

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-330, **GLOBAL BIOETHICS**, Spring 2017

Day & time: Monday, Wednesday, and Friday 11am-11.45am

Room: ????

Credit: 3

Course instructor: Joris Gielen, Ph.D.  
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## Course Description

Healthcare is delivered all over the world. People have similar diseases and illnesses but different interpretations of health and suffering. Also, how they respond to medical challenges will depend on ethical values within specific religious and cultural contexts. Organ donation, commercial motherhood, and euthanasia are therefore approached in very different ways across the world. Given this diversity, is it possible to identify common ethical values that can lead to a global response to ethical challenges? This course will assess bioethical cases, study original sources and listen to relevant religious stories from all over the world. This course has been granted the Global Diversity theme Area of the University CORE.

## Course Objectives

This course aims at:

- creating awareness about broader global ethical issues in healthcare
- familiarizing students with the issue of religious diversity in healthcare, particularly at the end of life
- imparting knowledge and skills that will enable students to develop ethical answers to these issues

## Learning Outcomes

After completing the course students should be able to:

1. identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment
2. explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity

3. communicate effectively about major social and cultural trends of people living in non-Western regions, particularly their religious patterns
4. critically integrate academic insights in global systems and social and cultural trends as well as theoretical approaches of the social sciences into coherent arguments in the field of global bioethics
5. research and write brief scholarly essays that present cogent argument(s), engage scholarly literature, and demonstrate critical thinking and analysis regarding global bioethics

## Course Requirements

### Attendance (10%)

Attendance and active participation in the class is required. Students will lose 1/20 of their grade for attendance for each of the first two unexcused absences. For each unexcused absence after that, they will lose 1/10 of the attendance grade.

### Assignments (60%)

The course consists of four parts. At the end of each part, the students submit a four page reflective essay on an assigned topic that reflects the content of that part of the course. The due dates for these assignments have been mentioned in the course schedule. The essays should be submitted electronically through Blackboard. Submit your papers on time in order to remain eligible for the top grade. While assessing the papers, special attention will be paid to the extent to which the student has been able to achieve the first three learning outcomes, which are also part of the learning outcomes for the Global Diversity theme area of the University Core Curriculum.

Knowledge of the world's peoples contributes to students' development as global citizens. The focus of this theme area is on concepts of cultural and social identity. The purpose is to investigate diversity within global, national, and local contexts, thereby enabling students to engage issues from different points of view. Diversity may be explored in a variety of ways, for example, through the study of historical developments; of linguistic, literary and artistic expressions; of geographical, social, political, and economic systems; and of religious, spiritual, and ethical themes.

The course has been designed in such a way that the focus is put on one of the three relevant Global Diversity learning outcomes in each of the first three papers. The fourth learning outcome, that is the focus of the fourth paper, stimulates the students to critically integrate the three relevant Global Diversity learning outcomes. The fifth learning outcome focuses on academic writing and is assessed throughout all papers and the final exam. In the classes that precede each paper, special attention will be paid to these learning outcomes. The four parts with their paper topics and learning outcomes are:

1. Healthcare as a global system
  - Paper topic: Choose an ethical issue in healthcare and show how that issue relates to global bioethics
  - Learning outcome 1: identify the historical forces that have contributed to the current global systems and these systems' consequences for humanity and/or the environment

2. Are global answers possible? The influence of society, culture and identity on behavior
  - Paper topic: Explain how the interaction of society, culture, identity, and behavior can be a challenge to global bioethics.
  - Learning outcome 2: explain how the theoretical approaches of the social sciences analyze and evaluate the impact of social class, race and/or gender on self and group identity and people's responses to diversity
3. Are global answers possible? The example of religion at the end of life
  - Paper topic: Explain how religious views on the end of life can be a challenge to global bioethics
  - Learning outcome 3: communicate effectively about major social and cultural trends of people living in non-Western regions, particularly their religious patterns
4. Global bioethics as answer
  - Paper topic: Formulate a cogent argument on how global bioethics can overcome the challenges that you identified in paper 2 and 3
  - Learning outcome 4: critically integrate academic insights in global systems and social and cultural trends as well as theoretical approaches of the social sciences into coherent arguments in the field of global bioethics

Adopt the following specifications for the papers:

- Mention your name in full at the top of the first page
- Font size 12
- Margins 1" all around
- Double spacing
- Number all pages
- Add references to your text following the rules of your main discipline. The references should be given as endnotes and do not count towards the total number of pages.

### Exam (30%)

There will only be a final exam, and no midterm exam. For the final exam, the students will be given an ethical issue or case in healthcare. The students will be asked to analyze and comment on this issue or case using the knowledge and insights that they have gained from the course. While assessing the exams, special attention will be paid to the extent to which students have achieved the relevant Global Diversity learning outcomes.

### Grades and Policies

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
B-	2.7	
C+	2.3	
C	2.0	warning; student subject to departmental action
F	0.0	

End of term grades will be computed by weighing the grades for attendance, the four papers, and the final exam.

Blackboard: Students are requested to familiarize themselves with Blackboard because it will be used for this course. To gain access to the Blackboard site for this course, students need to be enrolled in the course and have a valid Duquesne University email address. If needed, the instructor will contact the class through Blackboard’s email feature. Blackboard will send all email to students’ Duquesne email address. Therefore, if you do not regularly check your Duquesne email account, please, ensure that you have your Duquesne emails automatically forwarded to your regular email address.

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 Schedule

### Part 1 Healthcare as a global system

#### A Ethical problems in healthcare: not just a matter of individual autonomy

Fri 01/13: Introduction to the course, Inequality and well-being

Reading: Barr, D.A. 2015. Introduction to Biosocial Medicine—The Social, Psychological, and Biological Determinants of Human Behavior and Well-Being. Baltimore: Johns Hopkins University Press, chapter 3.

Wed 01/18: Inequality and well-being (continued)

Fri 01/20: Social inequality

Reading: Barr, 2015, chapter, 10.

Mon 01/23: Social inequality (continued)

Wed 01/25: Global bioethical problems

Reading: Ten Have, H. 2016. *Global Bioethics: an Introduction*. Oxon OX, New York NY: Routledge, chapter 5.

Fri 01/27: Global bioethical problems (continued)

## **B The ethical response: the widening scope of bioethics**

Mon 01/30: What is bioethics?

Reading: Ten Have, 2016, chapter 1.

Wed 02/01: The road to bioethics

Reading: Ten Have, 2016, chapter 2.

Fri 02/03: The road to global bioethics

Reading: Ten Have, 2016, chapter 3.

Mon 02/06: Globalization and bioethics

Reading: Ten Have, 2016, chapter 4.

**Mon 02/13 12.00am written assignment due:** Choose an ethical issue in healthcare and show how that issue relates to global bioethics

## **Part 2 Are global answers possible? The influence of society, culture and identity on behavior**

Wed 02/08: Society, culture and behavior

Reading: Barr, 2015, chapter 4.

Fri 02/10: Society, culture and behavior (continued)

Mon 02/13: Identity and behavior

Reading: Barr, 2015, chapter 5.

Wed 02/15: Identity and behavior (continued)

Fri 02/17: Discussion of paper 1

**Wed 02/22 12.00am written assignment due:** Explain how the interaction of society, culture, identity, and behavior can be a challenge to global bioethics.

## **Part 3 Are global answers possible? The example of religion at the end of life**

Mon 02/20: Catholic perspectives on the end of life

Reading: Markwell, Hazel. 2005. "End-of-life: a Catholic view." *The Lancet* 366 (9491):1132-1135.

Wed 02/22: Catholic perspectives on the end of life (continued)

Fri 02/24: Discussion of paper 2

Mon 02/27: Jewish perspectives on the end of life

Reading: Dorff, Elliot N. 2005. "End-of-life: Jewish perspectives." *The Lancet* 366 (9488):862-865.

Wed 03/01: Hindu perspectives on the end of life

Reading: Firth, Shirley. 2005. "End-of-life: a Hindu view." *The Lancet* 366 (9486):682-686.

Fri 03/03: Hindu perspectives on the end of life (continued)

March 6-11: Spring Break

Mon 03/13: Buddhist perspectives on the end of life

Reading: Keown, Damien. 2005. "End of life: the Buddhist view." *The Lancet* 366 (9489):952-955.

Wed 03/15: Buddhist perspectives on the end of life (continued)

Fri 03/17: Muslim perspectives on the end of life

Reading: Sachedina, Abdulaziz. 2005. "End-of-life: the Islamic view." *The Lancet* 366 (9487):774-779.

**Fri 03/24 12.00am written assignment due:** Explain how religious views on the end of life can be a challenge to global bioethics

## Part 4 Global bioethics as answer

Mon 03/20: Global responses

Reading: Ten Have, 2016, chapter 6.

Wed 03/22: Global bioethical frameworks

Reading: Ten Have, 2016, chapter 7.

Fri 03/24: Global bioethical frameworks (continued)

Mon 03/27: Discussion of paper 3

Wed 03/29: Common perspectives

Reading: Ten Have, 2016, chapter 8.

Fri 03/31: Common perspectives (continued)

Mon 04/03: Global health governance

Reading: Ten Have, 2016, chapter 9.

Wed 04/05: Global health governance (continued)

Fri 04/07: Bioethics governance

Reading: Ten Have, 2016, chapter 10.

Mon 04/10: Bioethics governance (continued)

Wed 04/12: Global practices and bioethics

Reading: Ten Have, 2016, chapter 11.

April 13-17: Easter Break

Wed 04/19: Global practices and bioethics (continued)

Fri 04/21: Global bioethical discourse

Reading: Ten Have, 2016, chapter 12.

Mon 04/24: Global bioethical discourse (continued)

Wed 04/26: Revision

Fri 04/28: Case discussion

**Sat 04/29 12.00am written assignment due:** Formulate a cogent argument on how global bioethics can overcome the challenges that you identified in paper 2 and 3.

Mon 05/01: Discussion of paper 4 and conclusion of the course

Mon 05/10: Finals