

Philosophy 365 Biomedical Ethics

Instructor: Monica Aufrecht
Online Course: No set meeting times. Log onto [Canvas](#) every 24-48 hours.
Prerequisites: none

Students are expected to log on and complete the first assignment by midnight of the second day of the quarter & log on every 1-2 days while the course is in session.

CONTACT

Please use the Canvas email tool for electronic correspondence.

If you have no power or internet and you are trying to submit an assignment, first try to take a picture of it and email it to me. *I recommend you write down my email and phone number in case you cannot access Canvas.*

Office hours

- Tuesdays and Thursday, 11am-1pm.
- Other times are available by appointment.
- On Student Success Day, 8am-6pm

Office hours are when I meet with students and answer your questions. During office hours, I meet with students by video chat or phone. Office hours are optional for students. If you plan to meet with me, first send me a message on Canvas telling me what time you want to meet and the best way to reach you (phone or video chat).

ACCESSIBILITY POLICY

I am dedicated to including all students, and making sure everyone can participate fully in all course activities and materials, regardless of any disabilities. Please talk to me and the [Disability Resource Center](#) early in the quarter. I am happy to collaborate with you to come up with a plan that works for you! For complete Disability Policy, see “Policies” below.

COURSE INFORMATION

CREDIT HOURS: 5 Credit hours

Per [Bellevue College Policy](#), the college expects students to engage with this course for 10-15 hours per week. (6 hours per week logged on to Canvas: watching lectures, on the discussion board, taking quizzes, etc. and 8 hours, on average: reading, writing, completing assignments, researching, discussing with the people around you, and pondering the course material).

CATALOG DESCRIPTION

Examine ethical issues that arise in health care, such as provider-patient relations, death and dying, reproductive issues, human and animal experimentation, and bioethics and public policy. Offers the knowledge and skills needed to research, analyze, and evaluate positions taken on these or related issues. Special attention is paid to the practical use of ethics in clinical and in public society.

INSTRUCTOR COURSE DESCRIPTION

We each have a body. Our bodies will change, break, heal, and, eventually, leave us. Many of us will have the privilege to create new bodies, to care for the bodies of loved ones and strangers, and to be cared for by others. How can we ensure that care is respectful, meaningful, and effective? How can we avoid the immoral mistakes of the past (and present)? This course explores classical issues of Biomedical Ethics, including how health care professionals relate to patients, the ethics of end-of-life care, views on disability and difference, informed consent while making difficult medical decisions, and the risks of exploitation when conducting human and animal research. We will explore how much variation there is in the human body (variation that is often hidden from view), as well as the history of how race and power has affected what medical treatment is available to whom. Using the tools of logic and reasoning, and ethical frameworks from philosophers such as Immanuel Kant, John Stuart Mill, Harriet Taylor, Carol Gilligan, Adrienne Asch, and Aristotle, as well as the Four Principles of Bioethics, students successfully completing this course will be able to discuss difficult medical situations from several points of view, articulate those points of view as well as offer critiques of them, and help others explore and understand the nuances of the many ethical dilemmas we face.

COURSE OUTCOMES

After successfully completing this course, students should be able to:

1. Explain ethical principles and the philosophical arguments that bear on them.
2. Apply ethical principles to a broad range of biomedical issues.
3. Recognize and develop strategies for dealing with varying cultural perspectives on ethical issues.
4. Apply ethical principles in detailed studies of particular cases.
5. Evaluate arguments for and against proposed solutions to ethical dilemmas in the practice of medicine and biological research.

HOW OUTCOMES WILL BE MET

- Reading, watching videos, listening to radio shows
- Synthesizing and reflecting via weekly reading quizzes, labs, polls, and exams
- Discussing and analyzing with other students on course discussion boards
- Conducting original research through the Library

GRADING

ASSIGNMENTS

Points

• Weekly Reading Quiz	35
• Weekly Activities	40
• Weekly Discussions	60
• Participation	35
• Midterm	150
• Research Paper & Tasks	270
• Final exam	150
• Total points available:	740

Grading Rubric

- A 703-740 points
- A- 666-702.99 points
- B+ 636-665.99 points
- B 614-635.99 points
- B- 592-613.99 points
- C+ 562-591.99 points
- C 540-561.99 points
- C- 518-539.99 points
- D+ 488-517.99 points
- D 444-487.99 points
- F 0-443.99 points

Early Alert, Support, & Withdrawal Policies

Things happen. Bellevue College has lots of resources to support students, including the recent Early Alert System. For details, see [Student Affairs](#).

For college policies on Military Service, Medical Withdrawal, and general Withdrawal, see [Class Withdrawal Information](#) and [Policies and Procedures 2450P](#).

Students who are unable to complete the quarter due to unexpected hardship near the end of the quarter may request an “Incomplete” grade from the instructor. With instructor permission, the student may complete the course during the following quarter. According to Bellevue College Policy, only students who have completed 85% of the coursework and are earning a grade of C or higher may be granted an “Incomplete” by the instructor. If the student does not submit the coursework the following quarter, the grade generally turns into an F. See the [Policies and Procedures: 3000P2](#) for more details.

BOOKS AND MATERIALS REQUIRED

REQUIRED TEXTS

1. **Munson**, Ronald. *Intervention and Reflection: Basic Issues in Medical Ethics*, 10th Edition Wadsworth Cengage Learning ISBN 9781305508408 (NOT the “Concise edition.” If you are thinking of using an earlier edition, contact me first.)
2. **Gawande**, Atul. *Being Mortal: Medicine and What Matters in the End* Metropolitan Books, Henry Holt and Co. ISBN: 978-0-8050-9515-9
3. **Vaughn**, Lewis. *Writing Philosophy*. ISBN: 9780195179569
4. Readings, videos, and radio shows to be downloaded from the website.

If you anticipate any financial hardship in purchasing the text, or if you are still waiting for financial aid for textbooks, please contact me immediately for alternative arrangements. There are things we can do, and it is much easier to do them earlier in the quarter.

RECOMMENDED TEXT

- *Aufrecht’s Pocket Guide to Critical Thinking by Monica Aufrecht (on Amazon)*

OPTIONAL TEXT

- *The Immortal Life of Henrietta Lacks by Rebecca Skloot*

For guidelines on how to write philosophy, I recommend these brief guides written by philosophy professors:

- [The pink guide to philosophy](#) (see “writing do’s and don’ts” & “how to write”)
- [Tips on Writing Philosophy Papers](#)
- [Writing your first philosophy essay](#)
- [Guidelines on Writing a Philosophy Paper](#) (see “Make the structure of your paper obvious”)

CLASSROOM LEARNING ATMOSPHERE

WHAT TO EXPECT FROM A PHILOSOPHY COURSE

This course has no prerequisite. It is suitable for all students willing to explore philosophy and ethical dilemmas thoughtfully, respectfully, and with an open mind.

So what is philosophy? **Philosophy is a conversation.** We will read contemporary conversations by philosophers, historians, doctors, judges, and patients about challenging ethical situations. We

will use classic philosophical conversations as our guide. In this class you will contribute to these conversations through your research paper, written assignments, and discussion board.

Philosophy is also a skill, with four basic components. First, you will practice the skill of reading. Reading these conversations is challenging, and also very rich and rewarding. Research shows that our brains are like muscles. The more we “work out,” the smarter we get. So when you are thinking so hard that your brain hurts, and you feel like you don’t understand anything, that is when you are learning the most and your brain is growing new connections between neurons. (See Khan Academy's video [How to Grow Your Brain](#)) So, basically, reading philosophy makes you smarter, especially when it is challenging and doesn’t make sense (yet!). Reading the text twice actually takes less time in the long run -- because you will be able to organize what you are learning -- but more effort (and thus more learning)!

Ultimately, this course is not about faithfully repeating what other people have said (though we do that). Rather, you will develop your own responses to what has been said. So, second, crucially, you will practice the skill of articulating your thoughts and communicating them to others, both in speaking and in writing.

Third, philosophy is the skill of questioning your most basic beliefs and assumptions, and then, fourth, using the tools of ethical frameworks, critical thinking, and logic to evaluate the answers you find.

The goal of this course is not to end up with certain answers to ethical dilemmas. Rather, the goal is to learn how to use philosophical tools to reflect on deeply held beliefs, and to emerge with a richer appreciation of the complexities of Biomedical Ethics.

COURSE POLICIES

LATE POLICY

Students are expected to complete all assignments before the final “due time.” In order for this course to work with your schedule, you may choose to submit your assignments several days before the “due time.” Assignments turned in after the due time can lose points, even in the case of technical failure. However, each student gets a total of 3 “free passes” for the quarter. You may use a free pass to submit an assignment late for full credit. To redeem your pass, you must send me a message before the due time via Canvas or directly to my email account stating that you are using up your “free pass” and telling me the date and time you plan to submit the assignment (typically within 48 hours of the due time). No explanations are needed. Submissions after that time may lose points. If you submit an assignment late, but you do not send me an email *before it is due* telling me that you are using up a free pass, then the assignment may lose 1-5 points, even if you haven’t used all your free passes yet.

Please plan for technical failures and other emergencies by completing assignments early and having multiple back up plans. For example, if Canvas is unavailable, assignments can be emailed directly to me. In case you lose power or internet, have a back-up plan for accessing the internet (public library, friend, etc.). This is why early submission is recommended.

All students are expected to submit all assignments, even if they are late. If you are missing any assignments, please submit them as soon as you can for partial credit. The primary goal is for you to learn the course material. The deadlines are there to help students move through the course, facilitate discussions, help me with the logistics of grading, and be fair to all students. I accept all student work submitted during the quarter for at least partial credit.

If you anticipate any challenges in completing the assignments on time, you must contact me before they are due and as soon as you are aware of the problem so that we can solve it together. Exceptions may be made to the late policy at my discretion if you contact me before the due date. If you encounter an emergency lasting more than three weeks, contact me immediately so we can make arrangements that work for you and best facilitate your learning.

ACADEMIC INTEGRITY

You are required to follow the [Bellevue College Student Code](#) regarding proper student conduct. **Failure to properly cite may result in a zero for the assignment, and possibly an F for the course. Breaches of Academic Integrity will be reported.** It is considered a serious offense to present someone else's words or ideas as if they were your own. All quotations, paraphrasing, and references must be properly cited. This means that if you use any materials or people when preparing the assignment (including the textbook), you must provide a list of these materials with your assignment. For any words that you did not write, you must put quotation marks around them (“ ”) and cite them (write down who wrote them). If you have any questions about whether your work will be interpreted as cheating or academic plagiarism, contact me before turning in the assignment. I am more than happy to work with you to make sure all of your sources are properly cited. For more information on what plagiarism is, see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Student Conduct Code and Academic Integrity

“Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication, and inappropriate/disruptive classroom behavior are violations of the Student Conduct Code of Bellevue College. Examples of disruptive behavior include, but are not limited to, repeatedly talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Conduct Code to the Manager of Student Conduct for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Conduct Code at: [Student Code](#)”

AFFIRMATION OF INCLUSION

“Bellevue Community College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at BCC, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

For further information regarding the Bachelor of Applied science program and policies, see the BAS student handbook. For further information regarding BCC policies, programs and services, review the [BCC student handbook.](#)”

DIVISION STATEMENT

From the Arts and Humanities Division’s [expectations of student conduct](#): “The college's "Affirmation of Inclusion” is posted in each classroom and sets forth the expectation that **we will all treat one another with respect and dignity** regardless of whether or not we agree philosophically. This expectation is in line with the principle of free speech in a free society: we have the right to express unpopular ideas as long as we don't show disrespect for reasonable people who might believe otherwise. In an on-line course, you will be expressing ideas through the medium of the course site rather than face to face in the classroom. In that case, these expectations refer to the courtesy with which you communicate with one another through e-mails and e-discussions. Part of this respect involves professional behavior toward the instructor, colleagues, readings, and the class itself.” Students are required to be familiar with the entire statement: <http://s.bellevuecollege.edu/wp/sites/59/2014/10/STUDENT-PROCEDURES-AND-EXPECTATIONS.pdf>

Anti-bias in the Classroom Statement

“Bellevue College affirms the diversity of human identities and experiences and is committed to creating spaces free from harassment and discrimination ([4000 Institutional Commitment to Inclusion](#)). Furthermore, Bellevue College rejects all forms of racism, homophobia, sexism, xenophobia, religious intolerance, classism, ableism, ageism, language bias, and hate speech or actions that attempt to silence, threaten, or degrade others.

In classroom settings, we might disagree with views shared in the classroom; however, courteous, and respectful behavior and responses are always expected. When providing criticism, it is important to focus on the ideas and not the person.

Faculty are encouraged to disrupt and address hate speech and behaviors. Students are also encouraged to speak up and advocate when they experience, or witness hate speech and behaviors. Faculty, staff, and students also are encouraged to [submit a report to the CARE Team](#) regarding any concerns of discrimination, harassment, or inappropriate and disrespectful conduct.”

RESOURCES FOR STUDENTS

LIBRARY MEDIA CENTER

The Bellevue College [Library Media Center](#) has extensive resources available online for all Distance Education students. You will need your SID. To complete your research paper, you will need to access Full-text journal articles by searching the EBSCOhost and Proquest databases, located under Periodicals / Databases. You will need your SID. The Reference Desk phone number is (425) 564-6161 during library hours. You may also e-mail bccref@bellevuecollege.edu. You will receive an answer when the library opens again.

ACCOMMODATIONS AND SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

“Bellevue Community College provides reasonable accommodations to students with disabilities. Students who need course accommodations because of a disability, have emergency medical information, or need special arrangements in case the building must be evacuated, should notify the instructor as soon as possible. The responsibility for determining a student’s eligibility for accommodations rests with [Disability Resource Center](#).” For more information, visit the Disability Resource Center in room B132, call (425) 564- 2498 (TTY line (425) 564-4110), email drc@bellevuecollege.edu or go to bellevuecollege.edu/drc.

TECHNICAL ASSISTANCE

Students will need regular access to a computer and the internet to complete this course. Students are expected to log on to the Canvas site every 24-48 hours for announcements and to post to discussion boards. Bellevue College provides several [computer labs](#) for students: <http://depts.bellevuecollege.edu/helpdesk/students/computerlabs/>, including the [N250 Open Lab](#), which is open daily to all students. Headphones are recommended. If you have any technical difficulties, you can submit a ticket to the Bellevue College [ITS service desk](#) at <http://depts.bellevuecollege.edu/helpdesk/>, or call 425-564-HELP Mon-Fri 10am – 2pm. Also, let the instructor know right away. For help accessing Canvas, use [Canvas Help for students](#): <http://depts.bellevuecollege.edu/helpdesk/students/canvas/>. The ability to make a video (camera and microphone) are optional for communicating with the instructor. Phone calls are acceptable.

ACADEMIC ASSISTANCE & STUDENT SERVICES

All students are encouraged to use the [Academic Success Center](#), especially the Writing Lab <http://www.bellevuecollege.edu/asc/>. Several other services are available to [Bellevue College Students](#): <https://www.bellevuecollege.edu/resources/services/>. [Multicultural Services](#) is open to all students, and is a great resource for academic support.

Accessibility

“The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning

styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.”

Reasons of Faith and Conscience

“Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (https://www.bellevuecollege.edu/policies/id2950/)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college’s [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (https://www.bellevuecollege.edu/policies/id-1440p/).”

Annual Notice Non-Discrimination

“Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity. Reports of gender and sex-based based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president’s office for referral to an alternate designee.” Equal Opportunity (<http://www.bellevuecollege.edu/equal/>)

Confidentiality and Mandatory Reporting

“As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](http://www.bellevuecollege.edu/titleix/)(<http://www.bellevuecollege.edu/titleix/>). If

you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/)
(<https://www.bellevuecollege.edu/reportconcerns/>).”

Important Links

“See ["Important Links" page online](#) for more information about the E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.”

Disability Resource Center (DRC)

“The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC. If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus. The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name DRCatBC). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).”

Additional Information

“A note about accessing Canvas from the People’s Republic of China: some users have reported that they do not have full access to all Canvas functionality from within the People’s Republic of China. This appears to be due to Canvas’ parent company, Instructure, not fully committing to Chinese government requirements regarding internet operations within the country. The Chinese government does not inform foreign entities of their policy updates; therefore, Bellevue College cannot anticipate access to Canvas. If you will be in China during the quarter, you should prepare for intermittent and uncertain access to Canvas.” Source: [Access to Canvas in China](https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china/)
(<https://support.canvas.fsu.edu/kb/article/1157-access-to-canvas-in-china/>)