

1/17/07

**MEDICAL ETHICS FRPG 1880
COURSE SYLLABUS
SPRING 2007**

Faculty:

Dr. David Hornung
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Meeting Times and Places:

Tues./Thurs. 10:10 - 11:55 Carnegie 107
Wend. 7:00 PM – 8:00 PM 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. A substantial health education presentation by the students will be one of the several goals of our course. The course will be divided into larger lecture/discussions and smaller, focused seminars. Topics addressed in the lecture/discussions 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. (2004) 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 but 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.

Reaction 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 Session

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 of 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 six week SOAR course offered beginning on the first Tuesday in March. Students from the Medical Ethics FYS and the SOAR will meet together on the six Tuesdays beginning in early March. 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 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. 1/23- Thurs. 1/25

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 1/26 Truth Telling assignment due

Reading: Issue 8 Levine Book

WEEK 2

Tues. 1/30 – Meet with Joan Larsen ODY – Evaluating Sources; Meet with Hillory Oakes – developing an argument

Wend. 1/31-Thurs 2/1
Preparation for in class debate
Review of writing samples

Videos: Eclipse of Reason
When Abortion was Illegal

Writing: Thurs. 2/1 Bring references: 2 on each side, annotated

WEEK 3

Tues. 2/6 Oral Presentation: Abortion Debate

Wend. 2/7 - Thurs. 2/8 Review of writing samples
Choosing your research topic
Euthanasia
Video: Please Let Me Die

Reading: Dr. Quill readings

WEEK 4

Tues. 2/14 How to Use the Library – meet with Joan Larsen in ODY

Reading: *The Loved One*

Writing: Thurs. 2/16 Double entry reaction paper - Please Let Me Die

Wend. 2/15 Video – Euthanasia Continued - Dax's Case

Thurs. 2/16 Guest: Sidney Sondergard, *The Loved One*
Video *The Loved One*
Discussion of the Writing Assignment about the *Loved One*

WEEK 5

Tues: 2/21 - Field trip to Canton College School of Mortuary Science

Wend: 2/22 – Critique of Writing, debriefing School of Mortuary Science visit

Thurs: 2/23 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: 2/23 Assignment about *The Loved One* book and video

WEEK 6

Tues. 2/28 – Thurs. 3/1

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; Tues. 3/1 Double Entry: *At Play in the Fields of the Lord*

WEEK 7

Tues. 3/7 – 3/9

Health Care for the Elderly

Video: Pheage

Reading: *As We Are Now*

Writing: Thurs. 3/9 Thesis Statement due

WEEK 8

Tues 3/14 – 3/16

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: 3/17-3/26

WEEK 9

3/28-3/30

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. 3/30 – First Position Paper Due

Writing: Thurs. 3/30 Annotated bibliography for research paper due

WEEK 10

4/4- 4/6

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. 4/4 Abstract for Oral Presentation due

Peer Critique of Poster Abstract

Writing: Thurs. 4/6 Second draft of Abstract Due

Writing: Tues. 4/6 – Second Position Paper Due

WEEK 11

4/11-4/13

The Physician/Patient Relationship

Limits to confidentiality

Treating Aids Patients

Writing critique

Reading: Issues 2 and 4, Levine Book

Writing: Thurs. 4/13 – Third Position Paper Due

Writing: Thurs. 4/13 Draft I of Research Paper Due

WEEK 12

4/18-4/20

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 15Leine Book

Writing: Thurs. 4/20Outline for Oral Presentation due

WEEK 13

4/25 – 4/27

Individual conferences with faculty on research paper
Work on Presentation - videotape your presentation

WEEK 14

5/2 – 5/4 SEMINAR PRESENTATIONS

Thurs: 4/27 Course Evaluations

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

WEEK 15

Writing: Monday 5/8 Presentation Evaluation, Portfolio Due

ACADEMIC HONESTY:

SELECTIONS FROM THE SLU STUDENT HANDBOOK

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. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. 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. Instructors are expected to maintain conditions which promote academic honesty.

Instructors have the duty to investigate any instance involving possible academic dishonesty and must present evidence of academic dishonesty to the Academic Honor Council rather than make private arrangements with the student involved. Violations of the St. Lawrence University Code of Academic Honor are administered under the constitution of the Academic Honor Council [See Student Handbook for the Constitution].

Academic Honesty

The primary objective of the University is the promotion of knowledge. This objective can be furthered only if there is strict adherence to scrupulous standards of honesty. At St. Lawrence, all members of the University community have a responsibility to see that standards of honesty and integrity are maintained.

Students who respect academic honesty and who are orderly and meticulous in their treatment of both their own work and the work of others should anticipate no difficulty with cheating, plagiarism, or other forms of academic dishonesty. Borrowing ideas or language from others is acceptable scholarly practice and in many instances actively to be encouraged.

Academic dishonesty generally arises from one of two sources: either a student has knowingly cheated or plagiarized or he/she has been careless or slipshod in discriminating between his/her own work and that of others or in acknowledging sources accurately. These latter difficulties are easily circumvented. Any standard handbook on English usage or term paper writing manual will furnish a methodology as well as appropriate internal reference, endnote, or bibliographical forms (cf., for example, the *Harbrace Handbook*, *A Guide to MLA Documentation*, or *Writers Inc.*).

Academic Honesty

A major objective of the University is the pursuit of knowledge which can be achieved only by strict adherence to standards of honesty. At St. Lawrence, all members of the community have a responsibility to see that these standards are maintained.

Academic Dishonesty

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.

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 reports on any 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.

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 students are required to sign the following statement prior to registration for classes:

"I hereby acknowledge that I have read the above document and I understand my responsibility in maintaining the standards of academic honesty at St. Lawrence University."

First-Year Seminars Commonality Statement

A First-Year Seminar will be approved if students:

a) are given diverse and repeated opportunities to write and speak, including opportunities to benefit from detailed formative feedback from instructors and peers

b) are asked to assess adequately the research requirements of a particular assignment and to seek out efficiently the means of meeting those requirements

c) are given diverse opportunities to incorporate appropriate illustrative or persuasive detail in oral and written communication

d) are required to complete at least one and no more than two projects comprising some combination of formal and informal oral, written, and research activities that demonstrate a satisfactory grasp of the program's communication goals

e) are instructed in and held responsible for the ethical use of sources

f) are required to assemble all their work in a portfolio that includes a written assessment of that work, and to submit the completed portfolio to their faculty for review

First-Year Program Philosophy and Goals 2006-07

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflexiveness that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance 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 the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

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

First-Year Seminar research project learning goals

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, such as books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research through writing, speaking, visual elements, or other multimedia forms in such a way that you demonstrate the ability to communicate effectively using the rhetorical conventions of the chosen form.