

DUQUESNE UNIVERSITY
McANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS

HEALTHCARE ETHICS
COURSE SYLLABUS¹

Course: HCE655/755: **GLOBAL BIOETHICS, 3 Credits**
Term: Fall 2020 Aug 24, 2020 - Dec 16.
Instructor: Peter I. Osuji, C.S.Sp., Ph.D.
E-mail: osujip@duq.edu
Phone: 412 396-4902
Office: 301B Fisher Hall
Day, Time & Location: Tuesday, 3:05-5:45 pm. Fisher Hall 715.
Office Hours: Walk-in Tue 9-10:30am & Thurs 2-3pm or Anytime by phone, & email.

Course Description

Part of the new and exciting features of current healthcare ethics is that it is increasingly included in an ethical discourse that is globally orientated. Therefore, the mainstream bioethics with the famous four principles is integrated into the broader discourse of Global bioethics. So, this course focuses on the globalization of bioethics. It addresses the question of universal ethical principles in connection to cultural diversity. Current problems will be discussed, such as international clinical trials, benefit sharing, organ trafficking, social responsibility for health, globalized food, and culture.

The course will familiarize students to 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 Members States of UNESCO (the United Nations Educational Scientific and Cultural Organization, headquartered in Paris) 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.

Course Objectives

Competences

Upon the completion of the course students will master the following competences which should be demonstrated both in specific research projects and in the course essay:

- a) Historical analysis

¹This syllabus is provisional and subject to revision.

- A capacity to present the historical analysis of the development of Global bioethics as well as the emergence of human rights discourse especially at international level.
- b) **Comparative analysis**
Systematic examination of the fundamental ethical principles of Global bioethics.
 - c) **Theoretical analysis.**
A critical analysis of the application of the fundamental ethical principles in various specific practices and policies, and in different areas of the world. Also, the capacity for argument formation, literature integration, when writing a research essay on Global bioethics issues.

Learning Outcomes

This course will contribute to the fulfillment of the general HCE Program Learning Outcomes. The following Learning Outcomes pertain to HCE 655/755.

- a) **Fundamental Knowledge.**
Students can understand as well as analyze HCE theory and methods, major applied topics in Global bioethics.
- b) **Multi-disciplinary Study.**
Students can critically relate HCE with multi-disciplinary fields in health care, specifically in connection to the historical background and the philosophical interpretation of fundamental notions and evolving social and cultural attitudes.
- c) **Scholarship.**
Students can research and write scholarly essays, teach and communicate effectively as well as present academic papers. In doing this, they present cogent arguments, engage scholarly literature, and demonstrate critical thinking and analysis.
- d) **Ethical Leadership.**
Students can provide ethical leadership in the area of the Global Bioethics.

Course Methodology

There will be weekly hybrid classes per the Duquesne requirement. The general aim of the course, as one of the courses in the HCE graduate program, is to prepare students for the writing of the Dissertation Proposal. In particular, it will focus on the development of research competencies in connection to the area of Global Bioethics. The implication of this aim is that the emphasis in the course will be on student learning rather than instructor teaching. Students will especially be trained in doing research, critically analyzing scholarly literature, presenting research results and discussing them in a peer setting, and writing critical, and analytical papers on relevant topics.

Students will focus on three Research Projects, and class presentations:

Course Procedures

a) Research Projects and Required Readings

1) General Procedure

For this course, the students need to complete three written assignments: two research projects (8 pages excluding end notes and bibliography), and one research essay (25 pages excluding end notes and bibliography). Students will prepare and submit these assignments following this schedule.

- i. Research Project #1, due Sunday, September 27
- ii. Research Project #2, due Friday, October 30.
- iii. Research Essay, due Wednesday, December 2.
 - Submission of Essay thesis, abstract, outline, and basic bibliography, by Monday, October 12.
 - Option to submit mid-term essay. For students who want to be assisted in their progress, a draft of the essay can be submitted for feedback by Friday, November 6.
 - Final version is due Wednesday, December 2.

At the completion of each research project, students will make a 10-minute class presentation on their paper. Also, at the end of the course, students will be required to make a 15-minute interactive class presentation based on their research essay. The presentations based on Research Essay will take place during the **last two weeks** of the course.

Reading Requirements.

Each Research Project will require students to critically engage the equivalent of two or three books to (a) master the relevant knowledge and (b) engage in critical reading and writing.

Literature integration.

For each of the Research Projects (i.e. RP1 & RP2), students should include approximately 25 notes. Recall that the title page, table of content, endnotes, and bibliography do not count toward the 8 pages.

Research competencies.

The research competencies in the course are identified by the Research Projects and Essay: (a) historical analysis of debate on Global bioethics issues, (b) comparative analysis, and (c) historical analysis of present day debate on Global bioethics issues. The Research Projects and Essay will demonstrate that the student has mastered the research competencies.

Relation of Projects with Essay.

The Research Projects may be integrated into the Research Essay but not in a manner of cut-and-paste from one to the other. While the research papers are focused on one specific competency, the course essay must demonstrate the three competencies. The research essay is based on a self-selected topic different for each student.

2) Research Project #1: Historical analysis

Presents the historical analysis of the present-day debate on a Global bioethics issue. In the paper, explain the following questions:

- i. Why is the topic a global bioethics problem?
- ii. What ethical principles in the UDBHR are relevant in order to explain the moral dimensions of the topic?
- iii. What is the most useful and effective approach to address this problem now?

Write a paper of maximum 7 pages (double spaced; not including end notes and bibliography).

3) Research Project #2: Comparative analysis

A comparative analysis of the differences and/or complementarity between the common morality/Dominant Moral Theories perspectives and some religious or cultural ethical perspectives on a Global bioethics issue.

b) Research Essay

The research essay will require students to substantively apply the Research Competencies of this course to a Global bioethics issue. For the essay, each student will choose an issue or topic in Global bioethics and develop a creative, critical ethical argument with literature integration regarding that issue or topic.

Requirements (rubrics):

1. Submit a Thesis, 500 words abstract, outline, and basic bibliography to be submitted by Monday, October 12.
2. Students will receive general feedback in class and individual feedback through Blackboard/email.
3. Submit a copy of the essay by date assigned,
4. The length of the research essay should be, at least, 25 pages, double-spacing. The title page, table of content, endnotes and bibliography do not count towards the 25 pages.
5. Students must adopt the format of the Chicago Manual of Style, as required by the College for dissertation submissions.
6. Students can quote from publications in any language but need to provide an English translation also.
7. Make a Title page and a separate Table of Content.
8. Present a brief Introduction and Conclusion. (*The introduction should contain your research thesis which is the core of your essay and reflected in the title of the essay.*)
9. 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 approximately 100 end notes in the essay.

10. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.

11. Use of online references. Online references must be accurately identified with complete web address etc., including the date of access. Students are requested to critically deal with content from the internet.

12. Divisions and subdivisions. Use major divisions (headings) and subdivisions (subheadings), evenly distributed throughout the essay, to lay out the sequence of concepts and arguments.

13. Each student will present the research essay (max. 15 minutes) during the final weeks of 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, the two research projects, and the presentations. The grade will be distributed as follows.

Two Research Projects (RP1 & 2) 30%

Final Essay 40%

Class Presentations 20%

Final Essay Presentations 10%

No midterm grades will be assigned. End of term grades will be assigned adopting grading policy in the McNulty 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
B-	2.7	
C+	2.3	
C	2.0	warning; student subject to departmental action
F	0.0	

Academic Integrity. This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McNulty 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 READINGS& SCHEDULE.

Week 1: Tue. Aug. 25. Introduction to the course requirements, procedures and theme.

The Development of Global Bioethics

Readings: -Henk ten Have: *Global bioethics: An introduction*. Routledge: London, 2016(**1-92**),
-Henk ten Have & M.S. Jean (eds.): *The UNESCO Universal Declaration on Bioethics and Human Rights. Background, principles and application*. UNESCO Publishing, Paris, 2009. (**17-55**),
-Sara E. Davies: *Global politics of health*. Polity Press: Cambridge (UK), 2010. (**9-61**).

Week 2: Tue. Sept. 01. **Human Dignity and Human Rights**

Student Presentations #1

Readings: -*Global bioethics* (93-112),
-*Unesco Declaration* (91-98),
-*Global politics of health* (62-86),
- Lynn Hunt: *Inventing human rights. A history*. W. W. Norton & Company: New York and London, 2008 (15-214)

Week 3: Tue. Sept. 08. -: **Human vulnerability and personal integrity**

Student Presentations #2

Readings: - Henk ten Have: *Vulnerability: Challenging bioethics*. Routledge: London, 2016. (1-166),
-*Unesco Declaration* (155-164)

Deadline:

Week 4: Tue. Sept. 15. - **Common heritage of humankind**

Student Presentations #3

Readings: -*Global bioethics* (113-137),
- Derek Wall: *The commons in history. Culture, conflict, and ecology*. The MIT Press: Cambridge (MA) and London (England), Reprint edition, 2017. (1-136) 8.

Week 5: Tue. Sept. 22. -**Cultural diversity and pluralism**

Student Presentations #4

Readings: -*Unesco Declaration* (199-209),
-*Global bioethics* (138-210)

Week 6: Tue. Sept. 29. - **Equality, justice and equity**

Student Presentations #5

Readings: -*Unesco Declaration* (173-198),
-*Global politics of health* (157-186),

-*Vulnerability* (172-188)

Week 7: Tue. Oct. 6. -Solidarity

Student Presentations #6

Readings: -*Vulnerability* (188-196),
-*Global politics of health* (87-132),
-*Unesco Declaration* (211-217)

Week 8: Tue. Oct. 13- Social responsibility

Student Presentations #7

Readings: -*Unesco Declaration* (218-230),
-*Global bioethics* (211-238)

Week 9: Tue. Oct. 20.-Sharing of benefits

Student Presentations #8

Readings: -*Unesco Declaration* (231-241),
- Daniel F. Robinson: *Confronting biopiracy. Challenges, cases and international debates*. Earthscan: London and New York, 2012 (1-76; 101-160)

Week 10: Tue. Oct. 27.-Future generations

Student Presentations #9

Readings: -*Unesco Declaration* (243-245),
-Pope Francis: *Laudato Si'*, (Ch1-3).
- Robin Attfield: *The ethics of the global environment*. Edinburgh University Press: Edinburgh, 2015, 2nd edition. (1-121) 9

Week 11: Tue. Nov. 03. Protection of the environment, biosphere and biodiversity

Readings: -*Unesco Declaration* (2247-254),
-Pope Francis: *Laudato Si'*, (Ch4-6).
-*The ethics of the global environment* (122-242)

Week 13: Tue. Nov.10.- Presentations of course essays.

Week 14: Tue. Nov.17.-Presentations of course essays.

Week 15: Tue. Nov.24.-Presentations of course essays.

Nov.25-28 (THANKSGIVING BREAK)

Week 15: Tue. Nov 30 - Dec. 02.- No Class. Reading days

Research Essay. Due Dec. 2

RESOURCES AND WEBSITES (Thanks to Henk)

- Handbook of Global Bioethics (Henk ten Have & Bert Gordijn, eds. 2014). In these 4 volumes separate chapters address ethical principles, specific issues, and the state of bioethics in various

countries. The Handbook is available through Gumberg Library as an electronic copy so that you can download individual chapters.

- Encyclopedia of Global Bioethics (Henk ten Have, ed. 2016). Three volumes present summary introductions into more than 400 topics relevant in contemporary global bioethics. This is an excellent resource to orientate yourself in a specific topic. The book is available in Gumberg Library (in hard copy).

Since almost 30 years there is a specific journal: Global Bioethics (<https://www.tandfonline.com/loi/rgbe20>).

The number of internet resources for global bioethics is growing. Useful sources for cases and problems are:

- www.BioEdge.org
- www.globalbioethics.org
- www.observatoribioetica.org/categoria/bioethics-news
- www.bioethics.com
- www.sciencedaily.com/news/science_society/bioethics/
- <http://www.globethics.net/>
- <https://www.hrw.org/>

Bioethical issues are often discussed in the media. For example, national newspapers and television frequently report on ethical issues in healthcare. Some countries have specialized journal in healthcare ethics (e.g. The Indian Journal of Medical Ethics; South African Journal of Medical Ethics). A rich source also is the Huffington Post (see for instance: <http://www.huffingtonpost.com/news/bioethics/>). See also newspapers as The Guardian.

Some bioethics centers are especially interested in global bioethics. Their website presents information and cases from around the world. An example: The Center for Bioethics & Human Dignity in the US (<https://cbhd.org/>) and the Centre for Biomedical Ethics in Singapore (<http://cbme.nus.edu.sg/>).

Also useful is the websites of UNESCO and WHO:

- <http://en.unesco.org/>
- www.who.int