

## California State Polytechnic University, Pomona Fall 2023

PHL3330-01 Bioethics  
Wednesday 1:00pm-3:45pm in building 5, room 124  
3 Credits  
Office Hours: Tuesday 1:00pm-2:00pm (on Zoom),  
Wednesday 11:00am-12:00pm (in person or on Zoom,  
and by appointment

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Philosophy Department  
Office: Building 1, Room 328

### Course Description

Bioethics deals with concerns of moral significance encountered throughout the human lifespan related to healthcare. In this course, we will focus on theoretical and practical issues related to medical practice and research. You will develop an understanding of methods and important concepts in bioethics as well as considering how they are useful for thinking about complex decisions ranging from the individual to societal level. We will evaluate moral concerns regarding topics including: the goals of medical practice, relationships between health care professionals and patients, adaptive technology, choices related to reproduction and end-of-life care, and justice and healthcare.

This course will differ from some typical bioethics classes in a number of ways. First, we will center the lived experiences of disabled people and think critically about the meaning and relevance of disability for bioethics. This is part of what it means to engage in disability bioethics. Secondly, we will consider ways in which the social identities of health care professionals, bioethicists, patients, and research subjects matter. Third, we will consider ways that broader power dynamics within society impact whether individuals have access to health care and how they are treated in clinical settings.

### Learning Outcomes

1. Identify, analyze, and critically evaluate issues of moral significance within medical practice and research.
2. Develop the ability to carefully read and respond to philosophical texts.
3. Communicate effectively about issues within disability bioethics through discussion and written assignments (e.g. clearly articulate and defend a position, formulate philosophical questions, identify counterexamples).
4. Demonstrate critical thinking regarding disability and be able to explain the relevance of lived experience and social identities generally for interactions between health care professionals and patients.
5. Reflect on one's own moral values and positions throughout the semester.

**We will meet on Wednesdays from 1:00-3:45 in person.**

### Required Text

*The Disability Bioethics Reader* co-edited by Joel Michael Reynolds and Christine Wieseler  
ISBN: 978-0367220037

Additional assigned readings and other course materials will be made available to students via Canvas or through provided links. Students are expected to complete the readings *by* the date for which they are assigned (or prior to taking the quiz, if applicable). *Students are required to bring the textbook and/or other assigned readings for the current class (and possibly reading assignments from the prior class).*

Instant Access Complete is a new program that provides students with access to course materials by the first day of classes. Students are *automatically enrolled* in Instant Access Complete and charged one flat fee for all required course materials for all classes. *You can choose to opt out between August 1 and September 7, the end of the drop-add period.*

The charges for students are set at:

- \$250 per semester for all regularly enrolled undergraduate students taking 7 or more units.
- \$150 per semester for all regularly enrolled undergraduates taking 6 or fewer units and all graduate students.

These charges cover access to 100% of required course materials, including faculty-created materials, open educational resources, and library e-books. Materials will be provided automatically via Canvas in digital format whenever possible, with physical books when necessary. For additional information see <https://www.broncobookstore.com/instant-access-complete.asp>

You will need reliable access to a computer with stable Internet access, word processing, and software to read PDFs. Cal Poly Pomona provides each student with a Zoom account. See <https://www.cpp.edu/studentsuccess/zoom-resources.shtml> to set up your account and for additional details.

### **Accessibility**

This course is intended for all students, including those with mental, physical, or cognitive impairments, illness, injuries, and other conditions. If, at any point in the term, you are not able to fully access the space, content, and experience of this course, you are welcome (but not required) to contact me by email or meet with me during office hours to discuss what types of support would be helpful for you. If you are a student with a disability and believe you will need academic accommodation, you must formally request accommodation from the Disability Resource Center (DRC) at (909)-869-3333, building 9, room 103. Services the DRC provides include but are not limited to test accommodations, note taking services, alternate media, modified attendance, Deaf and hard of hearing services, mobility assistance, housing accommodations, student success coaching, and peer mentoring.

### **Important note about a possible work stoppage during the semester**

The California Faculty Association (the labor union of Lecturers, Professors, Coaches, Counselors, and Librarians across the 23 CSU campuses) is in a difficult contract dispute with California State University management. It is possible that we will call a strike or other work stoppage this term. I promise to promptly inform you of any schedule disruption. Our working conditions are your learning conditions; we seek to protect both. For further information go to [www.CFAbargaining.org](http://www.CFAbargaining.org).

## **Resources at Cal Poly Pomona**

The University has an abundance of resources available to support you, which may be especially useful during the current pandemic. The following is a partial list.

*Broncos Care Basic Needs:* for students experiencing food or housing insecurity

*Bronco Dreamers Resource Center:* Supports the holistic success (academic, personal, professional) of undocumented students at Cal Poly Pomona. Our purpose is to educate the community about current issues and to convene campus allies in a dialogue of student success.

*Counseling & Psychological Services (CAPS):* Provides quality mental health services to support your overall health and wellbeing. CAPS provides many services such as workshops, group or individual therapy, wellbeing coaching, crisis intervention, and support to access on- and off-campus resources.

*Inclusive Excellence:* The role of Inclusive Excellence is to work with the campus community to ensure that Cal Poly Pomona's core institutional values of diversity and inclusivity are deeply embedded in every aspect of our community.

*Institutional Equity and Compliance:* Oversees the University's compliance with Federal and State laws and regulations and CSU System policies. Part of this compliance includes overseeing reports and investigations of prohibited conduct, including: discrimination, protected status, retaliation, Whistleblower Protection Act, dating and domestic violence, and stalking; sexual misconduct, consensual relationship, and religious accommodation. Additionally, the office is tasked with implementing proactive measures, including managing training on sexual harassment and sexual misconduct prevention, co-leading campus committees on sexual misconduct prevention and services, and supporting campus lactation rooms.

*Learning Resource Center:* The LRC is the University's most comprehensive tutoring service, promoting the development of students' critical thinking, problem solving, and analytical skills through Academic Skills Coaching, Subject Tutoring, Supplemental Instruction, and the Writing Center.

*Office of Student Life & Cultural Centers:* Includes Clubs and Organizations, Fraternity and Sorority Life, Leadership Development, Black Resource Center, Asian and Pacific Islander Student Center, Cesar E. Chavez for Higher Education, Native American Student Center, Pride Center, and Womxn's Resource Center

*Student Health & Wellness Services:* Health Educators and Peer Health Educators provide Cal Poly Pomona students with health education. Wellness Services provides resources and programs dedicated to various health topics including but not limited to nutrition, sexual health, mental health, physical activity, sleep, and stress management.

## **Title IX Statement**

Cal Poly Pomona faculty and staff are committed to supporting students and upholding gender equity laws as outlined by Title IX. We consider sexual and gender-based misconduct to be one of the most serious violations of the values and standards of the University. Unwelcome sexual contact of any form is a violation of students' personal integrity and right to a safe environment. Sexual and gender-based misconduct is also prohibited by federal regulations.

*If you choose to confide in a member of Cal Poly Pomona's faculty or staff regarding an issue of sexual or gender-based misconduct, that faculty or staff member is obligated to tell the Title IX Coordinator or Title IX Deputy Coordinator. The Title IX Coordinator or Deputy Coordinator will assist you in connecting with all possible resources for support and reporting both on and off campus. Identities and details will be shared only with those who need to know to support the student and to address the situation through the University's processes. Counseling & Psychological Services is available as a confidential alternative (see below). More information can be found at <https://www.cpp.edu/officeofequity/titleIX/index.shtml> or by contacting the Title IX Coordinator, Dawnita Franklin at [dhfranklin@cpp.edu](mailto:dhfranklin@cpp.edu).*

### **E-mail and Canvas**

It is your responsibility to check your Cal Poly Pomona e-mail and Canvas frequently. These are the ways I will communicate with you outside of class meetings. I will attempt to respond to e-mails within 24 hours, excluding weekends and holidays. If you do not receive a response from me within a few days, assume that I did not receive your e-mail.

### **E-mail Etiquette**

When you are corresponding with a professor by email, be sure to:

- Include the course and section number and the reason for your email in the subject heading
- Begin your message with a polite greeting (“Dear Dr. Wieseler”...)
- Write full sentences and spell properly (emails are not text messages)
- Sign your name

### **Assignment Policy**

All written assignments must be typed, unless otherwise noted. Please plan accordingly. I will *not* accept assignments via email. In addition, you must follow all formatting requirements specified for each assignment.

### **Attendance and Participation Policy**

Attendance at all class meetings is required unless there is a reason you cannot be present (illness, emergency, jury duty, etc.). **You do not need to email me to tell me that you will not be in class unless you are scheduled to share a protocol.**

Learning is a collaborative process. If you are not in class, you will miss important opportunities to learn concepts and develop skills that you will need to demonstrate in order to pass the course.

Missing class will impact your grade in multiple ways. First, there will be in-class assignments that count toward your grade for the course. Secondly, the purpose of lecture and class discussion is to help you to have an understanding of the course material and to prepare you for assignments and exams.

Grade	Examples of How to Earn this Grade for Participation
A	<ul style="list-style-type: none"> <li>• Shows evidence of excellent preparation: has analyzed the reading well, relating it to other discussions, experiences, course materials, etc.</li> <li>• Offers analysis, synthesis, and evaluation of the reading, e.g., puts together pieces of the discussion to develop approaches that advance the class discussion</li> <li>• Contributes in a significant way to ongoing discussion: keeps comments focused, responds thoughtfully to others students' remarks, suggests alternative ways of approaching material.</li> </ul>
B	<ul style="list-style-type: none"> <li>• Shows evidence of good preparation: not only of completion of the reading but of having thought carefully about it</li> <li>• Offers interpretations and analyses of the reading</li> <li>• Makes multiple contributions to discussion by: responding to other students and posing questions in a constructive way</li> <li>• Demonstrates consistent involvement in discussion</li> </ul>
C	<ul style="list-style-type: none"> <li>• Shows evidence of having completed the reading but not of having thought carefully about the content</li> <li>• Offers straightforward information from the reading without elaboration</li> <li>• Does not offer to contribute to discussion but contributes a moderate amount when called on</li> <li>• Demonstrates infrequent involvement in discussion</li> </ul>
D	<ul style="list-style-type: none"> <li>• Present, not disruptive</li> <li>• Attempts to answer questions when called on but does not offer much</li> <li>• Demonstrates very infrequent involvement in discussion</li> </ul>
F	<ul style="list-style-type: none"> <li>• Absent or</li> <li>• Present and disruptive to classmates/the instructor</li> <li>• Texts in class</li> <li>• Sleeps in class</li> <li>• Is not engaged and does not contribute to the class discussion</li> </ul>

Adapted from Maznevski, Martha. 1996. "Grading Class Participation." *Newsletter of the Teaching Resource Center for Faculty and Teaching Assistants*.

### **Class Policies and Information**

- Make sure to devote your full attention to class lecture/discussions. (This means reducing distractions by silencing your phone and turning off other kinds of notifications, not attempting to multitask, etc.)
- Students may record class lectures only with written permission of the professor. Students are prohibited from distributing recordings of those lectures or posting them online.
- Students are expected to take notes during class and obtain notes from a classmate in the case of absence.
- *Note: I reserve the right to change the readings/topics/due dates as necessary.*

## Course Requirements

- Attendance/Participation: Students will be expected to attend class and to participate in class discussions. However, **please do not attend class if you are sick.**
- Protocol: Students will prepare and present a 300-600 word (1-2 page) review of the discussion during the previous class. See the protocol guidelines for details.
- Reading Reflections: Students will regularly complete short written reflections on course readings.
- In-Class and Take-Home Assignments: Students will be expected to complete tasks (for example, worksheets) individually and in small groups during and outside of class.
- Textual Analyses: Students will be required to write two short (900-1500 words, which is approximately 3-5 pages double-spaced) analyses of select course readings. Make sure to follow criteria specified in the textual analysis rubrics.
- Final Exam: Students will complete an essay exam. Exams will be completed outside of class and will be submitted to Canvas.

## Course Requirements Overview

Attendance/Participation	10%
Protocol	10%
Reading Reflections	15%
In-Class and Take-Home Assignments	10%
Textual Analyses (2)	30%
Final Essay Exam	25%
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TOTAL:	100%

## Grading Policy

Students do not receive an “A” grade simply for meeting requirements. “A” and “B” grades are issued according to the quality of the student’s work and the comprehensiveness of the student’s understanding (as demonstrated in her/his work and class participation), and are not based solely on a student’s effort.

Letter grades indicate the following:

- A Superior performance
- B Excellent performance
- C Average performance
- D Below average performance
- F Failure

The grade scale for this course will be as follows:

- A 93-100
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- D+ 67-69

D 63-66  
D- 60-62  
F 59 and below

Please see the instructor about the S/U option.

The grade of “Incomplete” is used rarely, at the discretion of the instructor. This temporary grade may be assigned when a student has completed the majority of the assignments but is unable to complete the work for the course due to serious medical, personal, or academic difficulties.

### **Academic Integrity and Plagiarism**

Students are expected to maintain high standards of honesty and ethical behavior. Academic integrity involves being honest in your academic work. The main kind of dishonesty relevant to this course is plagiarism. The University’s statement on academic integrity says that plagiarism is:

...presenting words, ideas or work of others as one's own work. Plagiarism includes copying homework, copying lab reports, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, using one's own work completed in a previous class for credit in another class without permission, paraphrasing another's work without giving credit, and borrowing or using ideas without giving credit.

(This statement is part of the University’s Student Conduct Code). I will observe Cal Poly Policies on Honesty and Plagiarism. Students that fail to observe honesty and plagiarism policies will fail the assignment or course and will be reported to the Judicial Affairs Committee. I’ll be using the plagiarism tool in Blackboard to check for plagiarism in textual analyses. Plagiarism pertains to material copied word for word from books, journals, Internet sites, professor’s course notes, etc. It could also be the work of a fellow student – for example, an answer on a quiz, data for a lab report a paper or assignment completed by another student, your own assignment from another class, or a paper purchased through one of the many available sources. Simply put: *DO NOT COPY ANYTHING FROM ANYWHERE WITHOUT STATING THE SOURCE.*

Here is a special note on chatGPT, DALL-E2 and other AI software that can compose coherent written or visual responses: Use of these tools without disclosure is academically dishonest because it's pretending you did work you didn't do. **The use of these resources is prohibited in this class.** I will use Turnitin, Cal Poly Pomona’s plagiarism and AI detection tool routinely. If Turnitin indicates plagiarism or significant AI detection, I will inform you and invite you to explain your work and understanding in person (or via Zoom). Please note that I am not jumping to a conclusion that you violated academic integrity; I am inviting you to a conversation about your work.

Integrity and ethical behavior are central to a positive academic and professional identity. I understand that academic pressure can be severe for students. If you are feeling pressured, please talk to me and let’s find a way to help you succeed in this class without resorting to shortcuts that include cheating or plagiarism.

## **Course Schedule** (Subject to change)

We will meet on Wednesdays. Make sure to check Canvas regularly for additional assignments and changes to the schedule.

### **Week 1**

8/28: Read the syllabus and be prepared for a syllabus quiz; “Disability Bioethics: Introduction to *The Disability Bioethics Reader*” by Joel Michael Reynolds and Christine Wieseler pp. 1-6

8/30: Ch. 2 “Eugenics, Disability, and Bioethics” by Robert Wilson *DBR* pp. 20-28; Ch. 3 “Theories of Disability” by Joel Michael Reynolds *DBR* pp. 30-37

### **Week 2**

9/4: Labor Day (no assignment)

9/6: Ch. 5 “Methods of Bioethics” by Alison Reiheld *DBR* pp. 50-59; Ch. 6 “Disability Bioethics: From Theory to Practice” by Rosemarie Garland-Thomson *DBR* pp. 61-67

### **Week 3**

9/11: Ch. 31 “Disability Bioethics and Epistemic Injustice” by Anita Ho *DBR* pp. 324-331

9/13: “Responding to Sanist Microaggressions with Acts of Epistemic Resistance” by Abigail Gosselin pp. 293-309 (PDF on Canvas)

### **Week 4**

9/18: **Draft of Textual Analysis #1 due by 11:59pm PDT (see the rubric for this assignment)**

9/20: In-Class Writing Workshop and Peer Review of Textual Analysis Drafts

9/22: **Textual Analysis #1 due by 11:59pm PDT**

### **Week 5**

9/25: “The Opioid Dilemma” by Travis Rieder pp. 67-82 (PDF on Canvas)

9/27: “The Trust Gap” by Maya Dusenbery pp. 61-105 (PDF on Canvas)

### **Week 6**

10/2: “Black and Sleepless in a Nonideal World” by Keisha Ray pp. 235-251 (PDF on Canvas)

10/4: Ch. 22 “Disability Bioethics and Race” by Andrea Pitts *DBR* pp. 235-241

### **Week 7**

10/9: Ch. 9 “Abortion, Disability Rights, and Reproductive Justice” by Elizabeth Dietz *DBR* pp. 95-100; Ch. 10 “Being Disabled and Contemplating Disabled Children” by Jackie Leach Scully *DBR* pp. 116-123

10/11: Ch. 12 “The Wrongs of ‘Wrongful Birth’: Disability, Race, and Reproductive Justice” by Desiree Valentine *DBR* pp. 125-132

### **Week 8**

10/16: Watch Frontline documentary “Being Mortal”

<https://www.pbs.org/wgbh/frontline/film/being-mortal/> (about 54 minutes, transcript is available on website)

10/18: **No Class, reflection on “Being Mortal” due on Canvas by 11:59pm PDT**



### **Week 9**

10/23: Ch. 17 “Death, Pandemic, and Intersectionality: What the Failures in an End-of-Life Case Can Teach about Structural Justice and COVID-19” by Yolanda Wilson *DBR* pp. 183-188;

Ch. 20 “Between ‘Aid in Dying’ and ‘Assisted Suicide’: Disability Bioethics and the Right to Die by Harold Braswell *DBR* pp. 212-219

10/25: Ch. 21 “Theorizing the Intersections of Ableism, Sanism, Ageism, and Suicidism in Suicide and Physician-Assisted Death Debates” by Alexandre Baril *DBR* pp. 221-229

### **Week 10**

10/30: Ch. 13 “Disability, Ideology, and Quality of Life: A Bias in Biomedical Ethics” by Ron Amundson *DBR* pp. 137-145

11/1: Ch. 14 “The Case of Chronic Pain” by Emma Sheppard *DBR* pp. 147-153

### **Week 11**

11/6: Ch. 23 “Bioethics and Deaf Community” by Teresa Blankmeyer Burke *DBR* pp. 243-252

11/8: Ch. 24 “Hunger Always Wins: Contesting the Medicalization of Fat Bodies” by Anna Mollow *DBR* pp. 254-261

Ch. 25 “Trans Care within and against the Medical-Industrial Complex” by Hil Malatino *DBR* pp. 263-268

11/10: **Textual Analysis #2 due by 11:59pm PST (see the rubric for this assignment)**

### **Week 12**

11/13: Ch. 26 “Defining Mental Illness and Psychiatric Disability” by Laura Guidry-Grimes *DBR* pp. 273-280

11/15: Ch. 28 “Inconvenient Complications to Patient Choice and Psychiatric Detention: An Auto-ethnographic Account of Mad Carework” by Erica Hua Fletcher *DBR* pp. 292-299

### **Week 13**

11/20: Ch. 27 “Research Ethics and Intellectual Disability: Finding the Middle Ground between Protection and Exclusion” by Kevin Mintz and David Wassermann *DBR* pp. 282-289

11/22: Ch. 29 “Disability Bioethics, Ashley X, and Disability Justice for People with Cognitive Impairments” by Christine Wieseler *DBR* pp. 301-310

### **Week 14**

11/27: Ch. 34 “The Goals of Biomedical Technology” by Joseph Stramondo *DBR* pp. 358-365

11/29: “Who is the Built World Built For?” by Sara Hendren pp. 1-32 (PDF on Canvas)

### **Week 15**

12/4: Ch. 33 “Improving Access within the Clinic” by Nicole Agaronnik and Lisa Iezzoni *DBR* pp. 345-355 **Course reflection due 12/4 by 11:59pm PST**

12/6: Ch. 35 “ ‘Why Insist on Justice, Why Not Settle for Kindness?’ Kindness, Justice, and Cognitive Disability by Eva Feder Kittay *DBR* pp. 367-375 Ch. 36 “Selections of *Brilliant Imperfection*” by Eli Clare *DBR* pp. 377-388

**Final Exam will be due Tuesday 12/12 at 11:59pm PST**