases.

Quizzes are graded immediately by Blackboard.

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

MIDTERM AND FINAL EXAMS

The Midterm and Final Exams have two parts: 50% of the exam is an essay part, on which students will have a minimum of two hours, and 50% is objective. The objective part will be closely timed like the quizzes.

ASSIGNMENTS

By completion of the assignments in this course, each student should:

- Demonstrate the ability to assemble a research bibliography in bioethics (recognize which journals qualify as academic, locate them, and select those appropriate for the specific topic), ensuring that the data selected is comprehensive and up-to-date.
- Be competent to use a recognized and consistent style in writing a paper and bibliography.
- Be able to integrate the data from a variety of academic sources into an outline for an argument that clearly and adequately answers the question asked.
- Be able to expand the argument of the outline into a persuasive essay, using a recognized and consistent style.

Students will submit their papers via Turn-it-in. For more information on Turn-it-in assignments, review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

All assignments received on time will be graded within 14 days of the due date—normally within a week, but if a class should ask to delay a due date for a week so that it coincides with the due date of another class, grading will take longer.

Assignment 1: Choose a question in bioethics, and assemble a 20 entry annotated bibliography on that topic. More than half should be academic sources--not popular media like newspapers, blogs or magazines, but journals and academic books, or websites of recognized academic/professional institutions.

This assignment will be graded based on the following rubric:

Criteria	Minimal	Fair	Adequate	Excellent
Appropriateness of bibliographic entries	Only some are directly related to the subject; annotations are missing or skimpy.	Most are relevant to the subject but not all; annotations are very general.	All are relevant, but one or more crucial sources are missing. Annotations are good but not great.	Important sources are present and identified; all are relevant.
Style of bibliography	No recognizable style.	Complete inconsistency in use of recognized styles.	One recognizable style, but a few mistakes	Consistent use of recognized style.

Assignment 2: Write a paper proposal on that same question that includes the research question, the thesis (your answer to the question), an outline of the arguments that you will use to support your thesis statement, and the bibliography. Grading will examine the degree of match between your arguments and sources, on the clarity and logical flow of the arguments and on the accuracy and consistency of your use of style.

This assignment will be graded based on the following rubric:

Criteria	Minimal	Fair	Adequate	Excellent
Appropriate research question	Question not appropriate or clearly formulated.	Question clear and appropriate, but too large or too small for this sized project.	Question is appropriate, possibly correctly sized, but sources may be insufficient	Clear, question addresses an open area that can be covered in this project, and has enough available resources.
Clear Thesis Statement	Thesis statement does not address the Research Question	Thesis Statement is on topic, but not clear.	Thesis statement is on topic and clear, but already well- worked by others.	Thesis statement is on topic, clear, and offers a unique perspective to supplement existing knowledge.
Convincing Outline of Arguments	Outline contains topics, not arguments.	Outline has unclear arguments.	Outline has some clear arguments, but not well organized or developed.	Outline has clear arguments, well-organized and developed.
Style (Grammar, Spelling, Punctuation)	Question, Thesis Statement and Outline are so lacking in proper style that the paper is not decipherable.	There are major style problems in two of the three parts of this assignment.	There are minor inconsistencies in style.	All three elements use a consistent, recognizable style.

Assignment 3: Each student will submit a Peer Assessment of two other students Second Assignment. The Assessment will contain a grade, and an explanation for the grade, in terms of the assigned rubric. The assignment of papers to Peer Evaluators will be randomized.

This assignment will be graded based on the following rubric:

Criteria	Minimal	Fair	Adequate	Excellent
Grading	There is insufficient explanation of reasons for the grade.	Some reasons for the grade are given, but some aspects of the paper are ignored.	The grade applies the course rubrics, but inconsistently.	The grade accurately reflects the use of course rubrics.
Style	The evaluation has major deficiencies in style that preclude comprehension.	The evaluation has major style defects, but is still understandable.	The evaluation has minor style deficiencies.	The paper has no style deficiencies.

Assignment 4: Submit a 10-12pp paper on the above, complete with notes and bibliography. It is recommended that you consult a style manual (Chicago, MLA or some other) for issues such as notes, bibliography, subheads, etc., in all of these assignments.

This assignment will be graded based on the following rubric:

Criteria	Minimal	Fair	Adequate	Excellent
Persuasiveness of argument	Paper either fails to state the thesis or names some supports without developing argument.	Paper clearly states the thesis but its arguments are either not true or defective in the face of counter arguments ignored.	Paper clearly states the thesis and supplies some of the major possible arguments in support, but ignores important counter arguments.	Paper states the thesis, supplies the major supporting arguments, and undermines the counter argument.
Style	Every page of the paper has multiple stylistic mistakes, impeding understanding.	Paper has significant stylistic mistakes, but they do not impede understanding.	Paper generally adheres to recognizable style, but occasionally errs, or errs in one area (e.g., bibliography.)	Paper exhibits consistent good style in all elements.
Criteria	1 point (D)	2 points (C)	3 points (B)	4 points (A)
Grading	There is insufficient explanation of reasons for the grade.	Some reasons for the grade are given, but some aspects of the paper are ignored.	The grade applies the course rubrics, but inconsistently.	The grade accurately reflects the use of the course rubrics.
Style	The evaluation has major deficiencies in style that preclude comprehension.	The evaluation has major style defects, but is still understandable.	The evaluation has minor style deficiencies.	The paper has no style deficiencies.

GRADING

Course Requirements	Weight
Average of Weekly Quizzes	20%
Average of four assignments	30%
Midterm Exam	20%
Final Exam	20%
Participation in two Live Online Discussions	10%
Total	100%

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	81 - 83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

COURSE CALENDAR

WEEKLY SCHEDULE

Date	Topic	Assignment/ Assessment
August 25 - 31	<p>Module 1 - Part I The Never-Ending Questions Around Abortion</p> <p>Read</p> <ul style="list-style-type: none"> • J. Finnis, Abortion and Healthcare Ethics • Tooley, Abortion and Infanticide • J.J. Thomson, A Defense of Abortion • Gudorf, To Make a Seamless Garment, Use a Single Piece of Cloth (in Course Content) <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint presentation: An Introduction to Bioethics 	Take: Quiz 1
September 1-7	<p>Module 1 - Part II Applications of Ethical Principles in Abortion</p> <p>Read</p> <ul style="list-style-type: none"> • D. Marquis, Why Abortion Is Immoral • L.M. Purdy, Are Pregnant Women Fetal Containers? • Pence, The McCaughey Sextuplets <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Abortion Debates 	Take: Quiz 2
September 8-14	<p>Module 1 - Part III Surrogacy and GLBTQ Adoption</p>	<p>Take: Quiz 3</p> <p>Assignment 1:</p>

Date	Topic	Assignment/ Assessment
	<p>Read</p> <ul style="list-style-type: none"> • L. Purdy, Surrogate Mothering: Exploitation or Empowerment? • S. Dodds and K. Jones, A Response to Purdy • Hanscombe, The Right to Lesbian Parenthood <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Surrogacy and GLBTQ Persons • Surrogacy in India 	<p>due Aug 31, 11:59 pm at the Assignment Dropbox.</p>
<p>September 15-21</p>	<p>Module 1 - Part IV Reproductive Responsibility: How to Define</p> <p>Read</p> <ul style="list-style-type: none"> • Purdy, Genetics and Reproductive Risk: Can Having Children Be Immoral? • Asch, Prenatal Diagnosis and Selective Abortion • Chadwick and Levitt, Genetic Technology: A Threat to Deafness <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Catholic Bioethics • What Do You Love and Hate About Being Deaf? 	<p>Online Discussion 1: Monday, September 15, 2013, 6-7 pm</p> <p>Take: Quiz 4</p>
<p>September 22-28</p>	<p>Module 2 - Part I Cloning: Therapeutic and Reproductive</p> <p>Read</p> <ul style="list-style-type: none"> • King, Why We Should Not Permit Embryos to Be Selected as Tissue Donors • Tooley, The Moral Status of the Cloning of Humans • Lappe, Ethical Issues in Manipulating the Human Germ Line <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Cloning 	<p>Take: Quiz 5</p> <p>Assignment 2: due by September 28, by 11:59 pm at the Assignment Dropbox.</p>
<p>September 29 - October 5</p>	<p>Module 2 - Part II Ethics of Gene Therapy</p> <p>Read</p> <ul style="list-style-type: none"> • Harris, Is Gene Therapy a Form of Eugenics? • Glover, Questions About Some Uses of Genetic Engineering 	<p>Take: Quiz 6</p> <p>Assignment 3: due by October 4, 11:59pm in the</p>

Date	Topic	Assignment/ Assessment
	<ul style="list-style-type: none"> • D. Resnick, The Moral Significance of the Therapy-Enhancement Distinction in Human Genetics • Newson and Williamson, Should We Undertake Genetic Research on Intelligence? <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Gene Therapy 	Assignment Dropbox.
October 6-12	<p>Module 2 - Part III Stem Cell Research</p> <p>Read</p> <ul style="list-style-type: none"> • Robertson, Kahn and Wagner, Conception to Obtain Hematopoietic Stem Cells • L. Gruen, Oocytes for Sale? (Course Content) • Devolder and Ward, Rescuing Human Embryonic Stem Cell Research: The Possibility of Embryo Reconstitution after Stem Cell Derivation (Course Content) These last two articles are taken from Lori Gruen, Laura Grabel and Peter Singer, Eds., Stem Cell Research: The Ethical Issues (London: Blackwell, 2007). <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Stem Cell Debates • Care vs Cure (PBS) 	<p>Online Discussion 2: Tuesday, October 6, 2013, 7-8 pm</p> <p>Take: Quiz 7</p> <p>Midterm Exam (in 2 parts): open October 10 12:01 am- October 11, 11:59 pm.</p>
October 13-19	<p>Module 3 - Part I Active and Passive Euthanasia</p> <p>Read</p> <ul style="list-style-type: none"> • Sacred Congregation for the Doctrine of the Faith, Declaration on Euthanasia • J. Rachels, Active and Passive Euthanasia • Nesbitt, Is Killing No Worse Than Letting Die? • H. Kuhse, Why Killing is Not Always Worse—and Sometimes Better—Than Letting Die • P. Singer, Is Sanctity of Life Terminally Ill? <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Euthanasia • End of Life Care: Weighing Ethics 	<p>Take: Quiz 8</p>

Date	Topic	Assignment/ Assessment
October 20-26	<p>Module 3 - Part II Reworking Central Principles on Human Life</p> <p>Read</p> <ul style="list-style-type: none"> • R. Dworkin, Life Past Reason • R. Dresser, Dworkin on Dementia: Elegant Theory, Questionable Policy • D. Callahan, When Self-Determination Runs Amok • J. Lachs, When Abstract Moralizing Runs Amok <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Reflecting on the Handicapped • <i>Peter Singer</i> 	Take: Quiz 9
October 27 - November 2	<p>Module 3 - Part III Quality of Life Questions in Children</p> <p>Read</p> <ul style="list-style-type: none"> • R.M. Hare, The Abnormal Child: Moral Dilemmas of Doctors and Parents • Campbell, When Care Cannot Cure: Medical Problems in Seriously Ill Babies • A. Davis, The Right to Life of the Handicapped <p>Watch</p> <ul style="list-style-type: none"> • Review Powerpoint Presentation: Quality of Life Issues in Children • <i>My Sister's Keeper</i> 	Take: Quiz 10
November 3-9	<p>Module 4 - Part I Allocation of Scarce Healthcare Resources I</p> <p>Read:</p> <ul style="list-style-type: none"> • P. Menzel, Rescuing Lives: Can't We Count? • N. Rescher, The Allocation of Exotic Medical Lifesaving Therapy • Moss and Seigler, Should Alcoholics Compete Equally for Liver Transplantation? • R. Veatch, How Age Should Matter: Justice as the Basis for Limiting Care to the Elderly? <p>Watch:</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Issues in Healthcare Allocation I 	<p>Online Discussion 3: Wednesday, November 5, 2013, 7-8 pm</p> <p>Take: Quiz 11</p>

Date	Topic	Assignment/ Assessment
	<ul style="list-style-type: none"> • Panel on Organ Transplantation and Trafficking • Cost-benefit Analysis in Cancer Treatment • The Future of American Medicine 	
November 10-16	<p>Module 4 - Part II Allocation of Scarce Healthcare Resources II</p> <p>Read</p> <ul style="list-style-type: none"> • M. Lockwood, Quality of Life and Resource Allocation • N. Daniels, A Lifespan Approach to Healthcare • E.W Kluge, Organ Donation and Retrieval • Radcliffe-Richards, The Case for Allowing Kidney Sales <p>Watch</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Issues in Healthcare Allocation II • Sale of Human Tissue • <i>Sicko</i>, by Michael Moore 	Take: Quiz 12
November 17-23	<p>Module 4 - Part III Norms for Clinical Research in Developing Nations</p> <p>Read</p> <ul style="list-style-type: none"> • B. Freedman, Equipose and the Ethics of Clinical Research • Unethical Trials of Intervention to Reduce Perinatal Transmission of HIV in Developing Countries • Bagenda and Musoke-Mudido, We're Trying to Help Our Sickest People, Not Exploit Them • Question of Respect for Life—What Some Australian Members of Parliament Have Said <p>Watch</p> <ul style="list-style-type: none"> • <i>Mapping Stem Cell Research: Terra Incognita</i> • Powerpoint Presentation: Research and Therapy in Vulnerable Populations 	Take: Quiz 13
November 24 - 30	No Class—American Academy of Religion Meeting Nov. 16-19 in Baltimore/ Thanksgiving Vacation.	Assignment 4: due November 26, 11:59 pm in the Assignment Dropbox

Date	Topic	Assignment/ Assessment
		Online Discussion 4: Sunday December 1, 6-7 pm
December 1-7	<p>Module 4 - Part IV Relationship between Patients and Hospital Staff (Doctors and Nurses)</p> <p>Read:</p> <ul style="list-style-type: none"> • J. Collins, Should Doctors Tell the Truth? • R Higgs, On Telling Patients the Truth • R. Veatch, Abandoning Informed Consent • R. Macklin, The Doctor-Patient Relationship in Different Cultures • E.J. Kroeger Mappes, Ethical Dilemma for Nurses: Physicians' Orders vs. Patients' Rights <p>Watch:</p> <ul style="list-style-type: none"> • Powerpoint Presentation: Truth Telling • <i>Lying to Patients</i> • <i>Doctor-Patient Relationship</i> 	<p>Take: Quiz 14 November 30 - December 7</p> <p>Final Exam: December 9, 2013, 12:01 am-December 10, 2013, 11:59pm</p>