

MCD BIO 60 – BIOMEDICAL ETHICS
Summer Session A, 2009
Syllabus

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Office hours: Mondays & Wednesdays 2:00-3:00 pm

Lecture meets: Mondays and Wednesdays, 12:00-2:00 pm at **WGYOUNG 2200**

Course website: <http://www.lsic.ucla.edu/classes/summer09/>

Course Reader: All reading materials are either provided in class or on the course website.

Course Description

Ethics should play a prominent role in the execution of scientific and medical research and in the design of policies and regulations to guide such research. The broad intent of this course is to highlight the importance of ethics in research and to explore how and why bioethics is relevant to personal decision-making, policy formation, public regulation, and the law.

This course will a) provide a foundation in traditional ethics, a consideration of the subcategories of bioethics, neuroethics, and eugenics and b) instruct students in how to apply ethics to contemporary issues in research and technology.

Objectives

Students will understand the various traditional ethical theories and will be able to apply their understanding to constructively critique biomedical case studies, discuss contemporary issues, and analyze established policies and codes for research.

Grading

40%	Lecture Attendance/In-class Quizzes	120 points (12 lectures, 5+5 points each)
20%	Discussion Section	60 points (6 sessions, 10 points each)
20%	4 Written Analysis	60 points (15 points each)
20%	Final Essay	60 points
	TOTAL =	300 points

You can check your points via your **MyUCLA gradebook**.

Assignments

Attendance – Please remember that attendance is crucial for your grade. If you have to be absent either from a lecture or from a discussion session, a written justification with proof (a dated doctor’s note, an ER receipt, a Jury Summons, etc.) should be submitted *before or immediately after* the date you will be or were absent. Otherwise you will get zero points for the lecture attendance/discussion session that week. For the dates you missed with valid proof, you may obtain the average points of the sessions/lectures you attended.

In-Class Quizzes – At the beginning of each lecture, students will be asked to answer 5 quizzes, which will cover materials from the previous lecture. **Makeup quizzes will not be given, so please come to the class on time.**

Discussion Section– For one hour and twenty minutes each week, students are asked to discuss issues addressed by the instructor, with guidance from the teaching assistant. All the discussion topics are listed on the blackboard (see the file entitled “**Discussion Topics/Written Assignments**” in the “Syllabus” section).

The class may be divided into groups, depending on the number of students. Each group is supposed to develop its own argument with students forming their own opinions, making full use of their knowledge of scientific facts, historical background, current policies, regulations and ethical controversies related to the topic. Students are asked to take notes on their process of ethical reasoning.

Evaluation will be based on 1) attendance and 2) the number of oral contributions.

Weekly Written Analysis and Final Essay – After each discussion session, students are required to present a written analysis of the topic discussed. The purpose of this written analysis is to further clarify the points at issue, to refine individual opinions, and to present an impartial, logically consistent, and well-considered ethical judgment on the topic in question.

Students are expected to submit 4 short essays plus 1 final essay in total. Due dates are shown below:

1 st essay	Jun. 25, 2009 11:00 pm	Comments due on	Jun.26, 2009 11:00 pm
2 nd	Jul. 2		Jul. 3
3 rd	Jul. 9		Jul. 10
4 th	Jul. 16		Jul. 17
5 th	Jul. 29		Jul. 30

Each essay is expected to be **200-500 words** in length (except for the final one, which should be around **1000** words). One essay per student should be submitted. All the essays should be

submitted electronically on the “discussion board” section of the course website (blackboard) by the due date. *Late submission may receive minus 2 points (minus 10 points for the final one).*

Then students are expected to make brief comments on at least THREE other students’ essays **by 11:00 pm the following day**. The purpose of this is to encourage you to consider various facts and points of view, and to help you refine your opinions. **Please be constructive when you comment on others’ ideas.** “Critical thinking” does NOT mean you may censure, insult or tease someone. Comments that are overly aggressive will receive minus points.

Your TA will grade the first four essays (15 points each). Evaluation will be based on 1) whether you have submitted both the essay and the three comments on time, and 2) whether you have shown sufficient understanding and knowledge of the topic.

The final essay will be graded by the instructor (60 points). The evaluation will be based on whether the written analysis shows 1) sufficient scientific knowledge of the issue, 2) knowledge of the controversy and its background, and, most importantly, 3) examination of a variety of views and careful reflection in developing the student’s own opinion.

For more details about the assigned topics, please refer to the file “Discussion topics/Written assignment” posted on the course website (blackboard).

Topic Schedule

Part I - History, Current Regulations, and Ethical Dilemmas

6/22/09

Lectures 1 & 2

Lecture 1 – Introduction: Biomedicine and Ethics (30 minutes)

Includes: 1) the scope of “biomedical research” that this course will deal with, 2) definition of “ethics,” and 3) how ethics can deal with the issues in biomedical research. R.M. Hare’s two-level theory of moral thinking, and the importance of intuitive and critical levels of moral thinking, are also explained.

Martin Cohen, Dilemma 25: Designer Babies in his *101 Ethical Dilemmas*, Routledge, 2003, p.34.

Lecture 2 – The Emergence of Science Policy and Bioethics (1 hour)

Development of public oversight in science in the US and abroad, as well as key events and policies that shaped bioethics and the standards for ethical behavior in research. Includes an overview of inhumane experiments on human subjects before, during and after WWII, and the explication and examination of major ethical guidelines and regulations such as the Nuremberg Code, the WMA Declaration of Helsinki, the Belmont Report, and “the Common Rule.”

The Nuremberg Code (Posted on the blackboard, in the “lecture 2” folder)
The Declaration of Helsinki
The Common Rule

6/24/09

Lectures 3 & 4

Lecture 3 – Informed Consent: From the Bench to the Clinic (40 minutes)

Brief history of informed consent in biomedical research, comparing and contrasting the accountability of scientists and clinicians. Consideration of what kind of information should be given, what kind of consent should be obtained, and when the obtained informed consent should be regarded as invalid. Examination of hard cases, including the ethical debates over “partly-informed consent” in double-blind randomized placebo-controlled clinical trials, “broad consent” for research using stored tissue samples, and “presumed consent” in population research.

The Declaration of Lisbon (Posted on the blackboard, in the “lecture 3” folder)

Lecture 4 – History of Eugenics, and Its Implications for Reproductive Medicine (50 minutes)

History of eugenic ideas and movements in the late 19th century, and their ramifications. Reproductive technology has advanced to the point where the genetic code of an individual can be scrutinized for potential phenotypes (diabetes, obesity) and birth defects at the 8-cell stage (prior to implantation into the uterus). The ethics of using these techniques, either widely or in restricted contexts, is quite controversial.

Francis Galton, Eugenics: Its Definition, Scope, and Aims, *The American Journal of Sociology*, Vol.10, No.1 (July 1904), pp.1-6.

Lectures 5 through 9- Ethical Traditions and Theories

Explains the main claims and basic points of traditional ethical theories, including normative ethical theories and theories of meta-ethical analyses.

6/29/09

Lecture 5 & 6

Lecture 5 – Cultural Relativism and Egoism (40 minutes)

Thomas Hobbes, *Leviathan*, 1651, Ch.13. Penguin Books, 1982.

Lecture 6 – The Ethics of Kant (60 minutes)

Immanuel Kant, *Groundwork of the Metaphysics of Morals*, 1785, Section II.

7/1/09

Lecture 7 – Utilitarianism

Jeremy Bentham, On the Principle of Morality, In his *An Introduction to the Principles of Morals and Legislation*, 1823, Ch.1

J. S. Mill, What Utilitarianism Is In his *Utilitarianism*, 1863, Ch.2

7/6/09

Lectures 8 & 9

Lecture 8 – Rawls’s Theory of Justice (60 minutes)

John Rawls, Justice as Fairness, In his *A Theory of Justice*, Harvard University Press, 1971, 1999, Ch.1

Lecture 9 – The Importance of Language (40 minutes)

The role that language has in conveying a description as well as a potentially emotional or prescriptive meaning to a specific person, place, or thing. Words such as “human” and “embryo” are examples of the effect that language has on a biomedical issue. Includes R. M. Hare’s analysis of moral language, and his suggestion of “partly evaluative” meanings of certain apparent descriptions.

Articles on the Terri Schiavo’s Case (Blackboard)

Euthanasia/Abortion Debates (Blackboard)

Peter Singer, The Moral Status of the Embryo In Gregory E. Pence, ed. *Classic Works in Medical Ethics*, McGraw-Hill, 1998.

Lectures 10 through 16- Ethical Reasoning on Practical Issues

7/8/09

Lecture 10 – Stem Cell Research: New Side, Same Coin

Discussion of the continuity in the recombinant DNA (rDNA), in vitro fertilization (IVF), abortion, and human embryonic stem cell (hESC) debates. Includes debates over the moral status of the embryo, and the question of whether we may “sacrifice” someone for the benefit of others.

Hyun, I. et al. Cell Stem Cell 1 (Oct. 2007):367-8. (The file entitled “hES and iPS“ on the Blackboard)

7/13/09

Lecture 11 – Neuroethics One: Using Science As A Crystal Ball

Considers ethical issues in brain science, and analyses how a new study field “neuroethics” has emerged.

7/15/09

Lecture 12 – Neuroethics Two: New Lobotomy?

Discusses the use of brain imaging for criminals, and the recent advancement of psychosurgery by referring to the lessons from past lobotomy practices.

Walter Freeman, Ethics of Psychosurgery, *The New England Journal of Medicine*, Vol.249, No.20 (Nov. 12, 1953), pp.798-801.

7/20/09

Lecture 13– Genetics: Technology to Create Perfect Humans?

Discusses ethical debates over genetic testing and screening, gene selection or sex selection for human embryos, and designer babies.

7/22/09

Lectures 14 & 15

Lecture 14– Experiments on Animals (50 minutes)

Examines different arguments for and against animal experiments, and their philosophical grounds. Discussion of the justifications, the due procedures, and the proper limit of the use of animals for biomedical research.

Lecture 15 – Biotechnology and the Ownership of Science (30 minutes)

Conflicts of interest and the ethics of “owning” biology. Also includes the ethical meaning of the patent system, and consideration of the influence of funding on scientific research.

7/29/09

Lecture 16 – Falsification and the Accountability of Scientists

Misconduct and fraud in scientific publishing, and the impact of the S. Korean stem cell scandal. Includes the role of the Office of Research Integrity. Consideration of various factors (psychological, environmental and social) that tempt or motivate some scientists to commit scientific fraud, the various effects of scientific misconduct on individuals and on society, and the most effective ways to prevent this kind of misconduct.

Further Readings (Optional)

1. Basic Texts on Bioethics

Pence, Gregory E. ed. 2007. *Classic Cases in Medical Ethics*, McGraw-Hill.

Pence, Gregory E. ed. 1998. *Classic Works in Medical Ethics*, McGraw-Hill.

Kuhse, Helga and Singer, Peter eds. 1998. *A Companion to Bioethics*, Blackwell.

Burley, Justine and Harris, John eds. 2004. *A Companion to Genethics*, Blackwell.

Faden, Ruth R., Beauchamp, Tom L. et al., 1986. *A History and Theory of Informed Consent*, Oxford U.P.

Beauchamp, Tom L. and Childress, James F. 2001. *Principles of Biomedical Ethics*, 5th ed., Oxford University Press.

2. Basic Texts on Ethics and Ethical Theories

Rachels, James. 2006. *The Elements of Moral Philosophy*, 5th ed., McGraw-Hill.

Hare, R. M. 1981. *Moral Thinking: Its Levels, Methods and Points*, Oxford University Press.
-----, 1952. *The Language of Morals*, Oxford University Press.

Hobbes, Thomas, 1651, *Leviathan*, Ch.13.

Kant, Immanuel, 1784. *Idea For A Universal History With A Cosmopolitan Purpose*.
-----, 1785. *Groundwork of the Metaphysics of Morals*.
-----, 1797. *The Metaphysics of Morals*, Part II.

Bentham, Jeremy, 1823. *An Introduction to the Principles of Morals and Legislation*, Ch.1.

Mill, J. S. 1863. *Utilitarianism*, Ch.2.

Sidgwick, Henry. 1907. *The Methods of Ethics*, 7th ed.

Rawls, John. 1971, 1999. *A Theory of Justice*, Harvard University Press.

Anscombe, G.E.M. 1958. 'Modern Moral Philosophy', *Philosophy*, 33: 1-19.

3. Particular Topics in Biomedical Ethics

Welsome, Eileen, 2000. *The Plutonium Files: America's Secret Medical Experiments in the Cold War*, Delta.

Emanuel, E. J. and Miller, F. G. 2001. "The Ethics of Placebo-Controlled Trials -- A Middle Ground," *New England Journal of Medicine* 345, no. 12 (Sep. 20, 2001): 915-919.

Kevles, Daniel. 1985. *In the Name of Eugenics*, Knopf.

Hare, R. M. 1993. "Embryo Experimentation: Public Policy in a Pluralist Society," in his *Essays on Bioethics*, 1993, ch.8.

Ruse, Michael and Pynes, Christopher A (eds.). 2003. *The Stem Cell Controversy: Debating the Issues*, Prometheus Books.

Illes, Judy (ed.). 2005. *Neuroethics: Defining the Issues in Theory, Practice and Policy*, Oxford University Press.

Ackerman, Sandra J. 2006. *Hard Science, Hard Choices: Facts, Ethics, and Policies Guiding Brain Science Today* (Dana Foundation Series on Neuroethics), Dana Press.

Buchanan, Allen, Brock, Dan W., Daniels, Norman and Wikler, Daniel. 2001. *From Chance to Choice: Genetics and Justice*, Cambridge University Press.

Evans, John H. 2002. *Playing God? Human Genetic Engineering and the Rationalization of Public Bioethical Debate*, University of Chicago Press.

Glover, Jonathan. 2006. *Choosing Children: Genes, Disability, and Design* (Uehiro Series in Practical Ethics), Oxford University Press.

Sandel, Michael J. 2004. "The Case Against Perfection." *The Atlantic Monthly*, April, pp 51-62.

Gegrazia, D. "E The Ethics of Animal Research: What Are the Prospects for Agreement?" and Brody, Baruch A. "E Defending Animal Research: An International Perspective," in Beauchamp and Walters, eds. *Contemporary Issues in Bioethics*, 6th ed, Wadsworth, 2003, pp.418-426, 426-436.

Loue, Sana and Pike, Earl C (eds.). 2007. *Case Studies in Ethics and HIV Research*, Springer.

Macrina, Francis L. 2005. *Scientific Integrity: Text and Cases in Responsible Conduct of Research*, 3rd ed., ASM Press.

Thompson, Dennis F. 2004. *Restoring Responsibility: Ethics in Government, Business, and Healthcare*, Cambridge University Press.

Couzin, Jennifer and Michael Schirber, "Fraud Upends Oral Cancer Field Casting Doubt on Prevention Trial," *Science*, 27 January, 2006.

Erwin, Edward. 1994. *Ethical Issues in Scientific Research: An Anthology*, Routledge.

Huxley, Aldous. 1998. *A Brave New World*.

Ishiguro, Kazuo. 2005. *Never Let Me Go*, Knopf.

The President's Council on Bioethics. www.bioethics.gov