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MW 10:00-11:20am PST

220 HEDCO

**DR. CAMISHA RUSSELL**

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CRN 15065

FRIDAY 12:00-12:50

199 ESLINGER

CRN 17025

FRIDAY 1:00-1:50

233 TYKESON

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15066

FRIDAY 12:00-12:50

106 FRIENDLY

17026

FRIDAY 1:00-1:50

251 STRAUB

**COURSE DESCRIPTION**

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Medical Ethics (or, more broadly, Bioethics) is the branch of ethics that studies moral values in the biomedical sciences, and can include a very large range of issues, the majority of which we will not be able to cover in a single term.

Some approaches to medical ethics focus primarily on applying ethical theories or methodologies to the questions of clinical practice, medical research and biotechnologies. They seek to elaborate and apply ethical rules and principles according to which various actions and practices in the realm of the biomedical sciences can be deemed ethically permissible, impermissible, obligatory or neutral. In the case of what might be called 'liberal bioethics,' the rights and freedom of individuals are taken to be of paramount importance.

While the question of whether any particular action or practice is right or wrong, good or bad, permissible or impermissible is certainly an important one for practical purposes, in this course, I will advocate for a somewhat different approach. This approach is centered on the critical philosophical examination of the various assumptions, values, and socio-political forces underlying clinical, research and biotechnological systems and practices. We will ask not only, “What are good or poor systems and practices and why?” but also, “What are the conceptual frameworks available for, assumed by or perpetuated through this system or practice?” and **“What are the effects of this system or practice on people, on their lives, on possibilities for democracy/equality, and on potentials for injustice?”**

During our short time together, I will focus on five major themes: **Principles, Inequality, Normativity, Disability, and Enhancement**. You will also have the opportunity to address your particular interests and **shape the content of the course through your class presentations and final papers**. Despite our large class size, **this course is intended to facilitate active student participation and lively discussion**. Bioethics is a field in which differences of opinion (both popular and professional) are many and easy answers are few. Thus the most valuable skills that can be acquired in bioethics are those that aid in critical thinking. **Keep in mind that you will not be able to acquire critical thinking skills without your own active engagement in the learning process.**

I hope that this course will increase your awareness of the importance of sociohistorical factors and questions of social justice in the practice and critical evaluation of the biomedical sciences. I hope it will **challenge some of your assumptions** and put you in the habit of questioning both your own assumptions and those of others as you enter your professional lives. Most of all, I hope this course will leave you better able to approach ethical dilemmas in your future work not only with a reason and intelligence, but with **sympathy and respect for human difference and an eye toward justice**.

## **COURSE OVERVIEW**

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### **REQUIRED TEXTS**

- Clare, Eli. *Brilliant imperfection: Grappling with cure*. Duke University Press, 2017.
- Other required readings will be made available through CANVAS.

### **EXPECTED LEARNING OUTCOMES**

- **Introduction to Medical Ethics:** Students will be introduced to the field of medical ethics and to a variety of specific issues within that field, with a focus on questions of social context and social justice.
- **Critical Thinking:** Students will learn to identify and critically examine the beliefs and assumptions underlying their own thought and the thought of others.
- **Theory and Practice:** Students will learn to read and examine philosophical arguments and theories and apply them to contemporary issues and their own experiences.

- **Research and Writing Skills:** Students will learn how to summarize the main ideas of a text and how to lead a reader through a critical examination of a concrete issue.
- **Dialogue:** Students will engage in rigorous and respectful conversations with classmates and the instructor, consider others' views with an open mind, and learn how to present their own views with a greater degree of clarity.

## COURSE WORK

- **Reading Quizzes:** Each student will must complete a multiple-choice quiz for each of eight weekly readings (Weeks 2-9). Both the readings and the quizzes are posted on Canvas. Quizzes are 15 questions long and must be completed by Monday at noon. Students will have unlimited quiz attempts up to that time.
- **Brilliant Imperfection – First and Final impressions:** Each student will write at least 500 words responding to *Brilliant Imperfection* twice during the term. Each assignment will be written in the “3-2-1” format: First, indicate what you consider the **three** most important points of the reading and why; then indicate **two** parts of the reading about which you are confused or have questions. For the **one**, you may choose to (a) offer **one** way you can connect an idea from the reading to another idea in the course, (b) provide **one** example that supports or challenges an idea in the text, **or** (c) indicate **one** way you can apply something from the reading to a different context (daily life, professional situation, etc.). **First Impressions** is due Wednesday of Week 2 and covers the Introduction and Chapter 1 of the book. **Final Impressions** is due Wednesday of Week 9 and covers *the entire book*.
- **Structured Reading Group Portfolio:** On Wednesday of Week 2, students will be assigned to structured reading groups (of five students) and a set of rotating group roles: discussion leader, passage master, devil's advocate, creative connector, and reporter. Students will meet with their group each Wednesday, Weeks 3-8. Before each group meeting, each student will complete the reading from *Brilliant Imperfection* and a reading preparation sheet. Students will turn in their preparation sheet before each reading group meeting on Canvas. All 6 sheets will be graded as a set (a portfolio) at the end of class, along with a reading group specific participation self- and group evaluation.
- **In-Class Activities:** Each class meeting will involve collaborative learning activities designed to help you engage with course themes and materials. Therefore, class meetings are mandatory and an important part of your learning. Each Monday and Wednesday activity during Weeks 2-9 is worth two points for a possible total of 32 points. However, only 28 points are required for full credit. **Thus, you may miss two activities without making them up without penalty.** You may make-up any missed class by completing the designated makeup assignment online within one week of the missed session. You are not required to give the reason for your absence and there is no limit on how many classes you can make up for credit. (You may earn more than 100% on this part of your grade by completing or making up all 16 activities.)
- **Research Activities:** Students will practice research skills by finding sources on their topic, summarizing the most promising articles, and reading the write-ups of their groupmates.

- **Group Presentation:** Students will be placed in research groups of 5-6 peers within their section based on topic preferences. Each research group will prepare a 10-minute video on their topic, which must include audio and visual components. It should be clear that all group members and their research are represented in the video. Presentations will be viewed by the rest of the section during Week 8 section meetings.
- **Writing Activities:** Students will practice writing skills by creating abstracts for their intended papers, completing rough drafts of their papers, and providing peer reviews for the drafts of two other students. Abstracts should indicate the thesis, primary sources, and key arguments of the paper. Students will receive one point for each page of their rough draft, up to five pages. Each student will complete a peer review form for two other rough drafts.
- **Final Paper:** Each student will write a 5-7 page (1500-2100 word) paper on a bioethical issue relevant to their presentation topic. The paper will include not only empirical research (facts), but also bioethical theories (concepts or explanations).
- **Extra credit:** Students can earn up to 3 percentage points of extra credit on their final grade in the following ways (which can be mixed and matched):
  - By attending or making up more than 14 in-class activities, as described above. (No Canvas submission required.)
  - By filling out the Mid-Term and/or End-of-Term Student Experience Survey (each survey is worth 1% extra credit). A screen shot of the survey completion screen must be uploaded on Canvas.
  - **Bioethics Presentation/Video + Infographic:** Students may make up to three infographics of the following for 1% extra credit each
    - Any additional episode of *Unnatural Causes: Is Inequality Making Us Sick?* (available on Kanopy through the UO Libraries: <https://uoregon.kanopy.com/video/unnatural-causes-series>)
    - Any bioethical presentation (in-person or virtual) approved by the professor.

### ESTIMATED STUDENT WORKLOAD

Students can expect to spend 2-4 hours per week on readings and participation assignments. Students should expect to spend 8-12 hours on research activities and their group presentation, depending on their ease with research and the grade they are trying to achieve. For their writing activities and final papers, students should expect to spend 10-14 hours, again dependent on the above factors. There are no exams, so no additional study time is required.

### GRADING

Please keep in mind that A grades will not be awarded for work that merely satisfies the minimum requirements of a particular assignment. If you are seeking an A, you should strive to complete the assignment not merely adequately, but exceptionally. If, for any given assignment, it is not clear to you how to do so, please feel free to discuss it with me or your section leader.

<b>Component</b>	<b>% of Final Grade</b>
Reading Quizzes	<b>10</b>
In-Class Activities	<b>10</b>
<i>Brilliant Imperfection</i> First and Final Impression assignments	<b>5</b> (2.5 x 2)
Structured Reading Group Portfolio & Participation	<b>15</b>
Research Activities	<b>15</b>
• Finding Sources	(3)
• Article Summaries	(9)
• Read others' write-ups	(3)
Group Presentation	<b>15</b>
Writing Activities	<b>15</b>
• Abstract	(~2)
• Rough draft	(~4)
• Peer review	(~9)
Final Draft of Final Paper	<b>15</b>

## **COURSE POLICIES**

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### **ATTENDANCE**

This class is designed to facilitate discussion and reflection on course materials and themes. I believe consistent attendance offers important benefits to students. That said, I understand that, especially during our turbulent times, circumstances beyond a student's control can make attendance difficult. Any absence can be made up by participating in a pre-set Canvas discussion. There is no need to contact anyone about such an absence. Non-attendance assignments missed due to an excused absence may be made up or turned in late. In this case, you must contact your section leader. You may choose to contact the professor if the reasons for the delay are sensitive in nature.

### **LATE POLICY**

It is **always** better to turn work in late than not at all. When grading late work, where an extension has not been requested, we will take off a percent of credit for every 24 hours after the due date.

### **COVID CONTAINMENT PLAN FOR CLASSES**

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves **prevention, containment, and support**. Here is information critical to how the UO is responding to COVID-19.

- **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
  - Must to comply with [vaccination policy](#)
  - Must [wear face coverings](#) in all indoor spaces on UO campus
  - Complete weekly [testing](#) if not fully vaccinated or exempted
  - [Wash hands](#) frequently and practice social distancing when possible

- Complete daily [self-checks](#)
  - Stay home/do not come to campus if feeling [symptomatic](#)
  - Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.
- **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
    - *Vaccinated/Asymptomatic students:* Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)
    - *Unvaccinated or partially vaccinated students:* 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
    - *Symptomatic students:* stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provide to arrange for immediate COVID-19 testing.

Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).
  - **Support:** The following resources are available to you as a student.
    - [University Health Services](#) or call (541) 346-2770
    - [University Counseling Center](#) or call (541) 346-3277 or (541) 346-3227 (after hrs.)
    - [MAP Covid-19 Testing](#)
    - [Corona Corps](#) or call (541) 346-2292
    - [Academic Advising](#) or call (541) 346-3211
    - [Dean of Students](#) or call (541)-346-3216
  - **Good Classroom Citizenship**
    - Wear your mask and make sure it fits you well
    - Stay home if you're sick
    - Get to know your neighbors in class, and let them know if you test positive
    - Get tested regularly
    - Watch for signs and symptoms with the daily symptom self-check
    - Wash your hands frequently or use hand sanitizer
    - Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

## HONOR CODE

Using the ideas of another person—be it a professional writer, speaker, or a classmate or friend—without proper acknowledgment constitutes plagiarism. Even when it is unintended, plagiarism carries significant disciplinary action. Do not take this issue lightly. You are responsible for reading, understanding, and adhering to the guidelines for acknowledging the work of others as outlined on the UO website: <http://researchguides.uoregon.edu/citing-plagiarism>. Ignorance of the guidelines is not an acceptable excuse for student misconduct.

## **DISCRIMINATION**

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment without regard to any protected basis, including race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity and gender expression or any other consideration not directly and substantively related to effective performance.

The university is committed to providing a respectful environment for all members of the campus community. Prohibited discrimination and discriminatory harassment, including any form of sexual harassment, which subvert the mission of the university and jeopardize the educational or employment experience of students, faculty, and staff, will not be tolerated. If you have a concern of any sort, contact the Office of Affirmative Action & Equal Opportunity: <https://aaeo.uoregon.edu/content/raise-concern>.

Resources for people experiencing hate and discrimination can be found also on the following website: [RESPECT.uoregon.edu](https://respect.uoregon.edu) and by calling 541-346-5555.

I support all students regardless of immigration status or country of origin. For more information and resources please visit our Dreamers page (<https://blogs.uoregon.edu/dreamers/>) and the Immigration FAQs page ([http://international.uoregon.edu/immigration\\_faq](http://international.uoregon.edu/immigration_faq)). Students, remember, when interacting with faculty, staff, and offices around campus you are never required to reveal your status.

## **SEXUAL HARASSMENT**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

According to the new Title IX policy (<https://titleix.uoregon.edu/employee-reporting-responsibilities-policy-overview>) only some UO employees are required reporters and they have to state this explicitly to you. Most regular faculty members as well as Ges are classified as “student-directed employees,” i.e. they are not mandatory reporters, which means that you can speak with them confidentially about issues of sexual harassment, although they may be required to give testimony in case of litigations. If you wish to speak to someone who can keep strict confidentially (also in case of litigations), you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](https://safe.uoregon.edu).

## **ACCESSIBILITY**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

**OFFICE HOURS & COMMUNICATION**

My office hours (with a virtual option) are listed at the top of the syllabus and I will also be available at a variety of times by appointment. Please come and see me any time you are experiencing difficulty with the class material, would like more information about the texts we are reading, or have other more general questions about philosophy or your college education. Because I have a young child, you should not expect to receive responses to emails on evenings or weekends, but I will do my best to respond to any communication within one business day. Bjørn and Puja will also be able to respond to emails within 24 hours, and they *will* respond on weekends (though there may be delays).

**COURSE CALENDAR**

Wk	Monday	Wednesday	Friday
1	<p><b>9/27</b></p> <p><i>Course Introduction &amp; Syllabus Review</i></p>	<p><b>9/29</b></p> <p>VIDEO: <i>Unnatural Causes: In Sickness and in Wealth</i></p> <p><b>Reading:</b> <i>Brilliant Imperfection</i>, Introduction</p>	<p><b>10/1</b></p> <p><i>Section Introductions</i></p>
2	<p><b>10/4</b></p> <p><b>Reading:</b> Excerpts from <i>A Short History of Medical Ethics</i></p> <p><b>DUE:</b> Reading Quiz at 10am</p> <p><b>Research Topic Survey (due Tue @ 10am)</b></p>	<p><b>10/6</b></p> <p><i>Intro to Structured Reading Groups (&amp; Disability Dominos)</i></p> <p><b>Reading:</b> <i>Brilliant Imperfection</i>, Chapter 1</p> <p><b>DUE:</b> First Impressions assignment at 10am</p>	<p><b>10/8</b></p> <p><i>Questions/Discussion of the week's material</i></p> <p><i>How to research online</i></p>
3	<p><b>10/11</b></p> <p><b>Reading:</b> "Privatization and Punishment"</p> <p><b>DUE:</b> Reading Quiz at 10am</p>	<p><b>10/13</b></p> <p><b>Reading:</b> <i>Brilliant Imperfection</i>, Chapter 2</p> <p><b>DUE:</b> Portfolio entry 1 at 10am</p>	<p><b>10/15</b></p> <p><i>Questions/Discussion of the week's material</i></p> <p><i>How to read philosophy</i></p> <p><b>DUE:</b> Finding Sources assignment at 10am</p>
4	<p><b>10/18</b></p> <p><b>Reading:</b> "Disability, Bioethics, and Human Rights"</p> <p><b>DUE:</b> Reading Quiz at 10am</p>	<p><b>10/20</b></p> <p><b>Reading:</b> <i>Brilliant Imperfection</i>, Chapters 3 &amp; 4</p> <p><b>DUE:</b> Portfolio entry 2 at 10am</p>	<p><b>10/22</b></p> <p><i>Questions/Discussion of the week's material</i></p> <p><i>How to identify key points of a reading</i></p>

5	<b>10/25</b> <b>Reading:</b> “Racial Disparities in Health Care and Cultural Competency” <b>DUE:</b> Reading Quiz at 10am	<b>10/27</b> <b>Reading:</b> <i>Brilliant Imperfection</i> , Chapter 5 <b>DUE:</b> Portfolio entry 3 at 10am	<b>10/29</b> <i>Questions/Discussion of the week’s material</i> <i>Empirical Info vs. Theory</i> <b>DUE:</b> Article Summaries assignment at 10am
6	<b>11/1</b> <b>Reading:</b> Preface to <i>The Protest Psychosis</i> <b>DUE:</b> Reading Quiz at 10am	<b>11/3</b> <b>Reading:</b> <i>Brilliant Imperfection</i> , Chapter 6 <b>DUE:</b> Portfolio entry 4 at 10am	<b>11/5</b> <i>Questions/Discussion of the week’s material</i> <i>How to choose a paper topic/write an abstract</i> <b>DUE:</b> Research Sharing assignment at 10am
7	<b>11/8</b> <b>Reading:</b> “Ethical Machine Learning in Health Care” <b>DUE:</b> Reading Quiz at 10am	<b>11/10</b> <b>Reading:</b> <i>Brilliant Imperfection</i> , Chapter 7 <b>DUE:</b> Portfolio entry 5 at 10am	<b>11/12</b> <i>Questions/Discussion of the week’s material</i> <i>Effective Presentations/Philosophical writing</i> <b>DUE:</b> Abstract at 10am
8	<b>11/15</b> <b>Reading:</b> “In Their Best Interests” <b>DUE:</b> Reading Quiz at 10am	<b>11/17</b> <b>Reading:</b> <i>Brilliant Imperfection</i> , Chapters 8 & 9 <b>DUE:</b> Portfolio entry 6 at 10am	<b>11/19</b> <i>Questions/Discussion of the week’s material</i> <i>Watch presentations</i> <b>DUE:</b> Group Presentation video at 10am
9	<b>11/22</b> <b>Reading:</b> “The Case Against Perfection” <b>DUE:</b> Reading Quiz at 10am	<b>11/24</b> <b>VIDEO:</b> <i>Fixed</i> <b>Reading:</b> <i>Brilliant Imperfection</i> , Chapter 10 <b>DUE:</b> Final Impressions assignment at 10am	<b>11/26</b>  <b>NO MEETING</b>  <b>THANKSGIVING BREAK</b>
10	<b>11/29</b> <i>Peer Review How-To</i>  <i>Course Wrap-Up</i>  <i>1-on-1 paper help</i>	<b>12/1</b> <i>Peer Review</i>  <b>DUE:</b> Rough Draft of Final Paper at 10am	<b>12/3</b> <i>Philosophical Writing</i>  <b>DUE:</b> Peer reviews at 10am
<b>FINAL PAPER DUE: Wednesday, December 8 @ 10:00 a.m.</b>			

