

Syllabus

Bioethics

Phil 382/PHIL 582, Spring 2020

Time: Tuesday and Thursday 1:50 pm - 3:05 pm

Location: Siegel Hall, room 202

How should researchers and society proceed with gene editing technologies, stem cell research, neurotechnology, human enhancement, and the challenges of climate change?

In this course we will investigate ethical aspects and social implications of recent developments in the life sciences, biomedical engineering and biomedicine. The course gives an introduction to ethical theories, concepts and principles and the way ethical arguments are used in current debates relating to science and technology.

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Office hours: by appointment

Note: All readings can be found on the course Blackboard page.

Jan 14: Introduction

Jan 16: Comfort, N. (2019): "How science has shifted our sense of identity", *Nature* 574, 167-170. (Assignment for Jan 16: Present one example)

Jan 21: How science has shifted our sense of identity, continued AND Preparation of Ethics Bowl case discussion

Jan 23: Ethics Bowl case discussion

Jan 28: Hallowell, N., Foster, C., Eeles, R., Ardern-Jones, A., Murday, V., Watson, M. (2003): "Balancing autonomy and responsibility: the ethics of generating and disclosing genetic information", *Journal of Medical Ethics* 29: 74-83.

Jan 30: Hsiung, G.-Y. R. (2011): "Ethical concerns and pitfalls in neurogenetic testing", in: Illes, J., Sahakian, B.J. (eds): *The Oxford Handbook of Neuroethics*, Oxford University Press, 529-551. (Assignment for January 30: Two questions)

Feb 4: Caulfield, T., Ries, N.M., Ray, P.N., Shuman, C., Wilson, B. (2010): "Direct-to-consumer genetic testing: good, bad or benign?" *Clin Genet* 77: 101–105.; AND Udesky, L. (2010): "The ethics of direct-to-consumer genetic testing", *The Lancet* 376: 1377-1378.

Feb 6: Genetic testing group session

Feb 11: Nicol, D., Eckstein, L., Morrison, M. et al. (2017): "Key challenges in bringing CRISPR mediated somatic cell therapy into the clinic", *Genome Medicine* 9:85.

Feb 13: Callies, D.E. (2019): "The ethical landscape of gene drive research", *Bioethics* 33:1091–1097. (Assignment for February 13: Two questions)

Feb 18: Cyranoski, D., Ledford, H. (2018): "International outcry over genome-edited baby claim", *Nature* 563: 607-608; AND Lander, E., Baylis, F., Zhang, F., Charpentier, E., Berg, P. et al. (2019): "Adopt a moratorium on heritable genome editing", *Nature* 567: 165-168.

Feb 20: Film and discussion: GATTACA

Feb 25: Liao, S.M. (2019): "Designing humans. A human rights approach", *Bioethics* 33:98–104.

Feb 27: Gene editing group session

March 3: Turner, L., Knoepfler, P. (2016): Selling Stem Cells in the USA: Assessing the Direct-to-Consumer Industry, *Cell Stem Cell* 19: 154-157. (Introduction on how to conduct the interview; see Assignment for March 19: Submit semi structured interview questions)

March 5: Juengst, E., Fossel, M. (2000): "The Ethics of Embryonic Stem Cells—Now and Forever, Cells Without End", *JAMA*, Vol 284, No. 24, 3180-3184; AND Sandel, M.J. (2004): "Embryo Ethics — The Moral Logic of Stem-Cell Research", *New England Journal of Medicine* 351:3, 207-209.

March 10: Bredenoord, A.L., Clevers, H., Knoblich, J.A. (2017): "Human tissues in a dish: The research and ethical implications of organoid technology", *Science* 355, eaaf9414, 20 January 2017. (Assignment for March 10: Two questions)

March 12: Hermeren, G. (2015): "Ethical considerations in chimera research", *Development* (2015) 142, 3-5.

March 17: Stem cell/organoid group session

March 19: Rose, N. (2014): "The Human Brain Project: Social and Ethical Challenges", *Neuron* 82: 1214-1215. (Assignment for March 19: Submit semi structured interview questions)

March 24: Mecacci, G., Haselager, P. (2019): "Identifying Criteria for the Evaluation of the Implications of Brain Reading for Mental Privacy", *Science and Engineering Ethics* 25: 443-461. (Assignment for March 24: two questions)

March 26: Schermer, M. (2011): “Ethical issues in deep brain stimulation”, *Frontiers in Integrative Neuroscience* Vol. 5, Art. 17.

March 31: Macpherson, I., Roqué, M.V., Segarra, I. (2019): “Moral enhancement, at the peak of pharmacology and at the limit of ethics”, *Bioethics* 33:992–1001.

April 2: Neuroscience group session

April 7: Interview results (Assignment for April 7: Upload interview slides)

April 9: Interview results

April 14: Regan, T. (2014): “The Case for Animal Rights”, in: LaFollette, H. (ed.): *Ethics in Practice. An Anthology*. Fourth Edition, Wiley Blackwell, 192-197.

April 16: Sandler, R. (2014): “The Value of Nature”, in: LaFollette, H. (ed.): *Ethics in Practice. An Anthology*. Fourth Edition, Wiley Blackwell, 594-601. (Assignment for April 16: two questions)

April 21: Shockley, K. (2017): “Individual and Contributory Responsibility for Environmental Harm”, in: Gardiner, S.M., Thompson, E. (eds): *The Oxford Handbook of Environmental Ethics*, Oxford University Press, 265-275.

April 23: Gardiner, S.M. (2014): “A Perfect Moral Storm: Climate Change, Intergenerational Ethics, and the Problem of Moral Corruption”, in: LaFollette, H. (ed.): *Ethics in Practice. An Anthology*. Fourth Edition, Wiley Blackwell, 620-630.

April 28: Environmental ethics group session

April 30: Ethics Bowl case discussion AND final discussion

Group project: final paper due on May 5

Grading:

Class attendance and active class participation:	35%
Group project: collaboration, group session, final paper	35%
Interview:	15%
Assignments (questions etc.)	15%

Class attendance and class participation: I expect you to attend all classes, to prepare the texts and to participate in the discussions.

Group project: Each group of students holds a group session including a presentation on the topic chosen and writes a final paper of 20-40 pages.

Interview: In the interview, you will ask a person about their views concerning one of the topics discussed in class. On March 3, you'll be given advice on how to prepare and run the interview and how to report your findings.

Assignments, questions: Please post the assignments and questions on blackboard. Questions: Please submit at least 2 questions concerning the text before 10 am on the day of class.

This course requires a considerable number of writing and speaking assignments that give the students ample opportunity to put the philosophy and ethics related skills into practice. Writing, speaking and presentation assignments are spread throughout the term, such as assignments to be submitted and/or speaking assignments in week 2, week 3, week 5, week 6, week 7/8, week 10/11, week 13/14 etc. The students receive feedback on these assignments, either directly during the class session or within 1-2 weeks for written assignments. The students directly profit from feedback received on these assignments and can incorporate the feedback when preparing the next assignment.

When working on the group project which is due at the end of the term, the students receive feedback directly after they developed the initial group project idea and directly after they presented the group project outline. They can incorporate the feedback into the writing of the final group project which is due at the end of the term.

Academic honesty statement: Unless collaborative work is specifically called for, work on assignments and exams is expected to be your own. Please refer to the Code of Academic Honesty in the Student Handbook for details concerning sanctions. I'll be glad to answer questions you may have about how to document sources properly.

The Writing Center (SH 232 and 233) provides free one-on-one consultation, both by appointment and on a walk-in basis, as available. Consultants are all highly trained in working with writers who are not native speakers of English.

Americans with Disabilities Act (ADA) Policy Statement. Reasonable accommodations will be made for students with documented disabilities. In order to receive accommodations, students must obtain a letter of accommodation from the Center for Disability Resources.

Phil 582 Bioethics for Graduate Students

Grading for Phil 582 (graduate students):

Class attendance and class participation:	30%
Assignments:	40%
Two session readings overviews:	10%
Individual research paper:	20%

Class attendance and class participation: I expect you to attend all classes, to prepare the texts and to participate in the discussions.

Assignments, questions: Please post the assignments and questions on blackboard.

Two session readings overviews: Prepare overviews (ca. 10 minutes long each) of the class reading for two days of your choice and give a presentations to your fellow students.

Individual research paper: ca. 20-30 pages long.