

Term Information

Effective Term Autumn 2017
Previous Value Spring 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Applying for General Educaiton status for this course

What is the rationale for the proposed change(s)?

A committee in reviewing this course to determine if it can be offered as a General Education Course in addition to its current Elective offering.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

See above.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Bioethics
Fiscal Unit/Academic Org	Biomedical Education & Anatomy - D2502
College/Academic Group	The College of Medicine
Level/Career	Undergraduate
Course Number/Catalog	2020
Course Title	Bioethics in Film, Media & Society: Explorations in Culture and Biopolitics
Transcript Abbreviation	BioFilm
Course Description	This course is designed as a forum for identifying and discussing moral, societal, and political issues in bioethics as represented through various forms of moving-image culture, primarily in film but also including still photography, television, and digital media.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Sometimes
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced

Previous Value

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

38.0103

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas

The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- comprehend and gain an overview of bioethics through popular sources of film and media
- understand the general features (including advantages and limitations) of images—including film, still photography, television, and digital media

Content Topic List

- Film & Ethics Autonomy, Justice and Informed Consent Professionalism & Provider-Patient Relationships Healthcare Policy and Social Responsibility Rights, Responsibilities and Research Reproduction and Genetics The Good Life Aging and the Good

Sought Concurrence

Previous Value

Yes

Attachments

- ProposedGE_BIOETHC2020.docx: GE Proposal
(GEC Model Curriculum Compliance Stmt. Owner: Verbeck, Nicole Lauren)
- GE_AssessmentPlan_BIOETHC2020.doc: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Verbeck, Nicole Lauren)
- BIOETHC_2020_Reformatted for Curriculum System.docx: Syllabus
(Syllabus. Owner: Verbeck, Nicole Lauren)

Comments

- Please review and if appropriate approve asap per upcoming GE review committee meeting. Thx *(by Verbeck, Nicole Lauren on 04/07/2017 11:15 AM)*

COURSE CHANGE REQUEST
2020 - Status: PENDING

Last Updated: Clinchot, Daniel Michael
04/07/2017

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Verbeck, Nicole Lauren	04/07/2017 11:16 AM	Submitted for Approval
Approved	Clinchot, Daniel Michael	04/07/2017 12:16 PM	Unit Approval
Approved	Clinchot, Daniel Michael	04/07/2017 12:16 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/07/2017 12:16 PM	ASCCAO Approval

SYLLABUS: BIOETHIC 2020

BIOETHICS IN FILM, MEDIA & SOCIETY: EXPLORATIONS IN CULTURE & BIOPOLITICS

TERM: AU 2017 | ONL

Instructor

Instructor: Matthew Vest, MA, PhD(c)

Email address: vest.45@osu.edu Phone number: 614-366-8405

Office hours:

Course description

This three-credit course is designed as a forum for identifying and discussing moral, societal, and political issues in bioethics as represented through various forms of moving-image culture, primarily in film but also including television, and digital media. Particular attention will be given to film and media touching on the bioethics surrounding the human life cycle, including birth, the “good life”, ageing and questions on death. The primary activities of this class center around (1) thoughtful/active viewing of film and media that engage often controversial bioethical issues followed by (2) reflective forum discussions and media analysis to analyze the key ethical issues in an informed and respectful manner. Through viewing the course films and media, students will be introduced to basic elements of visual rhetoric to discern how meaning is communicated, inferred, reflected, and/or altered by images, including basic components of film such as image, movement, and sound. Additionally, students will be guided to move from *identification* and *description* of ethical sentiment/s to *analysis* of moral assumptions and directives within the workings of images. Throughout these analytical approaches, students will be encouraged to see the multi-faceted way that bioethics in film and media—from activist documentary style to anime to major Hollywood box-office productions—affect public discourses.

Course learning outcomes

By the end of this course, students should successfully be able to:

1. identify and describe key topics/issues in bioethics as depicted in popular film and media
2. recognize and explain the general features (including advantages and limitations) of images—including film, television, and digital media—as a method or tool for engaging bioethics in contemporary culture
3. identify the biopolitical interplay of forces influencing the discourses of bioethics
4. apply moral reasoning to specific situations and defend the conclusions of that reasoning
5. practice skills of collegial & courteous disagreement amidst foundational, moral differences

Course materials

Required Course Text

- Shapshay, Sandra, ed. *Bioethics at the Movies*. The Johns Hopkins University Press, 2009.

Additional Required Readings

- “Visual Rhetoric/Visual Literacy: Writing About Film,” Writing Studio, Duke University: <https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/film.original.pdf>
- “The Challenges of Writing About Film,” Dartmouth College Writing Program: <https://hogans101z.files.wordpress.com/2015/02/dartmouth.pdf>
- Additional assigned essays with links as listed in course sequencing below

Useful Links & Non-Required, Supplemental Resources

- Colt, Quadrelli, Friedman, eds., *The Picture of Health: Medical Ethics & the Movies*. Oxford University Press, 2011.
- “Film Analysis Guide 2.0,” Yale Film Studies: <http://filmanalysis.yctl.org>
- Ann Bumpus, “Writing the philosophy paper”, Dartmouth Writing Program, www.dartmouth.edu/~writing/materials/student/humanities/philosophy.shtml
- Bioethics Movie Reviews: <http://www.bioethics.com/reviews/movie-review>
- Internet Movie Database (IMDb)— www.imdb.com
- Stanford Program in Bioethics and Film: <http://med.stanford.edu/medethicsfilms.html>
- UK Health Care Program on Bioethics Film List: <http://ukhealthcare.uky.edu/bioethics/film-series/>
- Corrigan, Timothy. *A Short Guide to Writing About Film*. New York: Longman, 2001.
[Corrigan’s text introduces approaches to viewing film with intro tips for writing on film; includes glossary of film terms; sample essays; discussion of film research].
- Bordwell, David & Kristen Thompson. *Film Art: An Introduction*. New York: McGraw Hill, 2006 *[Standard text in film courses; intro to genre, history, production, distribution processes with film; surveys aspects of film analysis].*

GE Culture & Ideas Goals and ELO

Goals

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

- 1) Students analyze and interpret major forms of human thought, culture, and expression.
- 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

How BIOETHIC 2020 helps students achieve these ELOs:

Bioethics is a major form of human thought, culture, and expression as healthcare, medicine, and scientific/medical technologies are realities all human engage. As such, BIOETHIC 2020 teaches and enables students to *identify* and *understand* the subject matter of bioethics as major forms of human thought, culture, and expression. Likewise, this course seeks to address different modes of *evaluating*, *conceptualizing*, and *applying* how bioethics functions as a norm that affects one's perception of reality and guides human behavior.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Grading and faculty response

Grades

Assignment or category	Percentage
Film Analysis Quizzes	35
Course Participation I: Discussion Forum (P/F)	20
Course Participation II: Media/Culture Forum (P/F)	20
Final Exam: Reflection & Film Analysis Project	25
Possible Extra Credit:	5
Total	100 (105)

See course schedule, below, for due dates

Brief description of graded assignments

Additional instructions and descriptions for the below are written out in Carmen.

- **Course Participation I: Short answer discussion forum**

Students will respond to film & readings reflection questions over the course of the semester. These responses are brief but substantive and should be between 300-500 words. The point of the word count is not to be pedantic but rather to guide you towards a reasonable reflection post. If your post is shorter than 300 words, it will be very difficult to PASS this participation grade element. These discussion forum posts are not to be formal “research writing” but rather should display personal *considerations* and *reflections* on the questions provided. These student posts are due each **Saturday by 11:59pm** (excepting Module/week 16). Students will also offer at least one peer review comment on another group member’s post of their choice, and this will be due by **11:59pm on Sunday** (excepting Module/weeks 16). This assignment is PASS / FAIL, and students must complete both the media-culture post and the peer-review comment in a timely manner to pass.

- **Course Participation II: Bioethics in the media and culture discussion forum**

This self-directed assignment allows students to select an item or “sample” from news sources, academic or pop culture, arts, media, film, music or other that clearly addresses the bioethics topic/issue of that week/module. After providing a link to the sample, students will post a recorded video of themselves summarizing/identifying/analyzing the media/culture sample. These student posts are due **Saturdays by 11:59pm**. Students will also offer at least one peer review comment on another group member’s post of their choice, and this will be due by **11:59pm on Sundays** (of the assigned week/module). This assignment is PASS / FAIL, and students must complete both the media-culture post and the peer-review comment in a timely manner to pass.

- **Weekly Quizzes**

These weekly quizzes are intended to be process-oriented, learning quizzes. In other words, the goal is only partly to “quiz” students’ reading apprehension each week; more importantly, however, the goal is to confirm what’s most important and what “should be remembered” from the readings (and occasional podcasts) each week. In short, this quiz-methodology is quite friendly to the student who wishes to put in respectable effort both to reading and reviewing/preparing for the quizzes. Students should also note that these quizzes are timed quizzes (most at allow 15 mins) so that the open-book feature is not abused. **Quizzes will be due on Thursdays by 11:59pm.**

- **Final Exam**

The final exam is two fold: 1) in the first, students will reflect upon the question asked in week/module film-analysis final designed to allow students the chance to demonstrate their developing thinking on the course topics and issues. The goal is to allow students an opening “draft” in week one that answers this question, and then a final “draft” in week sixteen that answers this question, noting changes and developments in thinking and belief stemming from the films and readings throughout the semester.

Discussion & Self-Writing Exercise: what do you believe is the most important aspect of human morality? To flesh this out, write out ~ 500 words a moral code that you believe does/will guide you in navigating various moral dilemmas in life. *Be courageous and specific!* You will reflect upon this in the course final as part of the self-writing/analysis component.

In the second part of the exam: 2) students will compose a film-analysis project. In this project, students will select a film on their own not listed or assigned in the course. Students will then analyze the film both for the images/art conveyed stylistically through the film as well as the bioethics content/questions addressed in the film. An outline will be provided to guide the expectations for what a complete film and bioethics analysis should emulate. NOTE: the Final Exam will be uploaded into Carmen and must be uploaded in a Word or PDF doc (no exceptions!). This is to ensure that I am able to view/download your final via Carmen (unusual file options in the past have not been visible/downloadable).

- **Extra Credit**

At five specific weeks/modules throughout the semester, a number of additional films have been listed. Students may select and view a film from the options listed from that week and then write a short film-review addressing how the film further develops or adds to the conversation on the issue/theme of that week/module. This assignment is not required, but students may earn up to a 5% course grade bonus for viewing all five films. Students may complete these extra credit assignments early, but once the due date has passed the extra credit options will be closed.

Late assignments

Part of the advantage of an online class is the flexibility and time management that rests in the hands of the student. At the same time, to ensure steady progress through the semester, all students must adhere to the two weekly deadlines. **These assignments will CLOSE at the listed times, and students will be unable to submit late work.** In other words, late assignments are not accepted with the exception of emergencies or dire illness (note: doctor's note or other demonstrable proof is required). Assignments submitted late (but before the assignment closes) may be assessed a late penalty.

Grading scale

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.) Please note that there is a FAQ for this course, and all students are expected to reference both the Syllabus and the FAQ before emailing the course instructor. Due to the volume of emails that can the instructor (and TAs, if any) fields for questions that have been addressed in the Syllabus or FAQ, **please do not be surprised to receive a simple email that may not answer your question directly, but rather reminds you to look for the answer to that question in the Syllabus or FAQ.**

Grading and feedback

Weekly quizzes will be graded immediately. The Discussion Forum and Bioethics in Media/Society class participation assignments are PASS/FAIL, and you can expect to know this grade within **7 to 10 days**. For the final exam, you can generally expect a grade within **7 days**.

E-mail

I do my best to reply to e-mails within **1-3 school days**, and I always seek to reply to emails received over the weekend on the first school day of the next week. If I am unable to respond exactly within this timeline, please do not panic. Also, importantly, as a result of this email timeline policy, please note that **I cannot be responsible for questions/concerns that are emailed hours before a deadline**.

Discussion boards

I will spot check the discussion boards several times a week. Please be diligent in posting your Discussion Question as this PASS/FAIL component of the course both measures your class participation *and* is designed to encourage peer learning. Simply put, *your* thinking and participation matters immensely in this course as it is inevitable that many of our ethical foundations will be at odds. Learning what your own ethical foundation is (and what that means!) is an important part of the whole course.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging In/Class Participation: 2+ TIMES PER WEEK**
Be sure you are logging in to the course in Carmen each week **in preparation for the Thursday/Sunday deadlines**, including weeks with holidays or shortened weeks for whatever reason (during most weeks you will probably log in many times.) If you have an emergency or health situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible* (note: a doctor's note or other demonstrable proof of emergency is expected).
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
Any live, scheduled events for the course, including my office hours, are optional; in other words, this course is entirely asynchronous within the weekly module schedule.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please be respectful and thoughtful. Disagreements are inevitable and expected given the subject matter of bioethics, and one of the main Learning Objectives (# 5) is "to practice skills of collegial & courteous disagreement amidst foundational, moral differences."

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Course Module Schedule

Module/Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p style="text-align: center;">Intro: Bioethics & Film</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 1.a: “Visual Rhetoric/Visual Literacy Series: Writing About Film” https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/film.original.pdf - READING 1.b: Shapshay, pp. 1-11 “Introduction” - READING 1.c: Albert Jonsen, “Frankenstein and the birth of medical ethics” (<i>Picture of Health</i>, ch. 1) - FILM # 1: <i>Frankenstein</i> (1931) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 1 - Pre-Discussion & Self-Writing Exercise: Personal intros and peer-group exercise. Course opening question: what do you believe is the most important aspect of human morality? To flesh this out, write out ~ 500 words a moral code that you believe does/will guide you in navigating various moral dilemmas in life. <i>Be courageous and specific!</i> You will reflect upon this in the course final as part of the self-writing/analysis component. - Discussion: How does medicine deal with life in the <i>biological</i> and the <i>biographical</i> sense? How does “Frankenstein” anticipate many of the issues discussed in modern bioethics?
2		Research Ethics History of Bioethics

		<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 2a: “The Challenges of Writing About Film,” Dartmouth College Writing Program: https://hogans101z.files.wordpress.com/2015/02/dartmouth.pdf - READING 2b: Annette Dula, “Research & Racism: Miss Ever’s Boys” (<i>Picture of Health</i>, ch. 8) - READING 3b: Engelhardt, “Bioethics and Biopolitics” - FILM # 2: <i>Miss Ever’s Boys</i> (1997) and <i>Deadly Deception</i> (Nova Documentary, 2014) https://www.youtube.com/watch?v=qNa8CnC4sSU <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 2 - Media and Culture Post on Research Ethics
3		<p style="text-align: center;">Clinical Research Trials, Provider-Patient Relationships, & Professional Ethics</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 3a: McConnel, “She’s DNR; She’s Research: Conflicting Role-Related Obligations”(Shapshay ch. 12) - READING 3b: TBA - FILM # 3: <i>Wit</i> (2001) https://www.youtube.com/watch?v=u0PPvYIGqL8 <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 3 - Discussion : How would you feel if you had a life-threatening medical problem and the physician whose care you were under asked you to be a participant in a research protocol that she was conducting? What questions would you ask? What factors would prompt you to agree to participate in the protocol? What factors would prompt you to decline to participate?
4		<p style="text-align: center;">Euthanasia, Suffering & The Human Condition</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 4.a: Lutfiyya et al, “False Images: Reframing the End of Life Portrayal of Disability in <i>Million Dollar Baby</i>”

		<p>(Shapshay, ch. 13)</p> <ul style="list-style-type: none"> - READING 4b: Frowe, “I Can’t Be Like This, Frankie, Not After What I’ve Done: <i>Million Dollar Baby</i> and the Value of Human Lives” (Shapshay, ch. 14) - FILM: <i>Million Dollar Baby</i> (2004) - FILM: <i>Soylent Green</i> (1973) - SHORT FILM: <i>The Mother Situation</i> (2016) https://www.redbull.tv/live/AP-1QNNHD2VN1W11/segment/AP-1QYYP8NYN2111/tropfest - READING: Burstein, “The Thanatoria of <i>Soylent Green</i>: On Reconciling the Good Life with the Good Death” (Shapshay, ch. 17). <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 10 - Discussion: What role do you think “imagery” plays in shaping and communicating already held assumptions or beliefs? If a disabled person experiences untreatable pain, or if a disabled person, like Maggie, makes a truly informed decision to die, should such a person be allowed assistance in dying?
5		<p style="text-align: center;">Informed Consent Documentary Ethics</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 5.a: Therese Jones, “Another Kind of DNR” (<i>Picture of Health</i>, ii.10) - READING 5b: A. B. Amer, “Informed Consent in Adult Psychiatry,” <i>Oman Med Journal</i>, 28(4):228-31 (July, 2013): https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3725243 - FILM: <i>Titicus Follies</i> (1967) - FILM: Cole Smithey’s Commentary https://www.youtube.com/watch?v=5W55_IP59KI <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 5 - Culture and Media Post on Informed Consent
6		<p>Human Morality Authority & Rebellion</p>

		<p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 6.a: Gina Perry “The Shocking Truth of the Notorious Milgram Obedience Experiments” (Discover, 10/2/13). - READING 6b: TBA - FILM: <i>Quiet Rage: The Stanford Experiment</i> (1988) or <i>Experimenter</i> (2015) - FILM brief: Jordan Peterson lecture / TBA - FILM brief: Stanford Experiment Commentary: https://www.youtube.com/watch?v=sZwfNs1pqG0 <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 6 - Culture and Media Post on Human Morality
7		<p style="text-align: center;">Abortion Ethics</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 7.a: Judith Thompson, “A Defense of Abortion” - READING 7b: Don Marquis, “Why Abortion is Immoral” - FILM: <i>Juno</i> (2007) - Additional film suggestions: <i>Cider House Rules</i> & <i>Citizen Ruth</i> <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 7 - Discussion (from Shapshay): Because a human being inside the womb is dependent on it’s mother for its very life up until viability, does a mother have an obligation to carry a living human being in her womb until that living human being has attained the ability to live outside the womb? Do you think that abstinence is the solution to unwanted teen pregnancies? How about distributing condoms? What, practically, can be done to help prevent unwanted teen pregnancy?
8		<p style="text-align: center;">Disability and Personhood</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 8.a: Arthur Derse, “The Ethics of Self-Determination” (<i>Picture of Health</i>, ii.3)

		<ul style="list-style-type: none"> - READING 8b: Adrienne Asch, “Disability, Bioethics, and Human Rights” (Albrecht et al, eds, <i>Disability Studies as a Field</i>, 2001). - READING 8c: TBA - FILM: <i>Diving Bell and the Butterfly</i> (2007) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 8 - Media and Culture Post on Disability and Personhood
9		<p style="text-align: center;">Disaster Ethics / Humanitarianism</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 9.a: Alan Roth, “Ethical Conflicts of a Complex Humanitarian Emergency” (<i>Picture of Health</i>, v.8) - READING 9b: Donal O’Mathuna essay, TBA - READING 9c: Code of Conduct for International Red Cross and Red Crescent Movement & NGO Disaster Relief Principles Committee. - FILM: <i>The Last King of Scotland</i> (2006) or <i>Contagion</i> (2011) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 9 - Discussion: Given the complexity of global and ethnic cultures and ethics, how can international disaster relief contribute or cause harm to humanitarianism? How can humanitarianism be reasonably defined in light of disaster bioethics?
10		<p style="text-align: center;">Food Ethics</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 10.a: David Kaplan, “What Is the Philosophy of Food” (<i>Food Ethics</i>, 2012): http://www.food.unt.edu/philfood/#a - READING 10b: Paul Thompson, “Green Revolution Food Production and It’s Discontents” (<i>From Field to Fork</i>, 2015) - FILM: <i>Food, Inc.</i> (2008) or <i>King Corn</i> (2007) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 10

		<ul style="list-style-type: none"> - Culture and Media Post on Food Ethics.
11		<p>Medical Humanity: Organ Transplantation, Facing Death</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 11.a: Abrams, “Kazuo Ishiguro’s Never Let Me Go: A Model of ‘Completion’ for the End of Life” (Med Humanities, 2016; 42:42-45. - READING 11b: Matthew Eatough, “The Time That Remains: Organ Donation, Temporal Duration, and Bildung in Kazuo Ishiguro’s Never Let Me Go” (Lit and Medicine, v29 n1 (2011): 132-60. - FILM: <i>Never Let Me Go</i> (2010) or <i>Dirty Pretty Things</i> (2002) - <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 11 - Discussion (from Eatough): What is the role of “affect” with respect to organ transplantation? How and why does Kathy’s profession enable her to “control” her affect? How does the “quality” of one’s life become mediated through vocational and affective categories?
12		<p>Human Genetic Engineering, Testing, & Personhood</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 12a: Gavaghan, “No Gene for Fate?: Luck, Harm, and Justice in <i>Gattaca</i>” (Shapshay, ch. 5) - READING 12b: Shapshay, “Lifting the Veil of Ignorance: Is There Anything Really Unjust about Gattacan Society?” (Shapshay, ch. 6) - FILM: <i>Gattaca</i> (1997) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 12 - Discussion: Are children whose genes have been chosen by their parents likely to have unique emotional burdens? Is Parfit right that, because the only alternative for such children is non-existence, they have no cause for complaint? Should there be limits on the sorts of choices we can make for our future children? Should technologies such as PDG be limited to avoiding disease, or should parents be allowed to choose on the basis of musical or athletic ability? Is Gattacan society

		unfair? More unfair than our own societies today? How much do our genes limit our life choices? Can the “human spirit” always transcend those limits?
13		<p style="text-align: center;">Ethics of Cloning</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 13.a: Leon Kass, “The Wisdom of Repugnance” (https://web.stanford.edu/~mvr2j/sfsu09/extra/Kass2.pdf) - READING 13.b: President’s Bioethics Commission, “Human Cloning and Human Dignity: An Ethical Inquiry” (July, 2002) (https://bioethicsarchive.georgetown.edu/pcbe/reports/cloningreport/children.html) - FILM: <i>Cloud Atlas</i> (2012) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 13 - Media/Culture Post on Cloning
14		<p style="text-align: center;">Ethics of Enhancement</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 14.a: Miah, “The Ethics of Memory Deletion in <i>Eternal Sunshine of the Spotless Mind</i>” (Shapshay, ch. 9) - READING 14.b: Julian Savulescu “A Duty to Morally Enhance” - FILM: <i>Ghost in the Shell</i> (1995) & <i>Eternal Sunshine of the Spotless Mind</i> (2004) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 14 - Discussion: If memory deletion were possible, how would you decide which memories to keep and which to erase? In what way can memory deletion be characterized as human enhancement? Do we have a moral responsibility to remember? How does the professional conduct (or lack thereof) of Lacuna employees correspond with general medical ethics?
15		<p style="text-align: center;">Cultural & Global Theory in Bioethics</p> <p>ASSIGNMENTS:</p> <ul style="list-style-type: none"> - READING 15.a: Michael Brannigan, “Tkiru and Net-Casting

		<p>in Intercultural Bioethics” (Shapshay, ch. 21)</p> <ul style="list-style-type: none"> - READING 15b: Rупing Fan, “Confucian bioethics” - FILM <i>Ikiru</i> (1951) <p>ASSESSMENTS:</p> <ul style="list-style-type: none"> - Quiz # 15 - Discussion: In view of the problematic in intercultural bioethics, are there sufficient grounds to make a reasonable claim for a global bioethics? For a global ethic? Considering the natural tendency and need to generalize, when would generalization cross the line into net-casting? <i>Ikiru</i> is a Japanese film, and translators may offer various nuances in interpretation to enable audience comprehension. Intercultural dialogue is possible only if there is intercultural discourse. Is intercultural discourse possible? Are some worldviews radically incongruent with others?
16		<p>Conclusion</p> <ul style="list-style-type: none"> - Review - Final Project: Film-script or narrative depicting a bioethics case

Other course policies

Academic integrity policy

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)
- Streaming audio and video
- Synchronous course tools

Appendix: Links to Note

OSU & BIOETHC 2020 Links

OSU Media Library: <https://drm.osu.edu/media/>

OSU Center for Bioethics: <http://medicine.osu.edu/orgs/bioethics/Pages/index.aspx>

Oxford Journal of Medicine and Philosophy: <http://j.mp.oxfordjournals.org>

Georgetown Bioethics Resource Database: <https://bioethics.georgetown.edu/using-the-library/resources-students/>

General

Internet Encyclopedia of Philosophy <http://www.iep.utm.edu/>

The Philosophy Pages (A Guide to Philosophy) <http://www.philosophypages.com/>

Stanford Encyclopedia of Philosophy <http://plato.stanford.edu/contents.html>

National Institutes of Health <http://www.nlm.nih.gov/>

Ethics, Bioethics, and Moral Reasoning

Bioethics Resources on the Web (National Institutes of Health) <http://bioethics.od.nih.gov/>
Bioethics.Net <http://www.bioethics.net/>
The Internet Encyclopedia of Philosophy: Ethics <http://www.iep.utm.edu/ethics/>
Ethics Updates <http://ethics.sandiego.edu/>
Moral Philosophy <http://www.philosopher.org.uk/moral.htm/>
Applied Ethics Resources on WWW <http://www.ethicsweb.ca/resources/>

Informed Consent and Confidentiality

Ethics in Medicine (Informed Consent) <http://depts.washington.edu/bioethx/topics/consent.html>

Human Research

U.S. Food and Drug Administration (Clinical Trials) <http://www.fda.gov/oc/gcp/>
Centers for Disease Control (The Tuskegee Study) <http://www.cdc.gov/tuskegee/timeline.htm/>

Abortion

Abortionfacts.com <http://www.abortionfacts.com/>
Abortion: All Sides of the Issue <http://www.religioustolerance.org/abortion.htm/>
Abortion and Ethics <http://ethics.sandiego.edu/Applied/Abortion/index.html>

Reproductive Technology

American Society for Reproductive Medicine <http://www.asrm.org/>
National Bioethics Advisory Commission (Cloning) <http://bioethics.georgetown.edu/nbac/pubs/cloning1/cloning.pdf>
Human Genome Project (Cloning Fact Sheet) http://www.ornl.gov/sci/techresources/Human_Genome/elsi/cloning.shtml

Genetics

Alliance for Humane Biotechnology <http://humanebiotech.com/home.html>
National Bioethics Advisory Commission (Stem Cells) <http://bioethics.georgetown.edu/nbac/execsumm.pdf>
DNA from the Beginning <http://www.dnaftb.org/dnaftb/>
National Institutes of Health (Genetics Home Reference) <http://ghr.nlm.nih.gov/>
National Institutes of Health (Stem Cells) <http://stemcells.nih.gov/info/basics/basics1.asp>
Bioethics Resources on the Web (Genetic Testing) <http://bioethics.od.nih.gov/genetictesting.html>
American Society of Gene Therapy <http://www.asgt.org/index.php>

Euthanasia and Physician-Assisted Suicide

Cleveland Clinic (Do-Not-Resuscitate Orders) http://my.clevelandclinic.org/healthy_living/healthcare/hic_do_not_resuscitate_orders_and_comfort_care.aspx
Euthanasia ProCon.org <http://www.euthanasiaprocon.org/>

Justice in Health Care

Centers for Disease Control (about Minority Health) <http://www.cdc.gov/omhd/amh/amh.htm>
Institute of Medicine (Consequences of Uninsurance) <http://www.iom.edu/?ID=4660/>
Kaiser Family Foundation (Health Coverage and the Uninsured) <http://www.kff.org/uninsured/trends.cfm>
Ethics in Medicine (Managed Care) <http://depts.washington.edu/bioethx/topics/manag.html>
printBodyText.jsp



THE OHIO STATE UNIVERSITY

COLLEGE OF MEDICINE

**DIVISION OF BIOETHICS | DEPARTMENT OF BIOMEDICAL
EDUCATION AND ANATOMY**

GE CREDIT PROPOSAL FOR BIOETHC 2020

Category: Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes (ELOs):

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

GE Rational for BIOETHC 2020 Meeting ELOs:

A. How do the course objectives address the GE category expected learning outcomes?

The two expected learning outcomes highlight “major forms of human thought, culture, and expression” as well as “ideas that influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.” The five course objectives for BIOETHC 2020 align broadly and specifically with both of these emphases. Broadly speaking, bioethics itself is a major form of human thought, culture, and expression as healthcare and bio-technology are realities nearly all humans engage. From Hippocrates and the earliest recorded discussions on medical ethics to contemporary debates on synthetic biology, food ethics, enhancement vs therapy, and more, the ethical import of bioethics is a fundamentally human need and reality. Moreover, bioethics as biopolitics reveals below-the-surface aspects affecting individual and communal (political) influences on morality and ethics. Examining the President’s Commission statements on cloning or tracing the ethics of informed consent via *Titicus Follies* (1967) reveals the layered motivations and influences within bioethics as biopolitics. Further, bioethics rightly may be seen as a particular form of applied ethics that addresses norms of human behavior in the spheres of healthcare, medicine, science, and technology relating to life (*bios*). Specifically, learning outcomes 1, 2, and 3 address the *identification* and *understanding* of bioethics as a major form of human thought, culture, and expression.

By the end of this course, students should successfully be able to:

1. identify and describe key topics/issues in bioethics as depicted in popular film and media
2. recognize and explain the general features (including advantages and limitations) of images—including film, television, and digital media—as a method or tool for engaging bioethics in contemporary culture
3. identify the biopolitical interplay of forces influencing the discourses of bioethics

Learning outcomes 4 and 5 address different modes of *evaluating*, *conceptualizing*, and *applying* how bioethics functions as a norm that affects one's perception of reality and guides human behavior.

4. apply moral reasoning to specific situations and defend the conclusions of that reasoning
5. practice skills of collegial & courteous disagreement amidst foundational, moral differences

B. How do the films and readings assigned address the GE category expected learning outcomes?

The films and readings assigned for BIOETHIC 2020, engage explicitly and artistically basic bioethical concepts and concerns. As a key text that integrates readings (commentary) and film, Sandra Shapshay's *Bioethics at the Movies* (University of John's Hopkin's Press, 2009) draws together leading bioethicists who have been impacted by film or who note the societal impact of films addressing contemporary bioethics. The specific films selected reflect a variety of film styles/genres from classic and early-era (*Frankenstein*, 1931) to documentary (*Food, Inc.*, 2008) to Hollywood blockbuster (*Million Dollar Baby*, 2004) to anime (*Ghost in the Shell*, 1995). In short, this course draws from a variety of films as the core presentation of bioethical issues and topics such as birth, abortion, genetic selection, personhood, enhancement, food ethics, social justice, death and dying, transhumanism, and more. Between the films, the Shapshay text, and the varied bioethics journal selections, the students will encounter films and readings that engage bioethics in theory—as a major form of human thought, culture, and expression—as well as through specific, practical cases and stories that analyze the ethical norms of human behavior.

C. How do the topics address the GE category expected learning outcomes?

The topics and issues addressed in bioethics—healthcare reform, informed consent, quality of life decision-making, decisions to allow to die, rationing, futility, scarcity of resources, food choices, organ transplantation—represent significant aspects of bioethics, and this is another way of stating that these topics engage *the human experience itself* within the matters of bioethics. As Margaret Edson's 1999 Pulitzer Prize winning play (and 2001 film) "Wit" demonstrates so well, the experience and role of a patient and physician are never merely "clinical" events, but rather these medical experiences factor as broader participations of inevitable human frailty and sickness. Understood in the proper sense of the term, bioethics (*bios*, life; *ethos*, character) involves an identification, understanding, and analysis of the good life applied to our contemporary medical technologies and healthcare profession. As such, these topics directly address major forms of human culture and expression—medicine and healthcare—while considering the traditional, professional, moral norms that influence and affect the human experience within bioethics.

D. How do the written assignments address the GE category expected learning outcomes?

This course requires three main writing or speaking (text-based) assignments: 1) discussion answers to film/reading questions (300-500 words); 2) filmed Culture/Media analysis reviews (text-based and then recorded); 3) text-based Final Exam that incorporates a self-reflective, self-writing ethics component alongside a film analysis project. These three writing assignments are designed to give students the chance to respond and engage throughout the course with the ethical human experience involved in bioethics. As an example, the reading responses allow students the opportunity to identify and analyze reading response questions around the topics of “disability” and “global ethics.” The nature of these written assignments align well with the GE category expected learning outcomes.

E. How does the course aim to sharpen students’ response, judgment, and evaluation skills?

The course quizzes, discussion posts, culture/media posts, and final exam will test students’ knowledge and understanding of the historical, regulatory, scientific, and medical aspects of bioethics, and thereby help students to acquire accuracy in identifying, interpreting and applying traditional ideas and approaches to ethical issues relating to life (*bios*). Small group discussion boards and culture/media analyses of contemporary issues in bioethics will train students to identify, interpret, critically analyze and apply such cultural and traditional human ideas to evaluate important issues in bioethics, while letting them reconsider their own attitudes towards life and the meaning of advancement in bioethical sciences and technologies. Thus the course format, the variety of topics, written assignments and exams will all contribute to sharpen student’s response, judgment and evaluation skills in the field of bioethics.

GE Assessment Plan [See Appendix]

Division of Bioethics | Department of Medical Education and Anatomy GE Assessment Plan

Course Title: *BIOETHC 2020 Bioethics at the Movies*

Date Submitted: *April, 2017*

Mission Statement: Housed within the Ohio State University Wexner Medical Center and College of Medicine, the Division of Bioethics and Center for Bioethics stand as a forum for collaborative research, education, and clinical consultation. The Division and Center mobilize the necessary conversation and executes initiatives to better accomplish the OSU Wexner Medical Center's mission "to improve people's lives through innovation in research, education, and patient care." As a dynamic field, bioethics includes multiple interprofessional disciplines and perspectives to give consideration to theoretical ethics, empirical ethics, professionalism, humanities, spirituality, religion, law, and public policy. Thus, the Division and Center seek to carry out the Medical Center vision "working as a team, to shape the future of medicine by creating, disseminating, and applying new knowledge, and by personalizing health care to meet the needs of each person."

The Division and Center pursue such goals through scholarship, mentorship and education, and facilitating dialogue within the community. Such cornerstones will be promoted through training those who can make enriching contributions to the field of bioethics, developing increased educational opportunities at all levels of the university, and providing venues to bring together academics and healthcare professionals.

Goal	Expected Learning Outcomes	Assessment Methods and Procedures to Demonstrate Student Achievement	Explanation of the Level of Student Achievement Expected	Planned Improvements Based on Assessment Results (i.e., Feedback and Follow-up Process)
To develop students' ability to evaluate significant cultural phenomenon and ideas in order to develop capacities for aesthetic and historical response and judgment and evaluation	<p>I. Students will analyze and interpret major forms of human thought, culture, and expression.</p> <p>II. Students will evaluate how ideas influence the character of human beliefs, the perception of reality and the norms which guide human behavior.</p>	<p>A. Analysis of the below <u>selected module student film & reading response questions</u>.</p> <ol style="list-style-type: none"> 1. How would you feel if you had a life-threatening medical problem and the physician overseeing your care asked you to participate in a research protocol she was conducting? What factors would prompt you to participate or decline to participate? 2. What role do you think "imagery" plays in shaping 	<p>A. 90% of students will receive a PASS on the assignment grade scale – evidence of analyzing and interpreting key bioethical forms of human thought, culture, and expression.</p>	<p>A. Rubric reports data will be kept and analyzed every second offering of the course; readings and/or questions will be adjusted to increase (or decrease) secondary source commentary and/or primary source bioethics literature.</p>

		<p>and communicating already-held assumptions or beliefs? If a disabled person experiences untreatable pain, or if a disabled person, like Maggie, makes a truly informed decision to die, should such a person be allowed assistance in dying?</p> <p>3. Because a human being inside the womb is dependent on it's mother for its very life, does a mother have an obligation to carry a living being in her womb until that living being has attained the ability to live outside the womb?</p> <p>4. Given the complexity of global and ethnic cultures and ethics, how can international disaster relief contribute or cause harm to humanitarianism? How can humanitarianism be defined reasonably in light of disaster bioethics?</p> <p>5. Are children whose genes have been chosen by their parents likely to have unique emotional burdens? Is <i>Gattacan</i> society unfair? More unfair than our societies today?</p>		
		<p>B. Analysis of the <i>Final Exam</i>. Students reflect upon personal morality, including a comparison between a self-writing moral exercise in weeks 1 and 16.</p>	<p>B. 90% of students will receive B- or higher on this reflective exercise in the Final Exam – evidence that students are better able to identify, evaluate, and imagine how their personal moral code affects themselves and</p>	<p>B. Grades/data from the Final Exam component will be kept/analyzed every second offering of the course; the course expectations of students regarding “depth of personal and moral research” and “ability to</p>

			<p>others. In short, these personal moral writing exercises depend upon and influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p>reason soundly” within bioethics dilemmas will be evaluated if students are not reaching the expected level.</p>
		<p>C. Analysis of <u>student surveys regarding how the course helped students achieve the GE Cultures and Ideas ELOs.</u></p>	<p>C. 80% or more of students will express that BIOETHC 2020 presented “significant opportunity” (1) to analyze and interpret major forms of human thought, culture, and expression; 80% or more of students will express that BIOETHC 2020 presented “significant opportunity” (2) to evaluate how ideas influence the character of human beliefs.</p>	<p>C. Student surveys will be kept/analyzed every second offering of the course; the films and readings assignments as well as the methods of class-space conversation (i.e., small-group text-based discussion method, etc) will be evaluated in light of student survey results to ensure ELOs are reasonably achievable.</p>