

Bio-Medical Ethics PHI/STS 325 003 (3 Credits) NCSU Spring 2021	Dr. Amy Glaser aglaser@ncsu.edu Office Hours: M-W by appointment via Zoom
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Syllabus

Welcome

Welcome to Bio-Medical Ethics! This is a course about ethical issues related to human health, biology and medicine. We will consider these subjects within the contexts in which we live, as embodied members of numerous social systems and ecosystems that both shape our lived experiences of health and illness, and are shaped by them. We will consider questions that concern us as individuals and the claims we have towards and against one another, and also bring into view such objects as the living organisms that cohabitate within and around our skin barriers and the broader social and natural worlds that we inhabit. In the spirit of Eula Biss, we will view ourselves as “a garden within a garden,” asking how the flourishing of each part relates to the other parts and to the whole.

We will engage deeply with traditional material in bio-medical ethics and consider alternative perspectives, including a number of challenges to the way that bio-medical ethics is traditionally taught. Catherine Myser claims that bio-medical ethics is traditionally overly individualistic and centers the perspectives and assumptions of white people in ways that are problematic. Together, we will examine issues of age, race and gender to more deeply appreciate how these categories impact and relate to the health of our society and ourselves, and to writing and thinking that have been ongoing within the field. You will take a very careful look at one of these categories in particular, working with a group to create a video presentation of at least one of our course readings.

This class will require you to take a “macro-“ perspective, to step back and consider broader questions about human wellbeing that may not arise within a more narrow focus on traditional bio-medical ethical questions, such as whether euthanasia or abortion should be legal. In addition to some of these narrower questions, we will ask how one’s gender or culture, for example, might impact one’s approach to these questions. Be on the lookout for ways that material assigned in the course intersects with other material, either readings that were previously assigned in this course, or anything else you study or encounter during your time here at NC State. Your term paper will serve as an opportunity to explore these interconnections at length.

Bio-Medical Ethics and Covid-19

We have the unique opportunity to undertake this course together – a study of the ethics of human health, medicine, and biology – while the world is being ravaged by a pandemic. This pandemic has likely changed the course of your life in dramatic ways over the past several months. It has certainly changed the shape of this course, preventing us from being together in the classroom. Covid-19 is a *bio-medical ethical issue*. It raises endless ethical questions about our obligations as individuals both to ourselves and to others, about aspects of our lifestyles and social systems, and about the biology of the illness itself, and it recasts old questions – for instance, the question of whether healthcare is a human right – in a new light. We will be tackling these issues directly, incorporating writing and thinking about Covid-19 into almost every area of the course, beginning by analyzing the ethical implications of the university’s decision to reopen in the Fall.

The pandemic is also a time of great pain for many of us. You may have experienced the death or illness of a loved one, the need to quarantine and stay away from those you love, and/or a prohibition against doing normal social activities that you enjoy. You may have been sick yourself or suffered a loss of income due to the shutdown. Any of these things may also come up as the semester progresses. I have tried to design a course that is sensitive to this reality. Please communicate regularly if there are aspects of your situation that are relevant to your success in this course or that would be helpful for me to know about. On our Moodle site, I have included a section with campus resources for staying safe during this difficult time. Hopefully, the situation will soon begin to improve.

Course Objectives

By the end of the course, you should be able to:

1. Identify, reconstruct, interpret and evaluate arguments related to bio-medical issues.
2. Be familiar with some standing controversies in bio-medical ethics.
3. Be familiar with some critical analysis of standing controversies in bio-medical ethics.
4. Appreciate the depth and breadth of the interconnections between bio-medical ethics and broader social issues and power structures.
5. Articulate in writing a sustained and insightful analysis of at least one of these interconnections.
6. Work effectively as a member of a group on an in-depth analysis of a scholarly article.
7. Creatively present your ideas in an online video.
8. Identify the ways in which your culture and environment shape your own path towards health and wellness, and the ways in which the material we explore in the class relates to your own life.
9. Ask thoughtful questions about complex philosophical texts and contemporary bio-medical ethical issues.
10. Seek answers to your questions that are grounded in reasoning, scientific research, humility, curiosity, care, and a willingness to change your mind.

Course Prerequisites, Course Co-Requisites, Enrollment Restrictions: Juniors and seniors only

General Education Program (GEP) Lists: Humanities, Interdisciplinary Perspectives

If you are taking this course to meet a GEP requirement *do not take it as Credit Only (S/U)*.

Structure of the Course

Each week you will be assigned one or more readings, according to the schedule below. The content of the course, as well as further information for each week, are summarized on Moodle by topic. Be sure to read each topic's summary thoroughly. This will clarify what's expected each week.

By Monday morning, at least one video related to the week's readings will be posted on Moodle. Some of these videos will be created by me, and others will be created by your classmates. You are required to view every video that is posted. Videos will include a comments section. You are invited, though not required, to post questions or comments about the videos in the comments section underneath the video. I will do my best to respond to these questions and comments either in writing or in subsequent videos. You are also required to view any follow-up videos I post.

The course readings and videos will be supplemented with several different assignments throughout the semester, including, centrally, a group video project and a term paper. In addition, you'll post a video to introduce yourself to the class, map an argument, and complete three quizzes and a final exam. All the information for completing these assignments is here in the syllabus or on Moodle.

Required Readings and Assignment Schedule

There is no required textbook for this course. All course readings are listed in the schedule below and available on Moodle. You are responsible for completing all course readings during the week they are assigned. Many of the readings are very dense. You should be sure to leave yourself plenty of time to read them carefully and to reread parts that may require extra attention or added effort to comprehend. Where more than one reading is required within a week, the readings are numbered. Start the first week by reading this entire syllabus carefully, from start to finish.

The course schedule is subject to change with appropriate notification to students.

For the Week Beginning...	Required Readings	Assignments
Introductions		
January 19	Course Syllabus	Video Introductions Due January 24, 5pm
Returning to Campus		
January 25	1. "College Campuses Must Reopen in the Fall. Here's How We Do It." Paxson 2. "The Misguided Rush to Reopen Universities," Mikhalevich and Powell 3. "The Hard Truth About the Fall," Sorrell	Argument Maps Due January 31, 5pm
Philosophical Foundations of Bioethics		
February 1	"Introduction," from <i>Bioethics: An Anthology</i> , Kuhse and Singer	
February 8	"Ethics of Caring in Environmental Ethics: Indigenous and Feminist Philosophies," Whyte and Cuomo	
Nature		
February 15	1. "How Humanity Unleashed a Flood of New Diseases," Jabr 2. "Philosophy of Biology: Health, Ecology, and the Microbiome," Inkpen	
February 22	<i>Chasing Coral</i> (film)	Quiz: Nature February 25, 8am- February 28, 5pm
Age		
March 1	"Children and Health," Carel, Feder and Gyorffy	
March 8	"Is Protection Against HPV Ethically Required in the Garden of Immunity?" Smith	Quiz: Age March 11, 8am- March 14, 5pm
Gender		
March 15	1. "A Defense of Abortion," Thomson 2. "Why Abortion is Immoral," Marquis	
March 22	1. "If Men Could Menstruate," Steinem 2. United Nations "Policy Brief: The Impact of Covid-19 on Women"	Quiz: Gender March 25, 8am- March 28, 5pm
Race		
March 29	1. "Is There an Aboriginal Bioethic?" Garvey and Towney, et al. 2. "Navajo Nation to sue US government over lack of coronavirus funding" (video)	
April 5	1. "Differences from Somewhere: The Normativity of Whiteness in Bioethics in the United States," Myser 2. "Why America's Black Mothers and Babies Are in a Life-or-Death Crisis," Villarosa 3. The Covid Racial Data Tracker (explore the website)	Quiz: Race April 8, 8am- April 11, 5pm
The State		
April 12		Term Paper Due April 18, 5pm
April 19	1. "Is There a Right to Health Care, and if So, What Does It Encompass?" Daniels 2. "Is Health Care a Right?" Gawande	
Conclusions		
April 26	Review	
May 3, 8am – May 10, 5pm		Final Exam Due May 10, 5pm

Sensitive Subjects and Conflicting Ideas

We will be addressing sensitive subjects in this course. In some of our literature, we will encounter topics such as rape, domestic abuse, traumatic childbirth, child abuse, racism, and others. These topics may be difficult to grapple with for some students. Please take care of yourselves. Contact me for support if you are having a difficult time with the material or assignments.

We will be discussing controversial topics in this class that mean different things to different people. You will likely encounter views that you disagree with; these may be views shared by me, your classmates, or an author. You and your classmates will be presenting your analysis of some of these views in a video. In these videos or elsewhere, someone may say something offensive to another student, misunderstand or misrepresent someone else's view, or make other mistakes. These mistakes may even be hurtful or harmful. Please assume the best intentions in your classmates. Try to understand why they hold the views they do, and remember that you know very little about them. I want to cultivate an atmosphere where disagreement is encouraged, assumptions are challenged, harmful biases are brought to light, and students feel comfortable expressing themselves, even if they aren't completely confident in what they have to say. This is an environment where we welcome the messy work of figuring things out together. We are all growing and learning together throughout the course of the semester. If you believe someone's view is wrong, including mine, try to articulate the reasons why you believe that. Communicate these reasons to the person directly, or to the class in the discussion forum, or to me. All beliefs are welcome here, and all beliefs may be challenged, scrutinized or disproven.

Letter Grades

A+ 97	B+ 87	C+ 77	D+ 67	F 0-59
A 94	B 84	C 74	D 64	
A- 90	B- 80	C- 70	D- 60	

Grades will be rounded to the nearest whole number. To earn an "S" your course grade must be C- or better (for courses that can be "S/U" graded).

Grade Weights

Video Introduction 5%
Argument Map 5%
Quizzes 15%
Group Video Project 30%
Term Paper 30%
Final Exam 15%

Video Introduction – Due by January 24, 5pm

Post a short (1-2 minute) video introduction. Tell us your name and anything else you want us to know about you. Upload your video to My Mediasite and then submit the link on Moodle. Browse the videos posted by your classmates to get to know who's taking the class with you. Instructions for using My Mediasite are on Moodle.

Argument Map – Due January 31, 5pm

Mapping an argument means presenting a visual representation of the argument that shows how the argument flows and how the different parts of the argument connect to one another. You will map the arguments presented in one of the readings about universities' decisions to reopen their campuses. This skill will help you understand arguments better. This enhanced understanding applies to the argument you map, as well as arguments we will encounter as the semester progresses. Details about how to map the argument and assignment submission instructions are on Moodle. I provide further details about argument mapping in the week's video lecture.

Quizzes – Due February 28, March 14, March 28, and April 11 at 5pm

There will be four quizzes in this class. You are required to take three of them. The quizzes correspond to the main headings of the course: nature, age, gender, and race. Skip the quiz that corresponds to the category in which you create your group video project. You will not receive credit for that week’s quiz. For example, if your video project is on the material related to race, then you will take the quizzes for the nature, age and gender sections of the course and you will not receive credit for the quiz related to race. The quizzes will be multiple choice, comprised of 10 questions worth one point each. The quizzes will cover material presented in the videos created by your classmates or me, the readings, and any follow-up videos I post. You may consult any course material while you take the quiz. You may not consult your classmates. Quizzes will be available from Thursday at 8am to Sunday at 5pm during the week they are assigned. All quizzes are due Sundays by 5pm. You will have one hour to complete the quiz once you begin.

Group Video Project – See Timetable Below for Due Dates

As part of this course, you will work with a group to create a video, which will be uploaded to Moodle and viewed by your classmates. In this video, you will lead the class on a deep analysis of at least one of our course readings and prompt them to think further about the subject therein. This group project will include a peer assessment, and you are required to view the videos posted by your classmates. This section of the syllabus contains much of the information you will need for the group video project. All of the relevant links and assignments for this project are located on Moodle under the “Group Video Project Materials” tab. There is more information at each link under that tab. Please read everything carefully. Be sure, especially, to read the information at the links on Moodle, for each assignment that is due as part of this project.

The group project is intended to be a remote project. At no point should you gather in person with your groupmates, or with anyone else you involve in the project. Observe public health guidelines for masks and social distancing at all times.

The group video project is worth 30% of your final course grade. The project has the following components:

- First Group Meeting
- Group Contract
- Group Argument Map
- Video Outline and Technical Plan
- Video Draft
- Final Video
- Peer Assessments

Group Video Project Timetable

	Assigned Reading	Group Contract Due	Group Argument Map Due	Video Outline and Technical Plan Due	Video Draft Due	Final Video Due	Peer Assessment Due
Group 1	“Children and Health,” Carel, Feder and Gyorffy	1/24, 5pm	1/31, 5pm	1/31, 5pm	2/14, 5pm	2/28, 5pm	3/2, 5pm
Group 2	“Is Protection Against HPV Ethically Required in the Garden of Immunity?” Smith	1/24, 5pm	1/31, 5pm	2/7, 5pm	2/21, 5pm	3/7, 5pm	3/9, 5pm
Group 3	“A Defense of Abortion,” Thomson	1/31, 5pm	2/7, 5pm	2/14, 5pm	2/28, 5pm	3/14, 5pm	3/16, 5pm
Group 4	“Why Abortion is Immoral,” Marquis	1/31, 5pm	2/7, 5pm	2/14, 5pm	2/28, 5pm	3/14, 5pm	3/16, 5pm

	Assigned Reading	Group Contract Due	Group Argument Map Due	Video Outline and Technical Plan Due	Video Draft Due	Final Video Due	Peer Assessment Due
Group 5	1. "If Men Could Menstruate," Steinem 2. United Nations "Policy Brief: The Impact of Covid-19 on Women"	2/7, 5pm	2/14, 5pm	2/21, 5pm	3/7, 5pm	3/21, 5pm	3/23, 5pm
Group 6	1. "Is There an Aboriginal Bioethic?" Garvey and Towney, et al. 2. "Navajo Nation to sue US government over lack of coronavirus funding" (video)	2/7, 5pm	2/21, 5pm	2/28, 5pm	3/14, 5pm	3/28, 5pm	3/30, 5pm
Group 7	"Differences from Somewhere: The Normativity of Whiteness in Bioethics in the United States," Myser	2/7, 5pm	2/28, 5pm	3/7, 5pm	3/21, 5pm	4/4, 5pm	4/6, 5pm
Group 8	1. "Why America's Black Mothers and Babies Are in a Life-or-Death Crisis," Villarosa 2. The Covid Racial Data Tracker (explore the website)	2/7, 5pm	2/28, 5pm	3/7, 5pm	3/21, 5pm	4/4, 5pm	4/6, 5pm

Steps for Completing the Group Video Project

Step One: View the "List of Groups" on Moodle. This will tell you which group you are in and who else is in your group. Familiarize yourself with the due dates listed for your group on the Group Video Project Timetable above. Please note that each group's due dates are different. It is very important that you submit your materials by the relevant due dates, so read the timetable carefully. See the late policy for information about late penalties.

Step Two: Email your group members and schedule a Zoom meeting. At the meeting, take time to introduce yourselves. Find out how everyone is doing. Learn their names. Decide on your next steps. Submit the "First Group Meeting Form" (1 per group) to let me know how it went.

Step Three: Submit a "Group Contract" (1 per group). There is a link for this with further information on Moodle.

Step Four: Complete the readings your group was assigned, and read the summary for your topic on Moodle. Begin to think about what you'd like to include in the video. Each person in the group should do this separately.

Step Five: By yourself, create an argument map of the argument presented in your essay. Then meet with your group, compare your argument maps, and create an argument map together, drawing on the best work from each individual's map. Submit your group's map through Moodle (1 per group). If your group is assigned more than one essay, map the one listed first.

Step Six: Submit a "Video Outline and Technical Plan" (1 per group). There is a link for this with detailed instructions on Moodle.

Step Seven: Create your video. Upload a penultimate version to My Mediasite. Submit the link to the Mediasite video through Moodle (1 per group).

Step Eight: Revise your video according to my feedback.

Step Nine: Submit a final version of your video to My Mediasite. Using the “Final Video Submission” form, send me 1) the link to the Mediasite video, 2) the link to the video’s channel, and 3) the embed code for the Mediasite video. (Submit each of these once per group).

Step Ten: Complete the “Peer Assessment.” Each person in the group should complete this separately.

Rubric for Final Video Grade

Below is the rubric for determining the grade for your final video. I will use this rubric to assess the quality of the final video, not the project as a whole. I will not average the grades from each of these criteria individually, but will instead assess the video holistically, while giving appropriate consideration to each of these criteria. The final video project grade will be based first and foremost on the final video you create. This grade will be adjusted to reflect your group’s process, specifically your completion of each part of the project as specified above. Generally, each member of the group will receive the same grade, but in exceptional circumstances I will assign different grades to different group members based on the feedback I receive from the peer assessment.

	Quality	Comprehension/ Depth	Thought-provoking/ Insight	Creativity
A	This video is of outstanding quality. The video models some of the class’ best work, is free of minor errors, such as spelling errors, and is edited to perfection. It’s a delight to watch, and worthy of an award. In addition, this group follows instructions for final submission of the material and responds effectively to instructor feedback.	The video demonstrates an extremely thorough and accurate comprehension of the related material. It clearly highlights what’s most important about the assigned reading/s, and aids impressively in the class’ comprehension of the reading. The video successfully conveys the full depth of the material being discussed, without getting lost in the details.	The video leaves a lasting impression, prompting its viewers to think more deeply about the reading, and in ways they might not have considered. It contributes something interesting and impactful to the reader’s understanding of the material.	The video is original and creative. It provides a fresh take on the subject, takes an innovative approach, or otherwise stands out in a positive way among the other videos.
B	Though it has not earned a place as one of the most outstanding videos in the class, this video is very well-done. It accomplishes all that it aims to and fulfills all of the requirements of the assignment. It may or may not have a few minor errors or editing mishaps, but it is nonetheless very good.	This video conveys a solid grasp of the reading/s. The video contributes to the class’ comprehension of the material, and no part of its analysis is incorrect. It may leave some room for important further clarification, or gloss over some important aspects of the material.	This video does a decent job of conveying the importance of the material and inspiring classmates to think more deeply about it.	This video takes a thoughtful and unique approach to the reading/s.

	Quality	Comprehension/ Depth	Thought-provoking/ Insight	Creativity
C	This video seems thrown together at the last minute. It may suffer from numerous errors such as spelling mistakes, poor focus, or failing to capture the intended frame. It is of average to poor quality, suggesting perhaps that the group encountered technical difficulties in recording or editing.	This video demonstrates some important misunderstanding of the material. It may show that the group failed to appreciate the most central parts of the reading.	This video provides little insight into the topic being discussed, and/or is easily forgotten.	This video is a pretty standard analysis- of-a-reading video. The group hasn't made much of an effort to think outside of the box, or to present something to distinguish themselves from the other groups.
D	This video achieves a bare minimum of quality required to receive credit for the assignment.	This video presents a deeply confused and/or inaccurate analysis of the reading/s.	This video does nothing to prompt viewers to think more deeply about the material.	This video is completely uncreative and unoriginal.

Term Paper – Due April 18, 5pm

You will write a 5-7 page term paper for this course. In the paper, you will explore the intersection between two topics addressed in our readings. For example, you may want to explore the intersection between utilitarianism and the university's response to Covid-19, arguing that utilitarianism mandates a particular response by the university. Other examples of intersections are between feminist ethics of care and anti-racism, indigenous teachings and the abortion debate, pandemics and children's vulnerability...the possibilities are truly endless. You should search for an intersection that you find meaningful and interesting, that perhaps no one else has thought of. Keep an eye out for these intersections throughout the semester.

In your paper, you should spend about 2 pages summarizing separately each of the ideas you are tying together, and then spend the rest of the paper exploring the intersection between them. Your 2-page summary section should focus on the way the ideas you are connecting are presented in the texts assigned for this course. The remainder of your paper should develop your original contribution. Your exploration of the intersection may take the form of a traditional argument with identifiable premises and a conclusion, but there are other forms it may take. As with the readings assigned for the semester, your writing may adopt the style of a narrative, a historical analysis, a research paper or a self-reflection. A variety of writing styles are acceptable for this assignment.

Whatever style you choose, before you set out to write the paper, ask yourself: what is my aim with the paper? Are you hoping to make a case, share a story, identify a problem, identify the solution to a problem? All of these are possible strategies for illuminating the intersections between two topics addressed in the course. No matter which strategy you choose, your paper should be rigorous, sophisticated, insightful, and well-written. It should demonstrate an investment in thinking and a deep concern for the issues you're addressing.

Your paper should be written in 12-point font, double-spaced, with 1" margins. Include a title. Do not include your name on the paper itself, since I will grade this assignment "blind." Number your pages. Cite the course readings that you use in the paper. Additional sources are allowed but not required, as there is plenty to discuss within the course readings themselves. Use citations any time you incorporate someone else's ideas in the paper. You may use any citation method you wish (e.g., MLA, APA, Chicago). If you include a separate citations page, this does not count towards the final page-count of the paper. For assistance with citations, visit lib.ncsu.edu/do/cite-sources. Submit your paper through Moodle as a Microsoft Word document.

Rubric for Term Paper Grade

Below is the rubric for determining your paper grade. I will not average the grades from each of these criteria individually, but will instead assess the paper holistically, while giving appropriate consideration to each of these criteria.

	Depth	Clarity	Insight	Mechanics
A	This paper is sophisticated and meaningful, and extremely effective at achieving its aims. Its approach to the subject is profound. It summarizes the relevant parts of the readings very thoroughly, without getting lost in the details. It is focused, including relevant details and avoiding extraneous ones. It contains a lot of substance.	This paper's aims are crystal clear. The paper flows nicely from paragraph to paragraph and is immaculately structured. Each sentence is in its proper place and plays an important part. The author uses paragraph breaks effectively to enhance the overarching structure of the paper, which is easy to perceive.	The paper provides an insightful take on two intersecting subjects. The author has identified a connection that isn't obvious, and that has important implications. The paper contributes impressively to our class' conversation on the subject, and advances a nuanced and enlightening perspective. It is an outstanding paper I will remember.	This paper follows all directions for submission, including a title, page numbers, and appropriate citations. The paper is grammatical, uses punctuation properly, and is free of typos, misspellings, and other mechanical errors.
B	This is a very good paper that provides a thorough exploration and analysis of the topics it addresses. It may have tried to be too ambitious, thereby failing to go deep enough, or it may have rushed through some parts that would have benefitted from being approached more carefully.	This paper has a solid basic structure that is easy to grasp, but it could be cleaned up in some places. Its aim is somewhat clear, but could be made even more explicit.	This paper has something interesting and important to say, something that most students have not noticed already.	This paper mostly follows directions. It may contain some mechanical errors, though not enough to distract from the main message of the paper.
C	This paper leaves a lot to be said. It is somewhat shallow and superficial, and it fails to demonstrate a real grasp of the material.	This paper rambles. Its contents are somewhat scattered and unclear, maybe as if someone mixed up the paragraphs after the paper was written. It is hard to tell what the aim of this paper is.	This author hasn't really meaningfully invested in exploring the relevant intersection. The paper doesn't contribute much that hasn't already been said or that isn't obvious, though it may indicate some effort to do so.	This paper contains several errors and fails to adhere to some of the directions for submission.
D	In this paper, the author tried going through the motions without exploring the topics to any depth. It meets the bare minimum required to receive credit for submitting the assignment.	This paper's structure is mostly incomprehensible.	This paper fails to provide any insight into the topics considered and the connections between them.	This paper utterly fails to follow directions for submission and is full of mechanical errors.

Final Exam – Due May 10, 5pm

The final exam will be an open-book, open-notes, comprehensive, 30-question multiple choice exam. The exam will cover material from the course readings, videos, and Moodle summaries. The exam will be available during the university exam period from May 3 at 8am until May 10 at 5pm. You will have 2.5 hours to complete the exam once you begin. You may not consult your classmates while you are completing the exam. The final exam will not be accepted late.

Academic Support

For academic support in this class, visit the University Tutorial Center's website: tutorial.dasa.ncsu.edu.

Policy on Late Assignments and Extensions

There will be a penalty of a 20% grade deduction imposed for each day the assignment is late. That means if you miss an assignment deadline, but submit the assignment within 24 hours of the deadline, you will score 80% of the grade your assignment would have received had it been on time. Assignments will not be accepted more than 5 days late. The final exam will not be accepted late. The final video of the group video project will not be accepted late.

If you are unable to submit an assignment by the deadline, please contact me as soon as possible, preferably before the assignment is due. It may still be possible to receive full credit for the assignment, depending on the circumstances. Extensions will be granted on a case-by-case basis, but are very unlikely to be granted after an assignment's due date has passed.

Uploading the assignments, especially the Mediasite videos, will take time (sometimes over an hour), and you may encounter technical difficulties during the upload. Please leave plenty of time so that you can resolve these difficulties before the assignment is due. Technical difficulties will not be deemed a legitimate reason to grant an extension.

Names and Communication

You may use any name you wish in this class. If the name you use is different from the name that appears on the class roster, please let me know. You may call me Amy. Regular communication is essential to the success of this course. It is important that you communicate regularly with your video project group and that you share questions and concerns with me as they arise. Your project group can also help answer some questions that come up throughout the semester. Please do not hesitate to contact me with whatever you want to share. It is the best way for me to be able to support you. I will do my best to respond promptly to all the emails I receive during the week. I generally do not check email on Saturdays. If you email me and do not receive a response within a few weekdays, feel free to check in again. I may also email you as matters arise, or post important updates on Moodle, so please stay tuned to both of these throughout the week. I will post any emails I send to the class to Moodle as well.

Discussion Forum

There is a Student Discussion Forum for student posts in Moodle. You may use this forum to communicate anything you want to the rest of the class. Participation in the forum is optional.

Office Hours on Zoom

I will hold virtual office hours Monday through Wednesday by appointment only. This means you email me and we can schedule a time to speak on Zoom. Please do not hesitate to contact me to schedule a Zoom meeting. These meetings are my primary chance to get to know you as a student, since we will not be able to meet in person throughout the semester. You can schedule a meeting for any reason. Some examples of reasons are: your group wants to check in about your progress on the video project, you have a question about a reading, you want us to get to know each other a little better, you had a profound philosophical thought you want to share, something another student posted is upsetting you, something I posted is upsetting you, something another student posted

changed your life, you had an epiphany about a medical decision you have to make and how it relates to the class, you want me to meet your dog, or any other reason. If several students want to meet, we can try to find a time that works for all of us together. Of course, I am available for one-on-one meetings as well.

Course Evaluations

Online class evaluations will be available for students to complete during the last 2 weeks of class, then become unavailable at 8am on the first day of finals. You will receive an email message directing you to a website where you can complete evaluations. For more information about course evaluations, visit the ClassEval website: oirp.ncsu.edu/classeval/for-students/

Disability Accommodations

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01) policies.ncsu.edu/regulation/reg-02-20-01/. Students with verified disabilities are encouraged to make an appointment with the instructor to discuss academic accommodations.

Student Wellness

I want to ensure that you have the resources you need to do well in this class. If your circumstances – including any circumstances related to your own mental or physical wellbeing – undermine your success in the class or your ability to complete the assignments as scheduled, please communicate about this with me as soon as possible if you are comfortable doing so. For assistance in having your basic needs met, visit the university's Pack Essentials Program website: dasa.ncsu.edu/pack-essentials.

Supporting Fellow Students in Distress

Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's wellbeing or yours. When this is the case, you are encouraged you to report the behavior and seek support at NC State's Students of Concern website: ncstatecares.dasa.ncsu.edu.

N.C. State Policies, Regulations, and Rules (PRR):

Students are responsible for reviewing the NC State University PRRs which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy Statement policies.ncsu.edu/policy/pol-04-25-05 with additional references at oied.ncsu.edu/divweb/policies/
- Code of Student Conduct policies.ncsu.edu/policy/pol-11-35-01
- Audits policies.ncsu.edu/regulation/reg-02-20-04
- Incompletes (IN) policies.ncsu.edu/regulation/reg-02-50-03
- Grades and Grade Point Average policies.ncsu.edu/regulation/reg-02-50-03
- Credit-Only Courses policies.ncsu.edu/regulation/reg-02-20-15

Privacy: Electronic Course Components

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Equal Opportunity and Non-Discrimination Policy Statement

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination or harassment based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at policies.ncsu.edu/policy/pol-04-25-05. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation can submit a formal complaint at cm.maxient.com/reportingform.php?NCStateUniv&layout_id=4.

Academic Integrity

In all course work, students are bound by the Code of Student Conduct and the Pack Pledge. ["I have neither given nor received unauthorized aid on this test or assignment"]. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02). A recommendation of a zero for at least the affected assignment will be made; a failing grade for the course may be imposed as may other penalties such as suspension or expulsion. See the Code of Student Conduct Policy (NCSU POL11.35.1) policies.ncsu.edu/policy/pol-11-35-01.

Catalog Description

Interdisciplinary examination and appraisal of emerging ethical and social issues resulting from recent advances in the biological and medical sciences. Abortion, euthanasia, physician-assisted suicide, compromised infants, AIDS, reproductive technologies, and health care. Focus on factual details and value questions, fact-value questions, fact-value interplay, and questions of impact assessment and policy formation.

GEP Objectives and Student Learning Outcomes

Humanities Objectives/Outcomes:

- Objective:* Engage the human experience through the interpretation of human culture
Outcome: Students will read and interpret arguments in contemporary bio-medical ethics; the final exam will assess their comprehension
- Objective:* Become aware of the act of interpretation itself as a critical form of knowing in the humanities
Outcome: Students will read critical analysis of contemporary dialogue in bio-medical ethics, and demonstrate their awareness of the act of interpretation in a term paper
- Objective:* Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.
Outcome: Students will formulate and present reasons for their beliefs in discussions with classmates, on the Moodle discussion forum, and in their term paper

Interdisciplinary Perspectives Objectives/Outcomes:

- Objective:* Distinguish between the distinct approaches of two or more disciplines
Outcome: Students will read a variety of writing in the field of bio-medical ethics from different disciplines, and will analyze different approaches in their group video project
- Objective:* Identify and apply authentic connections between two or more disciplines
Outcome: Students will identify critical interpretation of bio-medical ethical theorizing and research within different disciplines through the course readings, video lectures and discussions
- Objective:* Explore and synthesize the approaches or views of the two or more disciplines
Outcome: Students will elaborate on the intersections between different disciplines and perspectives in their term paper