Advances in medicine and biology occur at a rapid pace and have a profound impact upon our lives. In the west, we now live longer, reproduce later, and have smaller and planned families. New technologies have raised novel possibilities in both medical therapy and biological enhancement that have raised new ethical issues for our society. It is now possible to sustain a person's life indefinitely, to detect disorders before their symptoms appear, and to screen and select embryos according to our preferences. These developments raise both novel and perennial ethical questions of us as citizens, of our society, and of our medical practitioners. In “Biomedical Ethics” we shall consider just a few of the most pressing of these and their histories: the patient/doctor relationship, medical research on humans and animals, reproductive rights and technologies, genetics, medical decisions at the end of life, and the allocation of scarce medical resources. This will give us important insights into the relationship between science, medicine and society.

COURSE TEXTS

Course Formalities and Expectations

Attendance and Participation:
Attendance in class is mandatory. If you have good cause to miss class, it is imperative that you discuss this with your instructor BEFOREHAND. Note: A student with more than three undocumented absences will lose one grade per absence thereafter: i.e. an “A” becomes a “B+”, a “B+” becomes a “B” and so on. Any student who misses eight or more classes may receive a failing grade irrespective of any written work submitted.

OU policies on reasonable accommodation, and codes of behaviour:

Reasonable Accommodation Policy
Any student in this course who has a documented disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Codes and Policies of Behaviour
Each student should acquaint his or her self with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual, racial and ethnic harassment, and discrimination based on physical handicap.

Academic Integrity and Plagiarism:
Plagiarism is the unacknowledged appropriation of someone else’s words, ideas, or work, which is then represented as your own. It will not be tolerated and carries significant and serious penalties. At a minimum you will receive 0% for the assignment, and your name put on record. It is possible that you might receive 0% for the course, and in extreme cases may be expelled from the University. You are therefore strongly recommended to educate yourself regarding what plagiarism is and how to avoid it. Your instructor and/or teaching assistants will be happy to advise you on this matter if you are in any doubt.

We will talk more about academic conventions, referencing the authors you write about and what constitutes adequate citation in class. All written work for this class will be expected to meet these basic standards of academic integrity.

NB: Be aware that ignorance of what constitutes plagiarism will not be accepted as an excuse for it. If at any time you are unsure of how to cite material, your instructor or writing centre staff will be happy to advise you.

YOU SHOULD CHECK THIS LINK
http://libraries.ou.edu/help/tutorials/academicintegrity/player.html

OU operates an equal opportunities policy. For information on Disability Resources and Policy see: The Disability Resource Centre web site: http://drc.ou.edu/
ASSESSMENT

Students will write five summary reports: Each will be worth 10% of the overall grade for the class. These will be no more than four pages. The aim of these exercises is to show that you can identify and understand the main issues at stake and current approaches to the topic under discussion.
[Notice: Seven reports are assigned, but you only need to submit five: the first and four others.]

Mid-term examination: [in class 24th September]
Students will be assigned to small groups for the semester for discussion of various case studies. At the mid-term exam, however, students will be presented with two case studies that they will be asked to analyse in writing. In this assessment students will be expected to employ the relevant skills and concepts that they have learnt in the course to date.

Final examination: students will be given three cases to analyze: Each will be worth 10% of the overall grade for the class. In each case students will be expected to show that they not only understand the issues at stake, but that they can apply the concepts and analytic tools that they have learnt during the course of the semester.

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Five (of seven) summary reports: each at 10% = 50% of total.
Due:
  15th September – notice: this one is mandatory.
  24th September
  13th October
  22nd October
  5th November
  17th November
  10th December

Mid term examination: = 20% of the total.
  24th September

Final examination: Three case studies: each worth 10% = 30% of total.

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CLASS SCHEDULE

PART ONE
What makes a good answer to a difficult question...

Week One:
Tuesday 25th August: Biomedical Ethics: An introduction to “Our Post Human Future.”
- Questions to think about:
  What distinguishes a situation that calls for ethical decision-making from other sorts of decisions that we make in our lives.
- What makes an ethical decision a good one?

  “consequentialism” and “deontology”
Reading:
Walter Glannon, Biomedical Ethics, pp.1-22

Week Two:
Tuesday 1st September: Ethical tools in principle and practice.
Finding and making sense of legal, professional, and institutional ethical guidelines.
Reading:

Wednesday 3rd September: Science, Science Fiction and Science Policy?
Reading:

Week Three:
Tuesday 8th September: “The History of Eugenics in America”
Reading:

Thursday 10th September: “The History of Eugenics in America”
Reading:
Harry H. Laughlin, Eugenical Sterilization (1926)
Oliver Wendell Holmes Jr. BUCK v. BELL, U.S. Supreme Court Decision (1927)

PART TWO

The Patient-Doctor Relationship
(Walter Glannon, Biomedical Ethics, pp.23-46)

Week Four:
Tuesday 15th September: “Informed Consent”*[first report due today]*
Reading:
Thursday 17th September: “Confidentiality”
Reading:
California Supreme Court. Tarasoff v. Regents of the University of California, 131 California Reporter 14, Decided July 1, 1976.

Week Five:
Tuesday 22nd September: “Confidentiality”
Reading:

PART THREE

Medical Research on Animals and Humans
(Walter Glannon, Biomedical Ethics, pp.47-70)

Also read for this section:

Thursday 24th September: *[Second report due today]*

!!!! MIDTERM EXAMINATION !!!!

Week Six:
Tuesday 29th September:
“Moral considerability: research subjects”
Reading:
Claude Bernard, An Introduction to the Study of Experimental Medicine, 1865.

Thursday 1st October: “Moral Considerability: research subjects”
Reading:
Tom Regan: Animal Rights.

Week Seven:
Tuesday 6th October: Ethics in Clinical Research: Henry K. Beecher
Reading:
Thursday 8\textsuperscript{th} October: “The History of ‘Equipoise’”.
Reading:

PART FOUR

Reproductive Rights and Technologies
(Walter Glannon, Biomedical Ethics, pp.71-94)

Week Eight: Rights, autonomy and the philosophy behind Roe vs Wade
Tuesday 13\textsuperscript{th} October: *[third report due today]*
On the subject of a life
Reading:

Thursday 15\textsuperscript{th} October:
Reading:

Week Nine:
Tuesday 20\textsuperscript{th} October: “Whose View of Life: A History of the Embryo”
Reading:

Genetics
(Walter Glannon, Biomedical Ethics, pp.95-118)

Thursday 22\textsuperscript{nd} October: *[fourth report due today]*
Reading:

Week Ten:
Tuesday 27\textsuperscript{th} October:
Reading:
And excerpts from Beyond Therapy [2003].

Thursday 29\textsuperscript{th} October:
Reading:
Week Eleven:
Tuesday 3rd November:
Reading:
Ronald M. Green, Babies by Design. The Ethics of Genetic Choice. “Will we create a “Genobility”? pp.135-70.

PART FIVE

Medical Decisions at the End of Life
(Walter Glannon, Biomedical Ethics, pp.119-142)

Thursday 5th November: *[fifth report due today]*
Reading:
United States Supreme Court. The Oregon Death With Dignity Act., Tom L. Beauchamp et al., Contemporary Issues in Bioethics, 201-204.

Week Twelve:
Tuesday 10th November:
Reading:

Thursday 12th November:
Reading:

PART SIX

Allocating Scarce Medical Resources
(Walter Glannon, Biomedical Ethics, pp.143-166)

Week Thirteen:
Tuesday 17th November: “Justice, Fairness and Social Healthcare Provision”
*[sixth report due today]*
Reading:

Thursday 19th November: No class today.
History of Science Society Meeting, Phoenix, Arizona.
Week Fourteen:
Tuesday 24th November:
Film Screening: "Wit" (Emma Thompson).
Reading:

😊 Thanksgiving Break 25th – 29th November 😊

Thursday 26th November: No class:
Reading:

😊 Thanksgiving Break 25th – 29th November 😊

Week Fifteen:
Tuesday 1st December:
Reading:

Thursday 3rd December: “A market for organ transplant?”
Reading:

Week Sixteen:
Tuesday 8th December: The ethics of socialized medicine
Reading:
TBC.

Thursday, 10th December: Ethics in Principle and in Practice. *[seventh report due today]*
No set readings for this class.

Exam Week: Monday 14th December – Friday 18th December
Tips on Effective Essay Writing

Since writing an effective essay is not a straightforward task, and improving your essay technique is one of the most important skills you will learn during any class, here are some initial suggestions. First write some general notes on what you already know about the subject of your essay, outlining the most striking points. Think why these points are so important, and what they entail for the particular methodological or ethical approach with which you are concerned. Then turn to the notes taken during class and to the set readings themselves, as well as any further background readings you may have identified through bibliographic surveys or other relevant classes. Continually re-examine your list of striking features and the organisational structure you have imposed upon them, and think how these materials might help you to articulate your analysis more clearly. When you are ready, sketch an outline of your argument, and then write your first draft. Make sure that to the best of your knowledge there are no logical gaps in your argument. If you can identify some, go back to the literature to see if you can close them. This second look at the literature (and your reading notes) is important. Once you have constructed a hypothesis, you will be able to test it against the arguments of the various authors, and to find those who support your case, and those who are your opponents. (Note: having your own hypothesis is the point at which the essay truly becomes your own contribution to the debate). You are then ready to proceed to the second phase.

Writing multiple drafts is a good way to produce a good essay, especially if you can gain some distance from early drafts, for example, by reading them aloud to yourself, your friends, or having someone else read them to you. This is how professional academics work, and so you should try to do so too. You are encouraged to exchange your essays with one another and discuss your work with your colleagues as the course progresses. You should be aware that essays written the night before they are due invariably read like they were written the night before they were due, and as a result often appear ill-considered, disorganised, and incoherent. You should aim to manage your time to allow for at least two drafts and revisions. This will pay significant dividends in terms of the quality of your submitted work, and correspondingly, with the grade you can expect. Your tutor will be happy to discuss early drafts of your work, as will staff at the writing centre.

What makes a good essay

Introduction and argument: A good essay does not simply summarise the argument of the text(s) under examination. It also involves you constructing a coherent narrative about how those texts relate to a broader argument of your own. So, a good essay might start off with a short introduction to the particular element of the topic that you discuss. This might be followed with a similarly brief account of what you intend to say and how you intend to convince the reader of your argument, which brings us to the importance of clear organisation.

Argument and organisation: A good essay should not simply be a list of points about the subject under examination, all arranged in a haphazard manner. It should instead take the reader step by step through the argument so that they will end up seeing the logical progression of your narrative, even if they might not agree with your conclusions. This means that after a good introduction, each subsequent paragraph should introduce one particular idea about the episode and finish with a statement that prepares the reader for the next paragraph and its particular idea. These paragraphs should be arranged in a logical sequence that takes the reader from the introduction to the conclusion, which means, of course, that the paragraphs should not contradict
each other. A good organisation of these steps then depends critically on a very clear understanding of your essays’ aims and objectives. A clear understanding of your readers’ likely assumptions is equally important to avoid their misunderstanding any part of your argument. Think of it as a chess game, and so always try to put yourself in your readers’ shoes! Do not annoy them unnecessarily by forcing them to ask “where is this essay going?”

Evidence: A good essay should not only be a logical argument, but it should have the aim of convincing your reader of your point of view. To this end each point of the argument should be backed by evidence from the literature you have consulted, as is appropriate to the specific point being made. Importantly, direct quotes or paraphrases of the text or other literature should be carefully referenced, in footnotes and in a full bibliography of all works cited.

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Preferred reference style

**Article:** First name(s) and last name(s), ‘Title’, *Journal Title*, Volume, (Year), Page-Page, on p. XXXX or pp. XXXX-XXXX (if you are quoting or referring to specific passages).

**Book:** First name(s) and last name(s), *Title*, (Place of publication: Publisher, Year), Page (p. XXXX) or pages (pp. XXXX-XXXX).

**Essay in an edited collection:** First name and last name, ‘Title’, in First name(s) and last name(s) (ed. or eds.), *Title*, (Place of publication: Publisher, Year), Page-Page, on p. XXXX or pp. XXXX-XXXX (if you are quoting or referring to specific passages).

**Web site:** http://www. (Full site address): First name(s) and last name(s), ‘Title’, Date accessed.

[You may use any recognised style of referencing – as long as you are consistent]

Accurate referencing is not simply a matter of avoiding any accusation of plagiarism, but also of leaving open the possibility for your readers to explore the point you make in greater detail than is appropriate to the argument of your essay. It is perhaps needless to say, but you must always take care that your quotations or references support your point, and this may sometimes mean that you will have to explain how this is the case.

**Style:** A good essay should also be written well, attentive to syntax, grammar and spelling. This is not because your reader is pedantic, but because good syntax and grammar helps clarify your argument. For example, if you compare the passive statement ‘it was said that...’ with the active statement ‘so-and-so said that...’, in the second statement you are providing the reader with much more, possibly important information about ‘so-and-so’, and you will not beg questions about who exactly ‘said that...’. Also, when you write in one sentence that ‘so-and-so said’, and ‘so-and-so says’ in the next, your readers might wonder about chronology and the order of causes and effects. Wanting good spelling may seem even more pedantic, but why risk aggravating your reader when you can use the spell-checker?

You are encouraged to review each other’s work in progress, and to provide comments to the author on the effectiveness of their argument. You should be aware that this is an important part
of learning how to write, (and to be a generous member of an academic community) and remember that a thorough review of someone else's essay probably benefits you more than the author, as you discover how others go about their task and thus what might be the limitations of your own compositions.

The writing and the peer review of your essays in such a painstaking fashion will enable you to further develop your research skills. You will improve the effectiveness of your handling of primary and of secondary materials and thus your understanding of the historical significance of the development of the subject. Moreover, you should find that the exercise helps you advance your ability to analyse material and express an argument in a persuasive and informed manner.
GRADING PRACTICES AND STANDARDS

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<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A exceptional</td>
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<tr>
<td>87-89</td>
<td>B+ competent</td>
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<td>84-86</td>
<td>B competent</td>
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<td>00-59</td>
<td>F unacceptable</td>
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The following guidelines offer a characterisation of the type of work that might be associated with various ranges of grades. The intent here is to encourage general consistency across faculty and Graduate Teaching Assistants, and to give a guide to what is required in academic writing rather than to provide precise specifications.

**90% to 100% (A)**

“A” grade work is exceptional, showing strong evidence of original thinking and good organisation. The student will have shown a capacity to analyse and synthesize information, as well as a superior grasp of the subject matter in hand and an ability to make sound critical evaluations based upon an extensive knowledge base. Work of this standard should be well argued, well documented, and well written.

**80% to 89% (B- to B+)**

Work of this grade is competent, showing evidence of a reasonable-to-solid grasp of the subject matter. It should also show evidence of critical and analytical thinking. The work should also indicate a familiarity with the literature. It should be clearly written, accurate and coherent, including major points from the course material and an appreciation of their importance.
70% to 79% (C- to C+)

Work of this grade is of *adequate* performance, showing a fair understanding of the subject matter and an ability to develop solutions to simple problems in the material. It may include some errors and slight misconceptions, but should be indicative of a reasonable engagement with the course material. An acceptable although uninspired piece of work, it should not contain serious errors, but may lack style and vigour in its articulation.

60% to 69% (D- to D+)

Work of this grade is *adequate, but poor*. Poorly articulated and lacking in a coherent argument it may also lack sufficient documentation. Although it may provide some relevant information, it omits many important points and contains a number of substantial errors or misconceptions.

00% to 59% (F) *Inadequate.*

Work of this standard is *inadequate*, showing little or no understanding of the subject matter. Exhibiting little evidence of critical and analytic skills, this work contains only a limited or irrelevant use of the literature. Poorly articulated it is likely to lack coherence and be difficult to comprehend. Work of this grade is not of degree standard.