

Philosophy 342 Philosophy of Bioethics

New Mexico Tech
Fall 2021
MWF 1:20-2:10 PM
Cramer 120

Instructor: Christopher ChoGlueck (pronounced: *KRIS JOH-gluhk*)
Assistant Professor of Ethics (CLASS Dept.)

Pronouns: he/his

Email: Christopher.ChoGlueck@nmt.edu

Office Hours: TBD and by appointment in my personal Zoom room:
<https://zoom.us/my/cchoglueck>



Artist: [Paige Vickers](#)

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1. Course Description

Ethics is the study of right and wrong conduct, including considerations about rights, responsibilities, values, freedom, and justice. Ethics pervades biomedicine and our everyday lives, bringing a variety of challenges for medical researchers, doctors, patients, and policy makers. If not reflective and intentional in their pursuits, biomedical professionals can compromise their scientific and moral integrity and contribute to existing social injustices, including corporate exploitation, scientific sexism and racism, and colonialism. The course challenges students to reflect on current ethical issues in biomedical research, involving different participants and different value judgments. Students also explore clinical ethics, including doctor-patient relations, medical decision-making, and Aristotelean and Confucian ethics. In addition, we examine ethical issues in biotechnology involving pharmaceuticals and genomics and in health policy involving public health and justice in medicine.

As a course in practical philosophy, students will develop their ability to think critically about ethics in real-world cases and the capacity to conduct independent research about ethical issues. This course is suited both for students training in profession careers in biomedicine and related health fields as well as for those more generally interested in ethical issues involving drugs, medical devices, genetics, and other related technologies. The materials introduce students to a diverse set of authors and a variety of contemporary topics, including sponsorship bias, patent rights, the women's health movement, the right to transition, gay conversion therapy, designer babies, racial health disparities, safe sex, reproductive justice, Indigenous peoples' health, and universal health care. Along with regular attendance and participation, assignments include reading journals, 4 short papers, and an individual research project (presentation and written report). Special emphasis is placed on intellectual humility, open-minded engagement, charitable reading, and respectful dialogue.

1.1. Pre-requisites

ENGL 1120 (Composition II) or the consent of instructor and advisor.

1.2. Place in Curriculum:

Bioethics is a foundational course in NMT's Biomedical Sciences (BMS) program. In addition, this class satisfies the requirements of an Area 5 (humanities) course in the New Mexico General Education Curriculum and focuses on the following Essential Skills: critical thinking, information and digital literacy, and personal and social responsibility. For more on the New Mexico General Education Requirements, please visit the following page in the NM Higher Education Department website: https://hed.state.nm.us/resources-for-schools/public_schools/general-education. This course also provides 3 credits toward a Philosophy minor: <https://nmt.edu/academics/class/minors.php>.

1.3. Course learning outcomes

By the end of class, students will be able to:

- *Construct* and clearly *communicate* arguments about the moral responsibilities of biomedical researchers, companies, and governments, and the rights and virtues of

professionals, patients, and human/non-human subjects; and *defend* arguments with charity and without logical fallacies;

- *Write* and *research* analytic essays about contemporary bioethical problems with proper structure that contribute to popular and scholarly conversations;
- *Recognize* how human cultures and value judgments shape biomedical research and development, medical diagnoses, treatments, and health policy, including sponsorship bias, racial health disparities, and gender/sex discrimination;
- *Evaluate* different conceptions of freedom, justice, democracy, and equality in terms of different ethical frameworks and *apply* them to real-world problems in research, healthcare, and public health.

1.4. Required Texts

All readings & assignments will be available electronically either on Canvas (Files>Readings) or elsewhere online.

2. Course Grading & Requirements

The total points for the class (100%) are broken down into 6 categories:

1. Attendance & Participation (20%): attend and contribute during classes, including large- and small-group discussion and online forums (3 “freebies” for unexcused absences).
2. Reading journals (20%): for each day with assigned readings/materials, write an entry in the form of an annotated bibliography (6 “skips”).
3. Case studies (15%): write 2 case studies responding to a prompt about a hypothetical case (2 full pages, 7.5% each).
4. Analytic papers (15%): write 2 analytic essays on a chosen reading, using AOR structure (2 full pages, plus citations in APA, 7.5% each).
5. Research project (30%): conduct an individual analysis on a contemporary issue related to bioethics or health care, including presentation and report. The grade (equivalent to a final exam) includes: a brief proposal (1 page), a virtual presentation, and a written report including a summary (2 pages) and an annotated bibliography (2-3 pages).
6. Extra credit (+2%): write an ethical story as an essay prompt about a leader caught in a difficult situation (2 pages).

2.1. Attendance and Participation

To facilitate active learning, the course is highly interactive and discussion-based, so regular attendance and engaged participation are required. Everyone is expected to attend every class and participate with other students in small and large groups and on discussion boards. Regarding *attendance*, Students are allowed 3 unexcused absences (“freebies”). Additional unexcused absences will result in the loss of participation points (minus 1 of the total 20). An *excused* absence is one that has been arranged between the student and the professor. (Valid excuses include hospitalization/serious illness, occupational/educational duties, family emergencies, triggering content, and religious holidays.) Students are responsible for communicating with the professor via email/Canvas.

Participation is crucial for students’ abilities to recognize and engage with class topics, develop

their own beliefs, and explain them to their peers. Students should engage with their small groups each class and make at least one contribution to the larger discussion each week. For *documentaries* and any *asynchronous classes*, students are to participate in online discussion on Canvas. In these cases, post a reflection and question for your peers, and then make one reply (each worth ¼ of a participation point).

2.2. Reading Journals

Regular journaling prepares students for good practices in their independent research, and they will use a similar format for their final project's annotated bibliography. Starting the third Friday, before each class with assigned readings or other materials (e.g., videos, podcasts), students will submit bibliographic entries for each of the day's materials on Canvas. Each entry should be 4 sentences minimum and must contain the following elements (example [here](#)):

- (1) a *citation* in APA style;
- (2) a concise *summary*, including the thesis (main claim) and the author's support (grounds) for this thesis (2+ sentences); and
- (3) a brief *reflection* on the material, including strengths and weaknesses (2+ sentences).

Students have 6 “skips” to pass on writing one of the 28 journals (thus, only 22 required). (To use a skip, simply do not submit a journal on Canvas.) For late entries, students receive half credit. These exercises facilitate *comprehension* and promotes *charitable* reading. The instructor will evaluate these journals solely in terms of completeness.

2.3. Case Studies

Students are expected to write 2 case studies responding to a prompt given a week in advance (at least 2 full pages, double spaced, 12-point font, 1-in margins). The essay should include:

1. a *stance* on the ethics of the situation, including permissibility and proposed actions;
2. *grounds* for that position, with special attention to ethical frameworks and issues in class; and
3. a discussion of *strengths* and *weaknesses* of the author's position.

Any references should be in APA format (see [here](#)); citations do not count toward minimum page requirement. These exercises will facilitate students' abilities to think creatively about solutions to ethical problems, to practice taking and defending positions, and to understand the strengths and weaknesses of their chosen stance. Papers will be graded for *completeness*, *clarity*, and *resourcefulness* in terms of supporting reasons and empirical evidence.

2.4. Analytic Papers

Students will write 2 analytic essays on the reading assigned during the course (at least 2 full pages, double spaced, 12-point font, 1-in margins). In these essays, students should pick a specific claim in one assigned material since the last paper. The essay should use the Argument-Objection-Response (AOR) structure (see Handouts 1 and 3):

1. *Claim*: pick a claim made in the assigned reading material *that you agree or disagree with*, state/quote it succinctly, and identify the page it appeared;
2. *Argument*: state a reason that you agree/disagree with it (the more reasons, the better);
3. *Objection*: identify a strong objection to your argument; and

4. *Response*: reply to that objection. (Repeat steps 2, 3, and 4)

Papers should also state the theoretical or social significance of the issue and argument. Include at least 2 objections and responses, and use as many AORs as needed to complete 2 full pages. References should be in APA format (see [research guide](#)); citations do not count toward minimum page requirement. The aim of this exercise is to facilitate charitable reading, clear reasoning, and ability to engage constructively with objections. The professor will grade the papers for *completeness*, *charity*, and *clarity* (see examples on Canvas).

2.5. Research Project

This is equivalent to a final exam. Each student will research and present a thorough case study of a contemporary ethical issue of their choosing, related to course themes. Their analyses must include the following elements:

1. Clarify a pressing contemporary ethical issue related to course themes;
2. Present a proposal for resolving the ethical issue or take a critical stance toward the policy/technology;
3. Defend the proposal or stance, using ethical justifications and scientific literature; and
4. Present at least 2 strong objections with a response to each.

Students should engage with both philosophical and scientific sources, including at least 4 peer-reviewed articles or books (not including class materials). The project involves three stages.

Stage 1: Students will submit a 1-page proposal describing the case study, the ethical issue(s) at hand, and their preliminary plans for research and virtual presentation (more [here](#)). **Stage 2:**

After conducting that research, students will prepare and make a virtual presentation of their case study involving multimedia (such as a screencast of slides, a podcast, an explainer video, an infographic, etc.). Presentations will occur virtually during the last week of classes, with a Q/A on Canvas. **Stage 3:** Students will then write a final report, including (1) a summary of their presentation (2-3 pages) in AOR format, and (2) an annotated bibliography of their scholarly sources (2-3 additional pages), due finals week.

This exercise facilitates students' abilities to think about how ethical issues relate to concrete cases, to conduct independent research on an issue of personal interest, and to work toward contributing to scholarly conversations. The professor will grade presentations in terms of *clarity* of argument and *presentation quality* (including creativity, design, and engagement). The summary and bibliography will be graded for *clarity* and *completeness* (including the 4 elements above). See examples on Canvas.

2.6. Extra Credit

For two percentage points of extra credit toward their final grade, students may write an open-ended story about a person in a leadership position who faces an ethically challenging situation related to bioethics (at least 2 full pages, double spaced, 12-point font, 1-in margins). *Without* providing any answers, the fictional story should prompt the audience to question, analyze, and consider the best outcome based on a limited set of details about the individual, their situation, and other parties involved. Set in the present or future, the storyteller should incorporate a combination of ethical issues to add nuance and real-world complexity to their prompt, based on material from class and their own personal experience. The story should avoid overtly criminal

acts and matters clearly settled by the law as well as obviously unethical conduct. While creating a complex set of circumstances, the storyteller neither offers respondents a judgment nor suggests a resolution.

Similar to an essay prompt, storytellers should end their story with setup for the audience to (1) take a stance toward the best course of action and (2) provide and elaborate on the moral justification for the decision made. This exercise invites students to think *creativity* and *empathetically* about ethics in the messy real world. The professor will grade the papers for completeness (see examples on Canvas). Alternatively, students may write a two-page reflection paper on a campus talk (approved by the professor).

2.7. Late Paper Policy

For all papers, a late penalty of 1% per day (out of the assignment's 100 total points) is incurred on submissions past the due date. For instance, a paper turned in 10 days late has a starting grade of 90%. For papers late by over 3 weeks, students are responsible for contacting the professor to arrange a plan for completion.

2.8. Final Grades

Final grades will be based on the percentage of total points earned (see Gradebook on Canvas): **A** (100-93%), **A-** (92-90%), **B+** (89-87%), **B** (86-83%), **B-** (82-80%), **C+** (79-77%), **C** (76-73%), **C-** (72-70%), **D** (69-60%), and **F** (<60%).

3. Notes from the Professor

I encourage all students to come by my virtual office hours in the beginning of the semester and personally introduce yourself. My office hours are a *safe space*; I am happy to help you work through any questions or problems that might arise related to the course or school more generally. Please approach me if you have any questions about the assignments, readings, grading, other aspects of the class, or philosophy as a field of study (and the [Philosophy minor](#)). The best way to communicate with me is via email.

3.1. Course Policies for Respect and Fairness

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity the students bring to this class be viewed as a resource, strength, and benefit. I aim to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Given the sensitive and challenging nature of the materials discussed in class, it is imperative that there be an atmosphere of *safety*, *inclusiveness*, and *equity* in the classroom. Accordingly, we will follow the advice of the writer James Baldwin:

*We can disagree and still love each other
unless your disagreement is rooted in my oppression and
denial of my humanity and right to exist.*

In line with this, students are also expected to promote *respectful inclusiveness*, especially in the face of differences, disagreement, and discrimination. Accordingly, certain disagreements, e.g., over the humanity, value, or abilities of marginalized groups, are disrespectful, unfair, and against our ground rules. As the instructor, I will attempt to foster an environment in which each class member is able to hear and respect each other.

Relatedly, students are expected to adopt a policy of *step forward; step back*: In order for everyone's voice to be heard, students who tend to dominate discussions should attempt to "step back" so that other students may participate and contribute to discussion; students who tend to keep quiet during discussions should attempt to "step forward" and let the class benefit from their contributions. In any discussions, all students are encouraged to ask questions and engage fellow students in a respectful manner that facilitates an interdisciplinary setting. Students should also have respect for their fellow classmates and refrain from repeating sensitive or confidential discussions outside of the classroom.

3.2. Land Acknowledgement

We acknowledge that the New Mexico Tech main campus stands on the unceded ancestral lands of the Pueblo and Mescalero Apache peoples. These lands were taken by Congress in the Indian Land Cession 689 on October 1, 1886, and the military forcibly moved the Native peoples to reservations. These injustices were accomplished under false white-supremacist ideologies such as Manifest Destiny and the Doctrine of Discovery. For those of us who are visitors to these lands, we appreciate their millennia of stewardship to the land, water, animals, and plants, and the opportunity to live and learn here. Please visit <https://indianpueblo.org/new-mexicos-19-pueblos> and <https://mescaleroapachetribe.com/> to learn more about these Native nations, their cultures and sovereignty.

3.3. Disability and Accommodations

I want this class to be accessible for each student to flourish with their unique abilities. New Mexico Tech is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodations are invited to make their needs known to the Office for Disability Services (ODS) as soon as possible. To schedule an appointment, please call 575-835-6209, or email disability@nmt.edu.

3.4. Counseling Services

Your mental health and experience in this class is important to me. New Mexico Tech offers individual and couples counseling, safety assessments, crisis intervention and consultations through The Counseling Center. These confidential services are provided free of charge by licensed professionals. For more information, please call 575-835-6619, email counseling@nmt.edu or complete an Intake Form on our website at <https://www.nmt.edu/cds/>. All services are provided via phone or Zoom during the COVID-19 pandemic.

3.5. Academic Dishonesty

Students are expected to submit their original work on journals, papers, and other assignments. They must acknowledge any use (in part or full) of someone else's work with proper citations (in

[APA style](#)). The instructor will not tolerate either plagiarism or cheating, which will result in an automatic failing grade on the assignment and/or the class. New Mexico Tech's Academic Honesty Policy for undergraduate students is in the Student Handbook:

<https://www.nmt.edu/studenthandbook/>. Students are responsible for knowing, understanding, and following this policy.

3.6. Title IX Reporting (Gender/Sex-based Discrimination)

Sexual misconduct, sexual violence and other forms of sexual misconduct and gender-based discrimination are contrary to the University's mission and core values, violate university policies, and may also violate state and federal law (Title IX). Faculty members are considered "Responsible Employees" and are required to report incidents of these prohibited behaviors. Any such reports should be directed to Tech's Title IX Coordinator (Dr. Peter Phaiyah, 216 Brown Hall, 575-835-5880, titleixcoordinator@nmt.edu). Please visit Tech's Title IX Website (www.nmt.edu/titleix) for additional information and resources.

3.7. COVID-19 Safety Issues for Face-to-Face Instruction

As of August 5th, NMT classes are under the following constraints, which may change as COVID conditions and/or New Mexico Governor's orders change.

- 1) All vaccinated and unvaccinated individuals are required to wear a face mask indoors anywhere on campus. It is anticipated based on prior Governor's orders that, when conditions improve individuals who have not been fully vaccinated will still be required to wear a face mask and to social distance indoors. Vaccinated individuals, in contrast, would not be required to wear a mask indoors but are welcome to still wear a mask if they choose to, so please do not assume that individuals wearing masks are unvaccinated.
- 2) Instructors and TAs will not ask for proof of vaccination. This, too, may change in response to changing conditions.
- 3) Please note provisions on masks, vaccines or other possible requirements are subject to change as the situation evolves, based on guidance from the Centers for Disease Control, the State of New Mexico, and university officials (i.e., the President and the Board of Regents).
- 4) Students should not to come to class if they are feeling ill and to follow any quarantine guidelines that they are given in the event of exposure to COVID-19. If you do miss class, please contact the instructor for missed assignments, contact the Student Health Center, and consider getting tested for COVID-19.

For the most up-to-date guidelines, please consult NMT's COVID-19 information page: <https://www.nmt.edu/covid19/>.

4. Important Dates and Deadlines (subject to change)

8/20: Skills Workshop 1 (Logical Reasoning)

9/3: First Reading Journal due (and nearly every class following)

9/13: Case Study 1 due

Skills Workshop 2 (Analytic Writing)

9/27: Analytic Paper 1 due

In-class Documentary: *No Más Bebés*

9/29 and 10/1: Canvas Discussion on *No Más Bebés*

10/18: Case Study 2 due

Skills Workshop 3 (Scholarly Research)

10/25: Research Project Proposal (Stage 1) due

11/1: Analytic Paper 2 due

In-class Documentary: *Orgasm, Inc.*

11/3 and 11/5: Canvas Discussion on *Orgasm, Inc.*

12/1: Presentation Multimedia due

Virtual Presentations (on Canvas)

12/6: Research Project Report due (Presentation Summary and Annotated Bibliography)

12/7: Extra-Credit Ethical Story due (optional)

Late Assignments due (by midnight)

(Note: No final exam)

5. Detailed Course Schedule

Required readings/prep (—), expected in-class activities (>), and assignment due dates (*); noting that content warnings (CW) are marked with double asterisks (**):

Part I: Introduction to Bioethics

Week 1:

What Has Ethics to Do with Biomedicine?

M 8/16: Course Introduction

—Read: Smith, Subrena. (2017). *Why Philosophy Is So Important in Science Education*. Aeon.
<https://aeon.co/ideas/why-philosophy-is-so-important-in-science-education>

*Due: Before class, introduce yourself to the class by posting on the Canvas discussion board.

W 8/18: The Case of Birth Control

—Read: Sanger, Margaret. (1921). *The Morality of Birth Control*. Speech at First American Birth Control Conference.

—Read: Seaman, Barbara. (2000). The Pill and I: 40 Years On, the Relationship Remains Wary. *The New York Times* 15, 19.

—Read: Vargas, Theresa. (2017). Guinea Pigs or Pioneers? How Puerto Rican Women Were Used to Test the Birth Control Pill. *Washington Post*.

F 8/20: Workshop on Logic

—Review: Handout 1 on Basics of Logic

—Review: Handout 2 on Common Logical Fallacies

>In class: Skill Workshop 1 (Logical Reasoning)

Week 2:

Ethics through the COVID-19 Pandemic

M 8/23: Suffering and Pandemic Triage

- Listen: Vedantam, Shankar (host), with Peter Singer. (2020). Justifying The Means: What It Means To Treat All Suffering Equally [Audio, 54:48]. In *Hidden Brain Podcast*. National Public Radio. <https://www.npr.org/2020/06/01/866768837/justifying-the-means-what-it-means-to-treat-all-suffering-equally>
- Read: Wong, Alice. (2020). *I'm Disabled and Need a Ventilator to Live. Am I Expendable during This Pandemic?* Vox. <https://www.vox.com/first-person/2020/4/4/21204261/coronavirus-covid-19-disabled-people-disabilities-triage>

W 8/25: Inequity and the Unequal Impacts of COVID-19

- Read: Dooley, Sunny. (2020). *Coronavirus Is Attacking the Navajo 'Because We Have Built the Perfect Human for It to Invade.'* Scientific American. <https://www.scientificamerican.com/article/coronavirus-is-attacking-the-navajo-because-we-have-built-the-perfect-human-for-it-to-invade/>
- Listen: Hoff, Tim (host), with Uché Blackstock. (2020). Health Equity After COVID-19 [Audio, 12:19]. In *Ethics Talk Podcast*. American Medical Association Journal of Ethics. <https://journalofethics.ama-assn.org/podcast/ethics-talk-health-equity-after-covid-19>

F 8/27: Liberty and Public Health Protections

- Read: Tuccille, James D. (2020). *Coronavirus Will Be Deadly to Your Liberty*. Reason. <https://reason.com/2020/03/05/coronavirus-will-be-deadly-to-your-liberty/>
- Read: Sunstein, Cass. (2020). *How to Nudge a Coronavirus Nonbeliever*. MSN. <https://www.msn.com/en-us/news/opinion/how-to-nudge-a-coronavirus-nonbeliever/ar-BB16ixa8>.
- Read: Arguedas-Ramírez, Gabriela. (2021). *Instead of Vaccine Passports, Let's Push for Global Justice in Vaccine Access*. The Hastings Center. <https://www.thehastingscenter.org/instead-of-vaccine-passports-lets-push-for-global-justice-in-vaccine-access/>.

Part II: Biomedical Research Ethics

Week 3:

Human Subjects Research

M 8/30: Human Subjects and Responsible Conduct of Research

- Review: *The Nuremberg Code*. (1949). US Counsel for War Crimes. 3 pg. <https://www.ushmm.org/information/exhibitions/online-exhibitions/special-focus/doctors-trial/nuremberg-code>
- Read: *The Belmont Report*. (1979). National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. US Department of Health, Education, and Welfare. 10 pg. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html>

W 9/1: Racial Injustice and Human Experimentation

- Watch: Chakraborty, Ranjani (director), with Harriet Washington. (2017). *The US medical system is still haunted by slavery* [Video, 8:49]. Vox and ProPublica.

<https://www.youtube.com/watch?v=IfYRzxeMdGs>

—Read: Reverby, Susan M. (2012). Ethical Failures and History Lessons: The US Public Health Service Research Studies in Tuskegee and Guatemala. *Public Health Reviews*, 34(1), 1-18.

>In class: Activity on annotated bibliographies

F 9/3: Diversity, Inclusion, and Equity in Medical Research

—Read: Mastroianni, Anna, and Jeffrey Kahn. (2001). Swinging on the Pendulum: Shifting Views of Justice in Human Subjects Research. *Hastings Center Report*, 31(3), 21–28.

>In class: Assign Case Study 1 (due 9/14)

*Due: Reading Journal 1

(Note: Last day to drop classes)

Week 4:

(Non-human) Animal experimentation

[M 9/6: Labor Day, No Class]

W 9/8: Non-Human Suffering and Animal Testing

—Watch: Lockwood, Alex (director). (2020) *Test Subjects* [Video, 16:47]. Aeon.

<https://aeon.co/videos/for-some-animal-testing-is-just-science-for-others-its-just-not-right>

—Read: DeGrazia, David, and Jeff Sebo. (2015). Necessary Conditions for Morally Responsible Animal Research. *Cambridge Quarterly of Healthcare Ethics*, 24(4), 420–30.

*Due: Reading Journal 2

F 9/10: Human Harms of Animal Models

—Read: Akhtar, Aysha. (2015). The Flaws and Human Harms of Animal Experimentation. *Cambridge Quarterly of Healthcare Ethics*, 24(4), 407–19.

*Due: Reading Journal 3

Week 5:

Race in Biomedicine

M 9/13: Workshop on Writing Analytic Essays

—Review: Handout 3 on Two Examples for Writing Analytic Arguments

>In class: Skills workshop 2 (Analytic Writing)

>In class: Assign Analytic Paper 1 (due 9/27)

*Due: Case Study 1

W 9/15: Indigenous People and Colonial Research

—Read: Reardon, Jenny, and Kim TallBear. (2012). “Your DNA Is Our History”: Genomics, Anthropology, and the Construction of Whiteness as Property. *Current Anthropology*, 53(S5), S233–45.

*Due: Reading Journal 4

F 9/17: Scientific Racism and Race-Based Medicine

—Read: Valles, Sean. (2016). Race in Medicine. In M. Solomon et al. (eds.), *The Routledge Companion to Philosophy of Medicine*, (pp. 419-31). Routledge.

*Due: Reading Journal 5

Week 6:

Commercialized Research

M 9/20: Sponsorship Bias and Industry Funding

—Read: De Melo-Martín, Inmaculada, and Kristen Intemann. (2009). How Do Disclosure Policies Fail? Let Us Count the Ways. *The Federation of American Societies for Experimental Biology Journal*, 23(6), 1638–42.

*Due: Reading Journal 6

[T 9/21: (Optional) Research Ethics Talk: Financial Conflicts of Interest]

>Prof. ChoGlueck will give a campus-wide talk on conflicts of interest and sponsorship bias. Optionally, students may write an extra-credit reflection paper (2 full pages) engaging issues from the talk. Location TBD, noon-1:30 PM.

W 9/22: Publication Ethics and Pharmaceutical Ghostwriting

—Read: Sismondo, Sergio, and Mathieu Doucet. (2009). Publication Ethics and the Ghost Management of Medical Publication. *Bioethics*, 24(6), 273–83.

*Due: Reading Journal 7

F 9/24: Patent Rights and Intellectual Property

—Read: Sterckx, Sigrid. (2005). Can Drug Patents Be Morally Justified? *Science and Engineering Ethics*, 11(1), 81–92.

*Due: Reading Journal 8

Part III: Clinical Ethics

Week 7:

Clinical Decision-Making

M 9/27: Documentary on Informed Consent and Involuntary Sterilization**

—No readings

>In class: Tajima-Peña, Renee. (2016). *No Más Bebés* [Video, selections]. PBS. Documentary on involuntary sterilization of Latinx immigrant women in Los Angeles, CA. Available for rent (\$5.99): <https://vimeo.com/ondemand/nomasbebes>.

(**Content Warning: Mistreatment of women, discrimination against Latinx people.)

*Due: Analytic Paper 1

W 9/29: The Relationship between Doctor and Patient

—Read: Emanuel, E., and L. Emanuel. (1992). Four Models of the Physician-Patient Relationship. *The Journal of the American Medical Association*, 267(16), 2221-6.

>In class: Role-play activity

PHIL 342, v1 (8/13/21)

*Due: Before class, post on Canvas a short reflection culminating in a question about *No Más Bebés*

*Due: Reading Journal 9

F 10/1: Contextualizing Doctor-Patient Relations

—Read: Roberts, Dorothy E. (1996). Reconstructing the Patient: Starting with Women of Color. In S. M. Wolf (Ed), *Feminism and Bioethics: Beyond Reproduction* (116–43). Oxford University Press.

*Due: Before class, post on Canvas a response to someone else’s question about *No Más Bebés*

*Due: Reading Journal 10

Week 8:

Virtues and Responsibilities of Healthcare Providers

M 10/4: Courageous Care and Aristotelean Virtue

—Read: Hamric, Ann B., John D. Arras, and Margaret E. Mohrmann. (2015). Must We Be Courageous? *Hastings Center Report*, 45(3), 33–40.

*Due: Reading Journal 11

W 10/6: Duties to Family and Confucian Ethics

—Read: Fan, Ruiping, and Benfu Li. (2004). Truth Telling in Medicine: The Confucian View. *The Journal of Medicine and Philosophy*, 29(2), 179–93.

*Due: Reading Journal 12

F 10/8: Reproductive Health and Conscientious Refusal

—Review: American College of Obstetricians and Gynecologists (ACOG). (2007, reaffirmed 2016). The Limits of Conscientious Refusal in Reproductive Medicine. Committee Opinion Number 385.

—Read: Fenton, Elizabeth. (2013). Conscience and Health. *Ethical Perspectives*, 20(1), 132–43.

*Due: Reading Journal 13

Week 9:

Rights and Autonomy of Patients

M 10/11: Disability Rights and the Right to Choose

—Read: Bartlett, Jennifer. (2017). Disability and the Right to Choose. *The New York Times*, Opinion.

—Read: Hall, Melinda C. (2013). Reconciling the Disability Critique and Reproductive Liberty: The Case of Negative Genetic Selection. *International Journal of Feminist Approaches to Bioethics*, 6(1): 121–43.

>In class: Assign Case Study 2 (due 10/18)

*Due: Reading Journal 14

F 10/13: Parental Authority and Teens’ Right to Transition**

—Read: Priest, Maura. (2019). Transgender Children and the Right to Transition: Medical Ethics When Parents Mean Well but Cause Harm. *The American Journal of Bioethics*, 19(2),

45–59.

(**Content Warning: Some discussion of suicide among teenagers and queer folk)

*Due: Reading Journal 15

[F 10/15: 49ers, No class]

**Week 10:
Ethics of Medicalization**

M 10/18: Workshop on Scholarly Research, with Librarian Sarah Obenauf

—Review: Course research guide from the Skeen Library:

https://nmt.libguides.com/phil342_choglueck .

>In class: Skills workshop 3 (Scholarly Research)

>In class: Assign Research Project Proposal (due 10/25)

*Due: Case Study 2

W 10/20: Disease Concepts and the Obesity “Epidemic”

—Read: Charrow, Alexandra, and Divya Yerramilli. (2018). Obesity as Disease: Metaphysical and Ethical Considerations. *Ethics, Medicine and Public Health*, 7, 74–81.

*Due: Reading Journal 16

F 10/22: Psychiatric Treatment and the Gay “Cure”

—Listen: Abumrad, Jad (host), and Oliaee, Shima (producer). (2018). Dr. Davison and the Gay Cure [Audio, 43:06]. In *UnErased: The History of Gay Conversion and Radiolab*. WNYC Studios. <https://www.wnycstudios.org/story/unerased-davidson-gay-cure>.

—Read: Silverstein, Charles. (2009). The Implications of Removing Homosexuality from the DSM as a Mental Disorder. *Archives of Sexual Behavior*, 38(2), 161–63.

*Due: Reading Journal 17

**Part IV:
Biotechnology and Health Policy**

**Week 11:
Genetic Engineering**

M 10/25: Genetic Modification and Colonial Biopiracy

—Read: Shiva, Vandana. (2007). Bioprospecting as Sophisticated Biopiracy. *Signs*, 32(2), 307–13.

>In class: Assign Analytic Paper 2 (due 11/1)

*Due: Research Project Proposal

*Due: Reading Journal 18

W 10/27: CRISPR Editing with Non-Human Animals

—Read: Charo, R. Alta, and Henry T. Greely. (2015). CRISPR Critters and CRISPR Cracks. *The American Journal of Bioethics*, 15(12), 11–17.

*Due: Reading Journal 19

F 10/29: Virtuous Design and CRISPR Babies

—Read: Li, Jianhui, and Xin Zhang. (2019). Should Parents Design Their Children’s Genome: Some General Arguments and a Confucian Solution. *Philosophies*, 4(3), 43 (9 pg).

*Due: Reading Journal 20

Week 12:

Pharmaceutical Drugs

M 11/1: Sex, Drugs, and Pink Viagra

—No reading

>In class: Canner, Liz (director). (2010). *Orgasm Inc.: The Strange Science of Female Pleasure* [Video, selections]. Astrea Media. Documentary on attempts by pharmaceutical companies to develop a drug for the controversial diagnosis of female sexual dysfunction. Available here: <https://www.youtube.com/watch?v=yRdn8A1L1e0>.

*Due: Analytic Paper 2

W 11/3: Neuroenhancement and “Study Drugs”

—Read: Ray, Keisha Shantel. (2016). Not Just “Study Drugs” for the Rich: Stimulants as Moral Tools for Creating Opportunities for Socially Disadvantaged Students. *The American Journal of Bioethics*, 16(6), 29–38.

*Due: Before class, post on Canvas a short reflection culminating in a question about *Orgasm Inc.*

*Due: Reading Journal 21

F 11/5: Prescriptions, Regulations, and Self-Medication

—Read: Flanigan, Jessica. (2017). Respect Patients’ Choices to Self-Medicate. *Cato Unbound*. <https://www.cato-unbound.org/2017/07/10/jessica-flanigan/respect-patients-choices-self-medicate>.

*Due: Before class, post on Canvas a response to someone else’s question about *Orgasm Inc.*

*Due: Reading Journal 22

Week 13:

Reproductive Health and Justice

M 11/8: Life, Choice, and Reproductive Justice

—Watch: Parker, Willie. (2016). *Reproductive Justice: A Different Horizon* [Video, 10:44]. TEDxJacksonHole. <https://www.youtube.com/watch?v=aFpNJgtoCvg>

—Read: Ross, Loretta. (2006). Understanding Reproductive Justice: Transforming the Pro-Choice Movement. *off our backs*, 36(4), 14-19.

>In class: Assign Ethical Story (optional extra-credit, due 12/7)

*Due: Reading Journal 23

W 11/10: Immigrant Women and Sex-Selective Abortion

—Read: Kalantry, Sital. (2014). Sex-Selective Abortion Bans: Anti-Immigration or Anti-Abortion? *Georgetown Journal of International Affairs*, 16(1), 140–58.

*Due: Reading Journal 24

[F 11/12: No Class, Recorded Lecture: Teen Pregnancy and Young Parents]

—Read: Cadena, Micaela, Raquel Z. Rivera, Tannia Esparza, and Denicia Cadena. (2016). *Dismantling Teen Pregnancy Prevention*. Albuquerque, NM: Bold Futures [Young Women United]. 16 pp. <https://dev-boldfutures.pantheonsite.io/wp-content/uploads/2019/12/ywu-dismantlingtp-DEC2016-digital-interactive.pdf>

>Out-of-class: Watch recordings on Canvas, and post responses on discussion board.

*Due: Reading Journal 25

Week 14:

Public Health Ethics

M 11/15: Vaccination Hesitancy and COVID Mandates

—Read: Goldenberg, Maya J. (2020, Dec. 18). *The Coronavirus Vaccines Are Here. Now What?* Impact Ethics. <https://impactethics.ca/2020/12/18/the-coronavirus-vaccines-are-here-now-what/>.

—Read: Lawrence, Carissa, Divya Manoharan, Zackary Berger, and Karla F. C. Holloway. *Vaccine Hesitancy Is No Excuse for Systemic Racism*. The Hastings Center. <https://www.thehastingscenter.org/vaccine-hesitancy-is-no-excuse-for-systemic-racism/>.

—Read: Kaposy, Chris. (2021, Aug. 2). *Is There a Duty to Get Vaccinated?* Impact Ethics. <https://impactethics.ca/2021/08/02/is-there-a-duty-to-get-vaccinated/>.

—Read: Singer, Peter. (2021). *Why Vaccination Should Be Compulsory*. Project Syndicate. <https://www.project-syndicate.org/commentary/why-covid-vaccine-should-be-compulsory-by-peter-singer-2021-08>.

*Due: Reading Journal 26

W 11/17: Safe Sex and the HIV/AIDS Epidemic

—Read: Brisson, Julien, Vardit Ravitsky, and Bryn Williams-Jones. (2019). Towards an Integration of PrEP into a Safe Sex Ethics Framework for Men Who Have Sex with Men. *Public Health Ethics*, 12(1), 54–63.

>In class: Vote on student choice topic

*Due: Reading Journal 27

F 11/19: Universal Healthcare and Immigrant Justice

—Watch: Venkatapuram, Sridhar. (2015). *First Principles of Health Justice: A Human Right to Be Healthy* [Video, 14:47]. TEDxLSHTM.

<https://www.youtube.com/watch?v=Ex1AqnM6U9Y&feature=youtu.be>

—Read: Fabi, Rachel. (2019). Public Health in the Context of Migration: Ethics Issues Related to Immigrants and Refugees. In J. Kahn, N. Kass, and A. Mastroianni (eds.), *Oxford Handbook of Public Health Ethics* (pp. 245-56). Oxford University Press.

*Due: Reading Journal 28

[M 11/22—F 11/26: Thanksgiving Break, No Class]

Part V: Student Choices and Presentations

Week 15: Conclusion and Final Presentations

M 11/29: Student Choice Topic (TBD)

—No readings

W 12/1: Virtual Presentations (Asynchronous, No live class)

—No readings

>In class: Watch at least two of your peers' presentations. Before Friday, ask at least 2 questions and respond to any questions you get.

*Due: Presentation multimedia

F 12/3: Bringing It All Together

—No readings

(Note: Final day of class)

[M 12/6—F 12/10: Finals Week, No Class]

*Due M 12/6: Research Project Report (Presentation Summary and Annotated Bibliography)

*Due T 12/7: Extra-credit Ethical Story (optional)

+ Late assignments (by midnight)

(Note: No final exam)

Disclaimer:

The content of this syllabus is subject to change. The instructor will notify students in class and via Canvas of any changes with prior warning.

6. About the Professor

I am the Assistant Professor of Ethics at New Mexico Tech. I specialize in philosophy of science, biomedical ethics, and feminist philosophy. My research and teaching lie at the intersection of science and values, particularly the philosophical issues raised by pharmaceutical drugs. My main line of research explores how values and gender norms shape drug regulation at the US Food and Drug Administration (FDA), involving reproductive health and the labeling of drugs, as well as the consequences for women's health and reproductive justice. I am currently analyzing how values influence biomedical research on male birth control in the form of double standards.

Through philosophy, I work on socially relevant issues in health equity, public policy, and industry-funded research. To engage a broader audience, I write essays about public philosophy and science communication. To get outside my head, I climb rocks and read comics. My daily struggle is keeping house plants (likes terrariums and bonsai trees) alive in the desert climate of New Mexico—which is much less cooperative than my original home, New Orleans, LA.

I offer several philosophy courses for undergraduates involving ethics and values in science, for both general education and degree requirements in biology, computer science, and IT. I also teach gender studies courses about feminism and sex/gender in science. I am the primary adviser for philosophy minors in the CLASS department. Course offerings include:

- PHIL 130: Ethics in Science and Engineering, offered regularly.
- GNDR/PHIL 289: Science & Gender, spring semesters.
- PHIL 342: Philosophy of Bioethics, fall semesters.
- PHIL/CSE/IT 382: Ethics in Computing and Information Technologies, spring semesters.
- CYBS 502: Cybersecurity Ethics & Law, fall semesters.

For syllabi and more, see my website at:

<http://nmt.edu/academics/class/faculty/cchoglueck/index.php>.