

1/19/09

**MEDICAL ETHICS FRPG 188 O
COURSE SYLLABUS
SPRING 2009**

Faculty:

Dr. David Hornung
Biology Department
Johnson 125 - phone: 5291
E-mail; dhornung@stlawu.edu

Meeting Times and Places:

Tues./Thurs. 10:10 - 11:55 - Valentine 208
Wednesday 9:40 – 10:40 - Valentine 106

Mentor:

Jeneca Dovey – jjdove05@stlawu.edu

Course Description and Goals:

Mental and physical well being are in part determined by individual behavior, personal choice, and circumstances. Stress, body image, alcohol abuse, fertility control and AIDS represent a small sample of health issues faced by society today. Personal mental and physical health values are influenced by gender, race, class, sexual orientation, genetic make-up and the environment. This theme will become the basis for examining significant medical ethics issues. Topics addressed may include the politics and economics of national health care policy, rural medicine, care of the aging, college health services, patient's rights, abortion and right-to-life issues, environmental health, death and dying, and alternative medicine, often with guidance of expert guest presenters. Students will be asked to research specific problems relating to questions of medical ethics with a goal of educating the larger community through both written works and oral presentations. The overall goal of this seminar will be to explore how one makes and presents moral arguments especially as they apply to questions of medical ethics.

Good is the Enemy of Excellent

BOOKS:

Davis, J.P. (2007) The Rowman & Littlefield Guide to Writing with Sources.
 Sarton, M. (1973). As We Are Now
 Lavine, Carol (11th Edition) Taking Sides: Clashing Views on Controversial Bioethical Issues
 Waugh, E. (1949) The Loved One

ADDITIONAL READINGS: (excerpts)

Luna and Amaringo, Avahuasea Visions

Dobkin De Rios, 1994, Drug Tourism in the Amazon, *Yearbook for Ethnomedicine and the Study of Consciousness*, Issue 3, p. 307-314.

Luna, Luis Eduardo, 1992, Icaros Magic Melodies among the Mestizo Shamans of the Peruvian Amazon, in *Portals of Power: Shamanism in South America*, Jean Langon, ed.

Martin, Emily, The Egg and the Sperm: How Science Constructed a Romance based on stereotypical male/female roles. *Feminism and Science*, 1996, ed. Keller and Longino

Payer, Borderline Cases, The Sciences, July/August, 1990, p. 38-42.

Quill, T. New England Journal of Medicine (articles on physician-assisted suicide)

FILMS/VIDEOS: - See listings in syllabus

GRADING POLICY:

The following assignments and their respective weights will determine the semester final grade:

Portfolio	3%
Attendance/Participation	14%
Abortion Debate	5%
Double Entry Reaction Papers	11%
Sarton's book Assignment	7%
The Loved One (book) Assignment	7%
Thesis Paper	4%
Reaction Papers/Position Papers	15%
Annotated bibliography	2%
Abstract	2%
Research Paper Draft I	Required but not graded
Oral Presentation	11%
Research Paper Final Draft	19%

CLASS POLICIES:

CLASS FORMAT:

Class participation counts for a significant portion of your final course grade so please endeavor to speak during class. That said, we want to create a classroom climate which is free for each of us to voice our thoughts on the sensitive and controversial topics of medical ethics without fear of being attacked for our views. So, we must each be responsible for listening carefully and respectfully even if we strongly disagree with certain views expressed in the room. We should feel free to argue about and contest the ideas or evidence being discussed. However we need to be mindful of not attacking the person expressing a particular point of view.

ATTENDANCE POLICY:

Attendance will be taken at the beginning of each class meeting. If you are not there when attendance is taken, you are counted absent (so don't be late!). If you need to be excused from class you must call before class to request an exception to this policy. If you don't call before class you will not be excused, even if your excuse is valid. "My ride is leaving" or "My alarm did not go off" are never valid excuses for missing class.

LATE PAPERS:

Late papers will not be accepted. If you are not able to attend class the day an assignment is due make certain your paper is handed in at the beginning of class on that day. You are strongly advised to have your computer configured so that it makes a disk backup copy of your work every 10 minutes or so. This will ensure that you do not lose your work in the event of a computer failure. Please note again, late papers will not be accepted, so if you choose to wait until the last minute to complete an assignment you do so at your own peril.

WRITING ASSIGNMENTS:

Unless otherwise stated, all assignments are due at the beginning of class on the day indicated.

Double Entry Reaction Papers:

All double entry reaction papers should be in two parts. The first section is the summary and the second section is the response (reaction, reflection)

Summary: This is a general overview in which you summarize the topic, themes and important points covered by the speaker, video or book/article. This should be written in complete sentences, not list form.

Response: This is a personal reaction to the information and, if relevant, a critique of the presentation itself. The purpose is not to trash or glorify the speaker, video, etc. but to evaluate the effectiveness of the presentation style bearing in mind your future oral presentations. If you were

trying to convince someone to see or not see this speaker/video/book etc. what would you tell her/him? What issues or values are raised? How does this topic/presentation connect with the larger issues of wellness?

Your audience is someone who is unfamiliar with the topic, was not present at the talk or hadn't read the book or article or seen the video.

Position Papers:

These are to be no more than 2 pages – in these papers you are to present a moral argument on one of the topics recently discussed in class. The thesis of the paper should be clear and should be stated early. In these papers you need to present an argument for your position which should include some rationale for why you rejected the other side.

Papers Related to Sartre's Book and The Loved One

Three to six pages double-spaced typed. The focus of the assignment will be given in class

Research Paper

Ten to fifteen page double-spaced typed, properly referenced. Further directions will be given in class concerning drafts and various components of the assignment, e.g. outline, abstract, etc.

Oral Assignments

1. Abortion debate
2. Oral Presentations - research topics

Oral Presentation

This will be a synopsis of the research being carried out for the research paper. The opportunity to explain and defend the content of the work is often challenging. Learning how to create an effective presentation that engages the audience, contains useful and accurate information, and communicates the research is a challenging and useful exercise.

Portfolio

Your portfolio is the ultimate record and evidence of your work in this course. It should be organized in a three ring binder and contain virtually everything you produce this semester. All written assignments should be a part of your portfolio. That includes all papers and drafts of papers you write for this course, all written homework assignments, all in-class writing and "free-writes", and anything else your instructor directs you to include. The more complete and organized your portfolio, the better you will represent your effort and improvement throughout the semester and thus the better your grade.

NB Disclaimer

It is anticipated that during the semester you will have the opportunity to meet a number of healers with a number of points of view about health and disease. The Syllabus will be modified as the timing of the campus visits for these people becomes firm.

SOAR Opportunity

The class will have the opportunity of discussing medical ethics issues with adult residents from the Canton area through the SOAR program. SOAR was developed to give adults the opportunity to continue to learn and to provide a forum in which topic issues can be discussed. There will be a five week SOAR course offered beginning on the last Tuesday in March. Students from the Medical Ethics FYS and the SOAR will meet together on the five Tuesdays. The two groups will meet at 10:30 in the Canton Historical Society (directions will be provided). These combined sessions will provide the opportunity to discuss these issues with a wide range of people with interesting life experiences and should be well worth the effort of some course restructuring. You will all have the opportunity to be involved in this restructuring – so please think about issues and/or cases that you feel would be appropriate.

COURSE SCHEDULE

WEEK 1

Tues. 1/20- Thurs. 1/22

Introduction to second semester
Introduction to the Abortion Issue
Explanation of Abortion Debate Assignment
Explanation of “Truth Telling Case” writing assignment

Videos: The Silent Scream
The Planned Parenthood Response to the Silent Scream
The Answer

Writing: Friday 1/23 Truth Telling assignment due

Reading: Issue 8 Levine Book

WEEK 2

Tues. 1/27 – Evaluating Sources – Joan Larsen; Hillory Oakes – developing an argument

Wed. 1/29 -Thurs 1/29
Preparation for in class debate
Review of writing samples

Videos: Eclipse of Reason
When Abortion was Illegal

Writing: Thurs. 1/29 Bring references: 5 on each side, annotated

WEEK 3

Tues. 2/3 Oral Presentation: Abortion Debate

Wed. 2/4 - Thurs. 2/5 Review of writing samples
Choosing your research topic
Euthanasia
Video: Please Let Me Die

Reading: Dr. Quill readings

WEEK 4

Tues. 2/10 – Wed. 2/11 Euthanasia – Dax’s Case Continued\

Thurs. 2/12 Guest: Sidney Sondergard, *The Loved One*
Video *The Loved One*
Discussion of the Writing Assignment about the *Loved One*

Reading: *The Loved One*

Writing: Thurs. 2/12 Double entry reaction paper - Please Let Me Die

WEEK 5

Tues: 2/17 - Field trip to Canton College School of Mortuary Science
Wed. 2/18 – Critique of Writing, debriefing School of Mortuary Science visit
Thurs: 2/19 First half of *At Play in the Fields of the Lord* (second half will air on the network, times TBA)

Reading: 1. Luna and Amaringo , Avahuasca Vision (excerpt) (reserve ODY)
2. Luna, Icaros and Drug Tourism (reserve ODY).

Writing: Thurs: 2/21 Assignment about *The Loved One* book and video

WEEK 6

Tues. 2/24 – Thurs. 2/26
Discussion: *At Play in the Fields of the Lord*, reading assignments
Review of writing samples
Culture and Healing

Readings 1. Payer, *Borderline Cases* 2. Martin, *The Egg and the Sperm*

Writing; Thurs. 2/28 Double Entry: *At Play in the Fields of the Lord*

WEEK 7

Tues. 3/3 – Thurs. 3/5

Health Care for the Elderly

Video: Pheage

Reading: *As We Are Now*

Writing: Thurs. 3/5 Thesis Statement due

WEEK 8

Tues 3/10 – 3/12

Choices in Reproduction

Court –Ordered Contraception

Frozen Embryos

Reading: Issue 9 Levine Book

Writing: **Before you leave for Break:**

1. Thesis Paper Due (3-5 pages)
2. Paper on *As We Are Now*

MIDSEMESTER BREAK: 3/14-3/22

WEEK 9

Tues. 3/24 – Thurs. 3/26

Tues, 3/24 – First SOAR CLASS

Decisions about Death

Is it right to withhold food/water from a dying patient?

Physician Assisted Suicide

Critique of writing

Video: Who Should Decide?

Reading: Issues 5 and 7, Levine Book

Writing: Thurs. 3/26 – First Position Paper Due

Writing: Thurs. 3/26 Annotated bibliography for research paper due

WEEK 10

Tues. 3/31- Thurs. 4/2

Tues. 3/31 – Second SOAR CLASS

Public Policy and Bioethics

Should newborns without brain be used as organ donors?

Should there be a market in body parts?

Writing critique

Video: Becky

Writing: Tues. 3/31 Abstract for Oral Presentation due

Peer Critique of Poster Abstract

Writing: Thurs. 4/2 Second draft of Abstract Due

Writing: Tues. 4/2 – Second Position Paper Due

WEEK 11

Tues. 4/7 – Thurs. 4/9

Tues. 4/7 Third SOAR CLASS

The Physician/Patient Relationship

Limits to confidentiality

Treating Aids Patients

Writing critique

Reading: Issues 2 and 4, Levine Book

Writing: Thurs. 4/9 – Third Position Paper Due

Writing: Thurs. 4/9 Draft I of Research Paper Due

WEEK 12

Tues. 4/14 – Thurs. 4/16

Tues. 4/14 Forth SOAR CLASS

Experimentation

Is it ethical to use data from Nazi Experiments?

Is it ethical to implant animal parts in humans?

The rights of parents concerning the treatment of children

Visit by Jehovah Witnesses

Reading: Issue 15 Leine Book

Writing: Thurs. 4/16 Outline for Oral Presentation due

WEEK 13

Tues. 4/21 – Thurs. 4/23

Tues. 4/21 – Fifth SOAR CLASS

Individual conferences on research paper

Work on Presentation - videotape your presentation

WEEK 14

4/28 – 4/30 SEMINAR PRESENTATIONS

Thurs: 4/30 Course Evaluations

Writing: Friday 5/1 Final Research Paper Due – Must Include an electronic copy

WEEK 15

Writing: Monday 5/4 Presentation Evaluation, Portfolio Due

NB – This syllabus is tentative and subject to change. We expect a number of healers representing a wide variety of non-western healing traditions to visit campus this semester. When possible, we will arrange for the class to meet and spend time with these healers. We believe spending time with these healers will help as you struggle with the definition of health and disease from the individual and societal perspectives.

First-Year Program Philosophy and Goals 2008-09

A residentially-based, interdisciplinary first-year program is an ideal environment for beginning the four-year process of developing the complex intellectual and social skills that are at the heart of a liberal education and the habits of considered values and engaged citizenship that such an education should produce. The First-Year Program (FYP) and First-Year Seminar (FYS) are the core of our institutional commitment to improving your ability to engage in critical inquiry and research, to design and deliver written, spoken and/or visual texts that demonstrate rhetorical sensitivity, and to be sophisticated readers, listeners, and viewers of the texts of others. We believe that these same competencies can help develop your ability to communicate across differences (e.g., race, gender, sexual orientation, class, ethnicity, political views) as you find ways to live and learn together in the residence halls and as engaged and ethically reflective citizens both during and after your college years. These goals should be understood as the first step in our work with you over a four-year process of helping you to meet the University's Aims and Objectives.

We hope to help you see that writing, speaking, research, and interacting with others are rhetorical endeavors. Effective communicators are, by definition, rhetorically sensitive. Rhetorical sensitivity means understanding that all communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, or visual. To become an effective communicator, you need to recognize that the creation of a meaningful and powerful message involves both a creator and an audience, and that therefore the voice you adopt in your communication, and the audience you imagine yourself communicating to, matter a great deal in creating your message. The choices you make in writing and speaking are central in determining how people read and hear your voice. Becoming conscious and reflective about those choices, and their ethical dimensions, is a central goal of the FYP and FYS.

Working with you so that you become more rhetorically sensitive means that you should be increasingly able to assess the requirements of a particular task and make intentional decisions about which mode or modes of communication and inquiry would be most effective in addressing it. To do so, you must develop specific writing, speaking, research, and technological competencies. To accomplish these goals, the FYP and FYS will present you with assignments that ask you to engage in a process that involves **recognizing** the rhetorical situation, **planning** communication strategies to address the task at hand, **composing and presenting** the message, and then engaging in **critical assessment** of your own work and that of others. The results of that assessment process will allow you to rethink, restructure, and revise your work. We further recognize that this process is not linear and that the effective creation of texts requires that you move back and forth among these four elements of the message creation process. This is why we require that your writing and speaking assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in constructing your message.

This process of increased rhetorical awareness and skill development is at the heart of the philosophical and pedagogical perspectives that inform the work of the FYP and FYS. Because this process both transcends and integrates a variety of specific skills, the program has a philosophical commitment to designing assignments that ask you to integrate various modes of communication in furtherance of the higher-level rhetorical goals in which they are situated.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that forward the

writing, speaking, research, and literacy goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

THE WORD STUDIO

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out your course mentor during his or her office hours. The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

The Academic Honor Code

THIS SECTION PERTAINING TO THE ACADEMIC HONOR COUNCIL is *not confidential*. Your signed acknowledgment of the code will be placed in your permanent student file. The Academic Honor Code cited below was designed by students and approved by the elected student government, the Thelomathesian Society, on February 26, 1992.

All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.

Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged.

Academic Dishonesty, according to the *Student Handbook*: includes any dishonest conduct in connection with any academic (including research) course, program, or work.

1. It is assumed that all work submitted for credit is done by the student unless the instructor gives specific permission for collaboration.
2. Cheating on examinations and tests consists of knowingly giving or using, or attempting to use unauthorized assistance during examinations or tests.
3. Dishonesty in work outside of examinations and tests consists of handing in for credit as original work that which is **not** original, where originality is required.
4. Falsifying research methods, data, and/or results constitutes academic dishonesty.

The following constitute examples of academic dishonesty:

a) *Plagiarism*: Presenting as one's own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation — without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference (cf. Joseph F. Trimmer, *A Guide to MLA Documentation*).

b) Handing in false data, reports or results in connection with any research project or experiment.

c) Handing in a book report on a book one has not read.

d) Falsification of attendance records of a laboratory or other class meeting.

e) Supplying information to another student knowing that such information will be used in a dishonest way.
f) Submission of work (papers, journal abstracts, etc.) which has received credit in a previous course to satisfy the requirement(s) of a second course without the knowledge and permission of the instructor of the second course.

g) The above list is not exhaustive. In the event there is a question as to whether alleged conduct falls within the scope of the Academic Honor Code, the vice president and dean of academic affairs' determination shall be final. Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one's own work and how the work of others must be acknowledged." (*St. Lawrence University 2008–2009 Student Handbook*, pp. 149–154.)

All intentional and unintentional acts of academic dishonesty may result in disciplinary action. Recommendations of disciplinary action may include a failing grade on the work in question, a failing grade in the course, disciplinary probation, suspension from the University, or expulsion from the University.

More information on academic integrity, including the Academic Honor Council's Constitution, can be found at: www.stlawu.edu/acadaffairs/academicintegrity.htm. For information about academic integrity or the Academic Honor Council issues, contact the Dean's Office at x5993.