College: McAnulty College and Graduate School of Liberal Arts
Syllabus: HCE-655, Global Bioethics, Fall 2010
Course: Tuesday 3:05 – 5:45, Fisher Hall: 609
Office Hours: Appointment, Fisher Hall 300; Tel. (412) 396-4504
Course Instructor: Henk ten Have, M.D., Ph.D.
Director and Professor, Center for Healthcare Ethics
Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282

**COURSE OBJECTIVES**

a) **Catalogue description.** The course will make students familiar with the recent issues and debates in bioethics as well as its evolution from traditional medical ethics into present-day global bioethics. In particular it will explain basic notions of global bioethics, as identified in the *Universal Declaration on Bioethics and Human Rights*, unanimously adopted by the 193 Member States of UNESCO in 2005. The focus will be on universal principles such as human dignity and human rights, respect for human vulnerability and personal integrity, respect for cultural diversity and pluralism, solidarity and cooperation, social responsibility and health, sharing of benefits, protecting future generations, and protection of the environment, the biosphere and biodiversity.

b) **Specific competencies to be expected.** Upon completion of the course students should master the following competencies, as should be demonstrated both in class participation and in the course essay:
   a. an understanding of global bioethics and the relevant universal ethics principles;
   b. an informed sense of how these principles can be applied to address a variety of practical issues;
   c. a capacity for critical analysis, decision-making and justification when engaging practical issues in global bioethics.

c) **General HCE Program Learning Outcomes.** All of these Learning Outcomes pertain to HCE-655.
   a. Fundamental Knowledge.
      Students can understand and analyze HCE theory and methods as well as major applied topics.
   b. Multi-disciplinary Study.
      Students can critically relate HCE with multi-disciplinary fields in health care as a diverse and global enterprise (empirical research, law, medicine, philosophy, religion, science, etc).
   c. Scholarship
      Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that:
      - present cogent arguments(s),
engage scholarly literature, and
demonstrate critical thinking and analysis.

d. **Professionalism**
Students can integrate academic learning with experiential learning in clinical/organizational rotations as a function of service-learning and development as an HCE professional.

e. **Ethical Leadership**
Students can function as HCE expert and provide ethical leadership, with the knowledge, skills, competencies and character traits to provide ethics services (ethics consultations, ethics committees, institutional review boards, etc.).

f. **Co-Curricular Practices for Life-long Learning**
Students can foster co-curricular practices for life-long learning to personally value and engage the clinical, organizational, and professional components of HCE in a global context. Practice include: accessing journals and literature for developments in HCE; networking with colleagues in professional associations; fostering a community of scholars in the HCE program, for example, participating in seminars/colloquia/speaker events, preparing for comprehensive exams, writing doctoral projects.

**COURSE PROCEDURES.**
a) lecture and classroom discussion;
b) small-group discussions with student presentations in class working groups;
c) critical analyses of student research essays throughout the course.

**HCE HANDBOOK.** The Center for Healthcare ethics has developed *a Handbook of Policies, Procedures, and Guidelines* to guide students in all curriculum related matters.

**COURSE GRADE.** There will be no examinations. The course grade will be assigned based on the quality of the course research essay. Up to 25% of the final course grade may be deducted based on insufficient class participation (such as missing classes, weak class presentations, inadequate discussion participation, etc).

Students who miss 2 scheduled classes must contact the professor to discuss withdrawing from the course.

No midterm grades will be assigned. End of term grades will be assigned adopting grading policy in the McAnulty College and Graduate School of Liberal Arts, as follows:

- A 4.0 distinguished scholarly work
- A- 3.7
- B+ 3.3
- B 3.0 normal progress towards degree
ACADEMIC INTEGRITY. This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McAnulty College and Graduate School of Liberal Arts apply.

REASONABLE ACCOMMODATIONS.
Students with documented disabilities are entitled to reasonable accommodations if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) as soon as possible. Accommodations cannot always be granted retrospectively.

COURSE ESSAY: REQUIRED ELEMENTS.
1. The essay length should be 30 pages, double-spacing.
2. Students must adopt the format of the Chicago Manual of Style, as required by the College for dissertation submissions.
3. Title that identifies a specific thesis. For example:
   b. “The ethical justification of benefit sharing,” as opposed to “Ethics and benefit sharing.”
4. Present a brief Introduction and Conclusion.
5. Notes to the references made in the essay.
   a. Use end notes (as opposed to foot notes at the bottom of the page).
   b. Do not use notes for narrative explanations – they belong in the main text.
   c. There should be minimally 100 end notes in the essay.
6. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
7. Divisions and subdivisions. Use major divisions and subdivisions, evenly distributed throughout the essay, to lay out the sequence of concepts, for example:
   I. Introduction.
   II. Practices of organ trafficking.
      a. Transplant tourism and organ trade.
      b. International awareness and activities.
   III. The ethical principles in regard to organ transplantation.
      a. Arguments used to justify organ trade
      b. Arguments opposed to organ trade
   IV. The policy options regarding organ trade.
      a. International policies.
      b. Federal and state policies.
V. The ethical justification of practical policy options.
   a. Justifying policy A.
   b. Justifying policy B.

VI. Conclusion.

VII. End Notes.

VIII. Bibliography of references cited.

8. Use of online references. Online references must be accurately identified with complete web address etc, including the date of access.

**STUDENT TIMELINES FOR THE COURSE ESSAY.**

a) Tuesday Sep 14, approval of course essay title (proposal outline) by instructor;
b) Tuesday Oct 12, submit mid-term 10-15 page draft (double spacing) research essay;
c) Tuesday Dec 7, submit 30 page research essay (double spacing).
COURSE READING

HCE-655, Global bioethics, 2010 Fall

Required reading: Books


ERES Course Readings. The ERES link to the readings is: http://duquesne.docutek.com/eres/coursepass.aspx?cid=1048

The password is: HCE655

1. **The development of global bioethics**


2. **Human dignity and human rights**


3. Human vulnerability and personal integrity


4. **Common heritage of humankind**

4.1. **The notion of common heritage**


4.2. **Human genome as common heritage**


4.3. **Universal ethics as common heritage**


5. Cultural diversity, pluralism and universalism

5.1. Cultural diversity


5.2. The case of Islamic bioethics


5.3. Globalised food and culture


5.4. International clinical trials


6. Solidarity

6.1. The notion of solidarity


http://portal.unesco.org/shs/en/file_download.php/559ac31d0288b0aa0d7886a707826cfcSolidarity_en.pdf
6.2. Migration of health professionals


6.3. Organ trafficking


7. Social responsibility

8. Sharing of benefits

8.1 Benefit-sharing in general

8.2. Ethics and benefit sharing

9. Future generations

10. Protection of the environment and biodiversity
e. United Nations Conference on Environment and Development in Rio de Janeiro, 2000 (principles of sustainable development);

**SCHEDULE FOR STUDENT WORKING GROUP PRESENTATIONS.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 24</td>
<td>Course Introduction.</td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Student Presentations #1</td>
</tr>
<tr>
<td>Sep. 7</td>
<td>Student Presentations #2</td>
</tr>
<tr>
<td>Sep. 14</td>
<td>Student Presentations #3 Term Essay Titles &amp; Proposal Outline due.</td>
</tr>
<tr>
<td>Sep. 21</td>
<td>No Class Class replaced Sep.23-24 Conference Social Justice/Vulnerable populations, Power Center Ballroom. (Conference cost paid by HCE and Conference Schedule to be distributed in class).</td>
</tr>
<tr>
<td>Sep. 28</td>
<td>Student Presentations, #4</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Student Presentations, #5</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>No Class Mid-term essay 10 pages due</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Student Presentations, #6</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Student Presentations, #7</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>No Class All Souls</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Student Presentations, #8</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Student Presentations, #9</td>
</tr>
<tr>
<td>Nov. 23</td>
<td>No class Thanksgiving Week.</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Student Presentations, #10</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Last Class, term essay due</td>
</tr>
</tbody>
</table>
WEEKLY SCHEDULE

Aug. 24  Topic: Course introduction and task assignments

Aug. 31  Topic: The development of global bioethics
         Student Presentations #1
         Readings

Sept. 7   Topic: Human dignity and human rights
         Student Presentations #2
         Readings

Sept. 14  Topic: Human vulnerability and personal integrity
         Group Discussion: Term essay assignments.
         Student Presentations #3
         Readings:
         **Deadline:** Approval of course essay title and outline due via email

Sept. 21  No Class.
         • **Class replaced Sep.23-24 Conference.**
           [http://www.duq.edu/social-justice/index.cfm](http://www.duq.edu/social-justice/index.cfm)
         • Alternative Reading Report. For students unable to participate, please submit via email to Prof. ten Have by Tuesday Sep.21 an Alternative reading report as follows: …TBA….

Sept. 28  Topic: Common heritage of humankind
         Student Presentations #4
         Readings

Oct. 5    Topic: Cultural diversity, pluralism and universalism
         - the case of Islamic bioethics
         - globalised food and culture
         - international clinical trials
         Student Presentations #5
         Readings

Oct. 12   No class: mid-term essays due

Oct. 19   Topic: Solidarity
         – migration, brain drain, organ trafficking
         Student Presentations #6
         Readings

Oct. 26   Topic: Social responsibility
         Student Presentations #7
         Readings
Nov. 2  No class: All Souls

Nov. 9  Topic: Sharing of benefits
Student Presentations #8
Readings

Nov. 16  Topic: Future generations
Student Presentations #9
Readings

Nov. 23  No class: Thanksgiving Week

Nov. 30  Topic: Protection of the environment and biodiversity
Student Presentations #10
Readings

Dec. 7  Topic: Course Review.
**Deadline:** Submit 30 page research essay (double spacing). Submit hard
copy in class and email copy electronically. Student written evaluation of
course.
STUDENT CLASS PRESENTATION ROSTER

Aug. 31  Student Presentations, #1
        The development of global bioethics
        Student 1: 1a.
        Student 2: 1b.
        Student 3: 1d

Sept. 7  Student Presentations, #2
        Human dignity and human rights
        Student 1: 2a.
        Student 2: 2d.
        Student 3: 2h.

Sept. 14 Student Presentations, #3
        Human vulnerability and personal integrity
        Student 1: 3b.
        Student 2: 3c.
        Student 3: 3e.

Sept. 28 Student Presentations, #4
        Common heritage of humankind
        Student 1: 4.1a.
        Student 2: 4.2a.
        Student 3: 4.2b.
        Student 4: 4.3b.

Oct. 5  Student Presentations, #5
        Cultural diversity, pluralism and universalism
        Student 1: 5.1a.
        Student 2: 5.2f.
        Student 3: 5.3b.
        Student 4: 5.4a + 5.4b.

Oct. 19 Student Presentations, #6
        Solidarity
        Student 1: 6.1b.
        Student 2: 6.2e.
        Student 3: 6.3c.

Oct. 26 Student Presentations, #7
        Social responsibility
        Student 1: 7a.
        Student 2: 7b.
        Student 3: 7e.
Nov. 9  Student Presentations, #8

Sharing of benefits
Student 1: 8.1a.
Student 2: 8.2a
Student 3: 8.2c.
Student 4: 8.2e.

Nov. 16  Student Presentations, #9

Future generations
Student 1: 9a.
Student 2: 9b.
Student 3: 9d.
Student 4: 9g.

Nov. 30  Student Presentations, #10

Protection of the environment and biodiversity
Student 1: 10b.
Student 2: 10c.
Student 3: 10e.