

**Instructor:** Rob Luzecky, Ph.D.

**Email:** rluzecky@gmu.edu

**Office:** #####

**Office Hours:** 01:30pm-02:30pm, W.

**Class Modality:** online, synchronous 12:00-01:15p.m. MW

**Final Paper Due:** 11 May by 11:59 pm (submitted to Blackboard)

### Required Readings:

- Christopher Cowley (ed), *Reconceiving Medical Ethics*, (London and New York: Bloomsbury, 2012). ISBN: 9781472526144
- A course-pack of readings (on Blackboard)

### Course Description:

Throughout the course, students will hone their abilities to present valid logical arguments, improve their skills in writing philosophy papers, and improve their abilities to critically assess texts. Students will also have a great deal of fun reading some of the most exciting philosophical literature about bioethics.

This course will provide students with a detailed elaboration of the main themes of contemporary bioethics. The course is divided into two broad sections: (1) presentation of an assemblage of arguments clustered around the nature of bioethics, patient rights, the ethical issues associated with nature medical treatment, competing concepts of health, as well as ethical issues associated with abortion and eugenics, race, and accessibility to medical care; (2) student presentations on ethical issues related to nursing, public health, and other course content.

### Course Structure:

Class meetings will be via Zoom, at the times specified (above), on the dates specified in the course schedule (below). It is expected that all students enrolled in the course will attend all Zoom lectures associated with this course—i.e., attend the Zoom class.

In addition, the instructor will hold office hours on Zoom at least once a week for the duration of the term. Each of these meetings will be 1 hour long. Students are *required* to attend at least two of these meetings over the course of the term. (Of course, students are encouraged to attend as many additional office hours as they want).

The first half of the course—up to spring recess—will consist of lectures by the professor. During the last half of the course—after spring recess—class meetings will consist of lectures by the professor and student presentations.

In addition, there will be an online discussion board where students can converse amongst themselves and with the instructor about any aspect of the course or readings. Students are encouraged to contribute to the discussion board regularly and often, but no marks will be

associated with the discussion board. Each week, two students will moderate the discussion board. By the end of term, each student will have moderated the discussion board at least once.

### **Methods of Assessment:**

There will be three means of assessing student progress: (1) four short critical responses to the readings; (2) a student presentation; (3) a final paper.

Each response to a discussion question should be a between one to two pages long. Each will be graded on a scale of one to ten. All responses, when taken together, will constitute 40% of the final grade.

The script for your presentation should be between five to seven pages in length. All materials associated with presentations should be submitted by all presenters on the day of their presentation, prior to their presentation. The temporal length of your presentation should be between 5 to 15 minutes. The aim of the presentation will be to summarize and critically assess one or two of the readings of the course. Students will choose the topic of the presentation through consultation with the instructor. The presentation will constitute 25% of the final grade.

The final paper should be seven to fifteen pages in length. Students are encouraged to further develop their presentations into a final paper. To be clear, the presentation should be the basis of your final paper—your final paper should borrow from and further develop themes of your presentation. The final paper will constitute 35% of the final grade.

### **Grade Values:**

<b>A+:</b> 97-100	<b>A:</b> 94-96	<b>A-:</b> 90-93
<b>B+:</b> 87-89	<b>B:</b> 84-86	<b>B-:</b> 80-83
<b>C+:</b> 77-79	<b>C:</b> 74-76	<b>C-:</b> 70-73
<b>D+:</b> 67-69	<b>D:</b> 64-66	<b>D-:</b> 60-63

**F:** 59 and below.

### **Course Policies:**

#### **Submission of Work and Extensions:**

All required work shall be submitted on Blackboard. It is your responsibility to ensure that you can access a computer with internet in time to submit your assignments. Students are encouraged work at their own pace for the short critical summaries, as long as two short responses are submitted prior to spring recess (with the two remaining responses submitted after the spring recess). Students will pick the day of their presentation. Final papers are due at the end of the term—papers must be submitted to Blackboard by 11:59 p.m. on 11 May 2022. If a student is having difficulty meeting any deadline, they should contact the instructor to get accommodation. Extensions are possible.

Two things must be made explicit:

- (1) All course work must be submitted to Blackboard

(2) *No work will be accepted after final grades have been submitted.*

### **Academic Misconduct:**

Students are expected to be familiar with the university's regulations concerning behaviour and academic integrity. If a student is caught plagiarizing on any assignment, the student will receive a mark of zero on the assignment and reported to the Dept. Chair. The take-away: *research and cite, don't plagiarize.*

It should also be observed that some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work. Always consult your syllabus and your professor before using these sites.

### **Attendance and Zoom Policies:**

It is expected that students who are enrolled in the course will attend and participate in all Zoom lectures associated with this course. It must be observed that philosophy is non-reducible a soliloquy delivered to an empty room—virtual or otherwise. For this reason, students are encouraged to participate in the discussions (which will occur during every class meeting). If, in the unfortunate event that a student cannot attend a lecture, the student is responsible to become aware of all information presented.

As a matter of best practice, it is requested that when a student is raising a discussion point, that they turn on their camera. Also, it must be observed that the impersonal nature of online learning—and the alienation associated with Zoom in particular—tends to be diminished when participants have their cameras on when they are actively participating with the class. Further, the professor enjoys when students use the various Zoom “reactions” during lectures.

### **Commitment to Diversity:**

It is essential that to recognize the fundamental value of diversity. In this course, we recognize the morally heinous effects of the fraught history of immiseration that has traumatized members of marginalized groups. Here, we welcome and celebrate individual difference. This includes—but is not limited to—recognition of differences of race, ethnicity, religious belief, gender expression, indigenous and first nation status, socio-economic status, age, and ability.

In concrete terms, this means that we respect the views of others, refrain from behaviours that might stymie the expression of others, or otherwise diminish the quality of the lived experience of those with whom we share this space of learning.

### **Sexual and Interpersonal Forms of Violence:**

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually

assaulted or subjected to sexual or interpersonal misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students and employees. The policy can be found here: (<https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>).

### **Special Needs:**

This instructor is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. If you self-identify as perhaps desiring accommodation, then please contact the instructor at your convenience.

Further, this instructor recognizes that principles associated with equity are of great importance during these fraught times. Historical, intergenerational, and socio-economic immiseration of marginalized groups is an aspect of our shared reality. If a student self identifies as desiring accommodation, please reach out to the instructor to discuss remedies. If any aspect of this course is unduly stressing a student (for any reason whatsoever), please reach out to the instructor for accommodation.

It is important to observe that Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474.

Further, Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University.

If you are seeking accommodations, please visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

### **Resources for Students:**

George Mason University offers a plurality of resources to assist students. A complete list of these can be found here:

<https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>

### **Revisions to Syllabus:**

This syllabus and reading schedule are subject to revision. Student will be made aware of any changes at least two weeks in advance of their concretization.

### Reading Schedule:

Date	Reading	Important Details
January 24 <sup>th</sup>	Introduction to the course (no reading)	
January 26 <sup>th</sup>	Lewis Vaughn, "Chapter 1", <i>Bioethics: Principles, Issues, and Cases</i> . (Course Readings)	
January 31 <sup>st</sup>	Georges Canguilhem, <i>Writings on Medicine</i> , "Health: Popular Question and Philosophical Concept" (Course Readings)	
February 2 <sup>nd</sup>	Eric C. Schneider, Dana, O. Sarnak, David Squires, Arnav Shah, Michelle M. Doty, "Mirror, Mirror 2017: International Comparison Reflects Flaws and Opportunities for Better U.S. Health Care" (Course Readings)	
February 7 <sup>th</sup>	Gaëlle Fiasse, "Ricoeur's Medical Ethics: The Encounter Between the Physician and the Patient", <i>Reconceiving Medical Ethics</i> , pp. 30-42.	
February 9 <sup>th</sup>	Kristin Zeiler, "Bringing the Lived Body to Medical Ethics Education: Learning to See the Suffering Other", <i>Reconceiving Medical Ethics</i> , pp. 43-55.	
February 14 <sup>th</sup>	D. K. Levy, "Autonomy: Presumptively Precluding Consequentialism in Medical Ethics", <i>Reconceiving Medical Ethics</i> , pp. 115-132.	
February 16 <sup>th</sup>	Nafsika Athanassoulis and Allison Ross, "Luck and Risk in Medicine", <i>Reconceiving Medical Ethics</i> , pp. 148-159.	
February 21 <sup>st</sup>	Ruth Stirton, "The Lay Patient and Genetic Illness", <i>Reconceiving Medical Ethics</i> , pp. 160-172.	<b>Sign-up for student presentations completed by February 21st</b>

<b>February 23<sup>rd</sup></b>	Richard Huxtable, “Law at the Limits at the Limits of Life?”, <i>Reconceiving Medical Ethics</i> , pp. 175-188.	
<b>February 28<sup>th</sup></b>	Cliona McGovern, “Bringing the Profession into Disrepute – an Ethical or Legal Issue?”, <i>Reconceiving Medical Ethics</i> , pp. 189-204.	
<b>March 2<sup>nd</sup></b>	Angela Davis, “The Historical Context: Racism, Birth Control and Reproductive Rights” <i>Race, Poverty &amp; the Environment</i> , Summer 1993, Vol. 4, No. 2, pp. 21-23 (Course Readings).	
<b>March 7<sup>th</sup></b>	Camisha Russell, “The Limits of Liberal Choice: Racial Selection and Reprogenetics” (Course Readings).	<b>Two short assignments due on Blackboard by 11:59 p.m., 7 March</b>
<b>March 14<sup>th</sup></b>		<b>Spring Recess—no class</b>
<b>March 16<sup>th</sup></b>		<b>Spring Recess—no class</b>
<b>March 21<sup>st</sup></b>	Judith Jarvis Thomson, “A Defense of Abortion”, (Course Readings)	<b>Student Presentations Begin</b>
<b>March 23<sup>rd</sup></b>	Michael J. Selgelid, “Ethics and Infectious Disease” (Course Readings)	
<b>March 28<sup>th</sup></b>	Udo Schüklenk and Anita Kleinsmidt, “Rethinking Mandatory HIV Testing during Pregnancy in Areas with High HIV Prevalence Rates” (Course Readings)	
<b>March 30<sup>th</sup></b>	Russell Armstrong, “Mandatory HIV Testing in Pregnancy: Is There Ever a Time?” (Course Readings)	
<b>April 4<sup>th</sup></b>	Agamben/Benvenuto Exchange on the Nature of Governmental Responses to the COVID-19 Pandemic (Course Readings)	
<b>April 6<sup>th</sup></b>	Susan Cullen and Margaret Klein “Respect for Patients,	

	Physicians, and the Truth,” (Course Readings)	
<b>April 11<sup>th</sup></b>	Ruth Macklin, “The Doctor–Patient Relationship in Different Cultures” (Course Readings)	
<b>April 13<sup>th</sup></b>	Ruth Macklin “Ethical Relativism in a Multicultural Society” (Course Readings)	
<b>April 18<sup>th</sup></b>	Sarah E. Dock, “The Relation of the Nurse to the Doctor and the Doctor to the Nurse” (Course Readings)	
<b>April 20<sup>th</sup></b>	Lisa H. Newton, “In Defense of the Traditional Nurse” (Course Readings)	
<b>April 25<sup>th</sup></b>	Carol Pavlish, Anita Ho, and Ann-Marie Rounkle “Health and Human Rights Advocacy: Perspectives from a Rwandan Refugee Camp” (Course Readings)	
<b>April 27<sup>th</sup></b>	Sarah Breier, “Patient Autonomy and Medical Paternity: Can Nurses Help Doctors to Listen to Patients?”(Course Readings)	
<b>May 2<sup>nd</sup></b>	Henry K. Beecher, “Ethics and Clinical Research” (Course Readings)	
<b>May 4<sup>th</sup></b>	Review	<b>Last meeting of this class.</b>  <b>Last day to submit class presentations and short responses. These must be submitted to Blackboard by 11:59 p.m. on 4 May 2022.</b>
<b>May 11<sup>th</sup></b>		<b>Final papers due on Blackboard by 11 May 2022 at 11:59 p.m.</b>