

**Carleton University**  
**ANTH 4225 C / SOCI 4860 E / HLTH 5702 B**

**ETHICAL ISSUES IN HEALTH AND HEALTHCARE**

**WINTER 2023**

**Instructor:** Amanda van Beinum, PhD

**Pronouns:** she/her

**Email:** [amandavanbeinum@cunet.carleton.ca](mailto:amandavanbeinum@cunet.carleton.ca)

**Office Hours:** by appointment – please send me an email and we can arrange a time to meet in person or on Zoom

**Prerequisites & Precluded Courses:** Fourth Year Standing

**Method of Delivery:** Thursdays 6pm – 9pm. Location TBD. Classes will be held in person at Carleton University and will involve lectures with occasional guest speakers, small and larger group discussions, and interactive activities. Classes may shift to online (Zoom) format if/as required.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

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## **COURSE DESCRIPTION**

A diverse array of ethical frameworks can be used to inform and critically interrogate health, healthcare, and biomedicine. In this course, we will explore a number of different frameworks that can be used to position ethical questions across real-world health and biomedicine contexts including biomedical research, integration of artificial intelligence in medicine, development and implementation of biotechnologies, and practices of deceased organ donation. This course aims to move beyond the classic Childress & Beauchamp (1989) ideals of bioethical principles to consider interdisciplinary and intersectional approaches to examining healthcare, medicine, and health inequalities.

## **LEARNING OBJECTIVES**

1. Identify and critically analyze inequalities in power leading to ethical concerns within health and medicine
2. Apply interdisciplinary and intersectional approaches to understanding ethical concerns within health and medicine
3. Effectively and persuasively present creative ethical analyses
4. Respectfully and thoughtfully engage in critical discussions related to applied issues in health and medicine

**READINGS/TEXTBOOK:** Required readings for this seminar are journal articles, book chapters, and other electronic media which are accessible electronically online or through the Carleton Library/Ares access list for the course.

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## **COURSE REQUIREMENTS & METHODS OF EVALUATION**

This course incorporates aspects of flexible design to encourage students to choose the degree and types of engagement that best suit their learning needs. Students are required to complete: 3 x self-reflections, up to 3 x reading reflections, and **either** a summative creative project **or** a take-home exam. Completion of these required tasks can add up to a maximum total of 80% (A-). Students who want to get a higher mark are able to complete additional optional assignments as desired.

It is not possible to get an A+ in the class without completing all required assignments and at least one of the additional optional assignments.

### Required Assignments (up to 80% total):

- 15% → 3 x self-reflections (pass/no pass):
  - 5% - Assessing what you want from class at the start of term (due: January 18<sup>th</sup>)
  - 5% - Checking-in on how it's going at mid-term (due: March 1<sup>st</sup>)
  - 5% - Reflecting on what you learned/how it went at end of term (due: April 5<sup>th</sup>)
- 30% → up to 3 x reading engagements (pass/no pass)
  - 10% each, due before the class in which we will discuss that reading
- 35% → choice between:
  - Summative Creative Project (conventionally graded)
    - 5% proposal, due: February 16<sup>th</sup>
    - 25% project or performance, due: April 12<sup>th</sup>
  - Take home exam, written (conventionally graded), due: April 27<sup>th</sup>

### Additional Optional Assignments (up to 40% total):

- 30% - Commentary/Blog post (conventionally graded), due: April 12<sup>th</sup>
- 10% - Discussion Lead (pass/no pass), due in class of chosen discussion

## **SELF-REFLECTIONS (15% total)**

As part of your engagement with your own learning for this course you are required to submit **three** written self-reflections. Each reflection should be about 2 pages typed, double spaced. Reflections will be marked as pass/no pass based on whether you submit a response on time that shows thoughtful engagement with reflection questions.

- ⇒ **Self-Reflection #1 (due January 18<sup>th</sup>)** – Why are you interested in ethics/ethics in healthcare? What skills and/or knowledge(s) do you hope to develop through taking this course? What existing skills, experiences, or knowledge(s) do you bring to the study of healthcare ethics?

- ⇒ **Self-Reflection #2 (due March 1<sup>st</sup>)** – How are you finding the course so far? What have you learned about ethics so far and what are you interested in further engaging with? Are you meeting your expectations about how you want to participate in the course?
- ⇒ **Self-Reflection #3 (due Apr 5<sup>th</sup>)** – What skills and/or knowledge(s) did you develop through taking this course? Did you meet your own expectations about how you wanted to engage with the course? Why/why not?

### **READING ENGAGEMENTS (30% total)**

Students are required to submit up to three written reading engagements throughout the course, worth 10% each (possible 30% total). For each, students should select, read, and write about one of the required reading materials. The written engagement should summarize the major argument(s) developed by the author(s), compare/connect it to other scholarly work and/or ideas (either from this class or from other areas of study), and critically assess its merits. An excellent reading engagement would also consider how the reading material contributes to furthering debates within the field of health and healthcare ethics. As part of their written reading engagement, students should refer to at least 1-2 other sources from the required or supplementary reading list. Reading engagements should be between 1200 - 2000 words in length, not including bibliography/references. References should be cited in the text and listed at the end of the document using a consistent bibliographic style (e.g., ASA, APA, MLA).

This assignment will be marked on a pass/no-pass basis. Assignments submitted on time that demonstrate an adequate engagement with the reading material and an earnest attempt to make connections with other materials/ideas within and outside of this course will receive a pass (worth 10% for each reading engagement).

**Reading Engagement Due Dates:** Reading engagements are **due before the class** in which the reading will be discussed. Please submit your reading reflection online prior to Thursday's class or hand in a hard copy to the instructor at the beginning of class. *Late submissions will not be accepted.*

### **SUMMATIVE CREATIVE PROJECT (35% total)**

This final project is designed for students to demonstrate comprehensive understanding and engagement with the learning objectives and course material. Course learning can be demonstrated in several ways, and it is up to students who choose this option to determine which skills they would like to develop, why, and how this relates to the course. The assignment consists of a short proposal (pass/no pass) outlining the project, followed by final submission of the project itself.

Summative Creative Project examples include (but are not limited to): video essay, writing a paper, creating visual works (e.g., digital artwork, comics), producing a podcast, writing poetry or a short story, creating a board game, doing a creative performance, making an interactive map, building a website, etc. The summative project could also include substantive work

towards an existing project (e.g., a chapter of master's/undergrad thesis work). If you have an idea, please outline it in the proposal and include a description of how it will demonstrate engagement with the themes and materials from this course.

- ⇒ **Proposal, 5% (due February 16<sup>th</sup>)** – outline in 1-2 pages your proposed project which will demonstrate engagement with the materials and key themes of this course
- ⇒ **Final Assignment, 30% (due April 12<sup>th</sup>\*)** – \*please contact the instructor in advance of this date if you would like to present your project to the class.

### **TAKE-HOME EXAM (35% total)**

The take home exam will involve a series of short answer and essay questions related to the materials and themes covered in class. Students will be able to access questions approximately 2 weeks prior to the deadline. **All take-home exams must be submitted by April 27<sup>th</sup>, as per university policy.** Take home exams will be marked for completeness, strength of argument(s)/analysis, creativity, and clarity/writing style.

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### **COMMENTARY/BLOG POST (30%)**

For this optional assignment, students are tasked with writing a short commentary or essay-style blog post about an ethical issue in health or healthcare. Students can work individually or in small groups of 2-3 people. Written commentaries should identify and reflect on an ethical concern using the interdisciplinary and intersectional approaches discussed in class. Commentaries should be between 800 – 1200 words and should contain at least 5 peer-reviewed references (which can include course readings). Some examples of blog posts:

Ray, Keisha. (January 20, 2022). "We Asked for Racial Equity And They Gave Us Pig Hearts." Bioethics Today Blog. From: <https://bioethicstoday.org/blog/we-asked-for-racial-equity-and-they-gave-us-pig-hearts/> [This blog post starts from a current event (xenotransplantation) to ask questions about health justice and racial equity in health]

Lundin, Susanne. (March 16, 2022). "Ethnographic Fieldwork Among Pigs and People: What can we Learn from Previous Xenotransplantations?" Journal of Medical Humanities Blog. From: <https://blogs.bmj.com/medical-humanities/2022/03/16/ethnographic-fieldwork-among-pigs-and-people-what-can-we-learn-from-previous-xenotransplantations/> [This blog post starts from the same current event as the post cited above but looks at perceptions of xenotransplantation to ask ethical questions about progress in biomedical technology and the concept of a "socio-cultural immune system"]

Gyngell, Christopher & Julian Savulescu. (October 6, 2022). "David Bennett and the first porcine xenotransplantation." Journal of Medical Ethics Blog. From: <https://blogs.bmj.com/medical-ethics/2022/10/06/david-bennett-and-the-first-porcine-xenotransplantation/> [This blog post also considers the same xenotransplantation event as above to consider questions of organ access and informed consent]

Manea, Teodora. (February 5, 2021). "Book Review: 'Body Talk in the Medical Humanities: Whose Language?'" Journal of Medical Humanities Blog. From: <https://blogs.bmj.com/medical-humanities/2021/02/05/book-review-body-talk-in-the-medical-humanities-whose-language/> [This blog post includes a detailed review of a book relevant to medical humanities/medical ethics]

Students are encouraged to consider submitting commentaries for publication in the Journal of Medical Humanities Blog, the Journal of Medical Ethics Blog, or another similar publication site. More information about this assignment option will be available in class.

This assignment is **due by April 12<sup>th</sup>**.

### **DISCUSSION LEAD (10%)**

Students have the option of preparing to lead the discussion of readings for any of the weeks/topics. To complete this assignment, students are asked to choose 1 or more of the assigned readings for a class, prepare and present a brief summary, and pose 2-3 thought provoking questions to encourage discussion. This assignment will be marked as pass/not pass based on demonstration of a thoughtful engagement with the material and genuine effort to engage the class. This assignment is due on the day of the discussion of the reading chosen by the student.

### **\*A NOTE ABOUT DEADLINES\***

Late submissions will not be accepted. You have the option of re-submitting work completed *during the semester* (i.e., this does not apply to the take-home exam or summative projects submitted at the end of the semester) to improve your grade if you gave it an honest first attempt. It is better to hand in an almost finished assignment that you can later improve than to miss the deadline.

I commit to providing comments on submitted work with the aim of helping you to improve your writing and analysis skills.

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## **GENERAL COMMENTS**

### **Learning During a Pandemic**

Ongoing pandemic conditions and social disruptions have affected everyone's lives and have influenced how we interact and how we learn. I recognize that many students have caregiving responsibilities and challenges outside of school, including the essential need to take care of ourselves. One of my aims as an instructor is to foster a sense of community, curiosity, and collective inquiry where we can explore, unpack, and discuss important questions and concepts together. It is my hope that this community of learners can be a source of solidarity and strength during these unpredictable times, rather than an added source of stress, but I recognize that this may not always be the case. Participation is not mandatory for this course, so please do not feel compelled to attend class if you are feeling unwell or if you need to prioritize your time differently. I encourage you to reach out to me if you have concerns with the requirements for this course and/or if you would like to discuss possible accommodations.

## Diversity & Inclusion in Learning

Health and healthcare ethics are topics that affect everyone in different ways. For some students, discussions in this class will be theoretical, while for others they will be based on lived experiences. Recognizing these different levels of involvement with the material, we will collectively try to make sure everyone feels safe enough to be present, learn, and share understandings of the topics discussed. We will foster practices of respectful listening and acknowledgement, the use of preferred names and pronouns, as well as being mindful of our speech by making sure everyone has a chance to participate in conversation.

In putting together this course, I have made an effort to include an interdisciplinary array of critical perspectives including from feminist, critical disability, queer, de-colonial, and anti-racist positions. Still, I acknowledge that there are perspectives on health and healthcare ethics that are not included, and as we test out different lenses of thought and work through different modes of inquiry, we will strive to remain aware of the voices that are missing.

I also acknowledge that I am learning as I am leading. I welcome your suggestions for improvement and your input on how we can make this course more workable. I expect our in-class sessions to be intellectually engaging, but all participants are expected to ensure their contributions help to sustain a welcoming, inclusive, and respectful environment.

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## IMPORTANT INFORMATION

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

|              |                                 |                |             |
|--------------|---------------------------------|----------------|-------------|
| A+ = 90-100  | B+ = 77-79                      | C+ = 67-69     | D+ = 57-59  |
| A = 85-89    | B = 73-76                       | C = 63-66      | D = 53-56   |
| A - = 80-84  | B - = 70-72                     | C - = 60-62    | D - = 50-52 |
| F = Below 50 | WDN = Withdrawn from the course | DEF = Deferred |             |

### Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**For students with disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC,

meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

\*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 11, 2022** and for April examinations (Winter) is **March 15, 2023**.

**For pregnancy:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**For religious obligations:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**For survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

**For student activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

## **STUDENT MENTAL HEALTH**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

### **Carleton resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>



- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off campus resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

#### **PANDEMIC MEASURES**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including



being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

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## WINTER 2023 DATES AND DEADLINES

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|----------------------------|--|
| January 2, 2023            | Deadline for course outlines to be made available to students registered in full winter and early winter term courses.   |
| January 4, 2023            | University reopens.  |
| January 9, 2023            | Winter term begins. Full winter and early winter classes begin.  |
| January 20-22, 27-29, 2023 | Full fall and late fall term deferred final examinations will be held.   |
| January 31, 2023           | Last day to withdraw from full winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. |
| February 17, 2023          | April examination schedule available online.   |
| February 20, 2023          | Statutory holiday. University closed.  |
| February 20-24, 2023       | Winter break, no classes.  |

|                   |  |
|-------------------|--|
| March 15, 2023    | <p>Last day for academic withdrawal from full winter, late winter, and fall/winter courses.</p> <p>Last day to request Formal Examination Accommodation Forms for April full winter, late winter, and fall/winter final examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.</p>   |
| March 29, 2023    | <p>Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).</p>  |
| April 7, 2023     | Statutory holiday. University closed.  |
| April 12, 2023    | <p>Winter term ends.</p> <p>Last day of full winter, late winter, and fall/winter classes.</p> <p>Classes follow a Friday schedule (full winter and late winter courses).</p> <p>Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p> <p>Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full winter and late winter courses.</p> |
| April 13-14, 2023 | No classes or examinations take place.   |
| April 15-27, 2023 | <p>Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.</p>  |
| April 27, 2023    | <p>All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.</p>   |
| May 19-31, 2023   | <p>Full winter, late winter, and fall/winter deferred final examinations will be held.</p>   |

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## COURSE SCHEDULE

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### WEEK 1: COURSE INTRODUCTION

January 12, 2023

Sayers, Joey Alison. 2019. "Cause and Neglect." *The Nib*, July.  
<https://thenib.com/cause-and-neglect/>

Gallagher, Mike. 2022. "Laundering Bodies: Triage and the Consultant-Ethicist in for-Profit Healthcare." *The New Inquiry*, July. <https://thenewinquiry.com/laundering-bodies/>

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### WEEK 2: APPROACHES TO ETHICS

January 19, 2023

Myser, Catherine. 2018. "Differences from Somewhere: The Normativity of Whiteness in Bioethics in the United States." *Beyond Bioethics: Toward a New Biopolitics* 3(2):118–27.

Marway, Herjeet and Heather Widdows. 2015. "Philosophical Feminist Bioethics: Past, Present, and Future." *Cambridge Quarterly of Healthcare Ethics* 24(2):165–74.

#### Suggested Reading:

Sudenkaarne, T. 2020. "LGBTQI+ Bioethics: The Need and the Foundation." *Ethics, Medicine and Public Health* 13.

Overstreet, Nicole M. 2022. "Toward Critical Bioethics Studies: Black Feminist Insights for a Field 'Reckoning' with Anti-Black Racism." *The Hastings Center Report* 52:S57–59.

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### WEEK 3: HEALTH INEQUALITIES & INTERSECTIONALITY

January 26, 2023

De Proost, Michiel. 2021. "Integrating Intersectionality into Autonomy: Reflections on Feminist Bioethics and Egg Freezing." *DiGeSt - Journal of Diversity and Gender Studies* 7(2):21–33.

Wilson, Yolonda, Amina White, Akilah Jefferson, and Marion Danis. 2019. "Intersectionality in Clinical Medicine: The Need for a Conceptual Framework." *American Journal of Bioethics* 19(2):8–19.

Milan, Stefania. 2020. "Techno-Solutionism and the Standard Human in the Making of the COVID-19 Pandemic." *Big Data and Society* 7(2).

Suggested Reading:

Wilson, Yolonda. 2022. "Is Trust Enough? Anti-Black Racism and the Perception of Black Vaccine 'Hesitancy.'" *Hastings Center Report* 52(S1):S12–17.

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## **WEEK 4: DISABILITY & ABLEISM**

**February 2, 2023**

Garland-Thomson, Rosemarie. 2022. "Disability Bioethics." *The Disability Bioethics Reader* 61–69.

Pitts, Andrea J. 2022. "Disability Bioethics and Race." *The Disability Bioethics Reader* (2017):235–42.

Vanaken, Gert-Jan. 2022. "Crippling Vulnerability: A Disability Bioethics Approach to the Case of Early Autism Interventions." *Tijdschrift Voor Genderstudies* 25(1):19–40.

Suggested Reading:

Newell, Christopher. 2006. "Disability, Bioethics, and Rejected Knowledge." *Journal of Medicine and Philosophy* 31(3):269–83.

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## **WEEK 5: INDIGENOUS SOVEREIGNTY & PUBLIC HEALTH**

**February 9, 2023**

McPhail-Bell, Karen, Chelsea Bond, Mark Brough, and Bronwyn Fredericks. 2015. "'We Don't Tell People What to Do': Ethical Practice and Indigenous Health Promotion." *Health Promotion Journal of Australia* 26(3):195–99.

Hendl, Tereza and Tiara Roxanne. 2022. "Digital Surveillance in a Pandemic Response: What Bioethics Ought to Learn from Indigenous Perspectives." *Bioethics* 36(3):305–12.

Cawthorne, Dylan and Aimee Robbins-van Wynsberghe. 2020. "An Ethical Framework for the Design, Development, Implementation, and Assessment of Drones Used in Public Healthcare." *Science and Engineering Ethics* 26(5):2867–91.

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## **WEEK 6: ENVIRONMENTAL BIOETHICS**

**February 16, 2023**

Richie, Cristina. 2014. "A Brief History of Environmental Bioethics." *Virtual Mentor* 16(9):749–52.

Sohini, Kay. 2022. "Breathless." *The Nib*, February. From:  
<https://thenib.com/breathless/>

Oudshoorn, Nelly. 2020. "The Second Life of Pacemakers: Creating Resilient Implants and Infrastructures for Pacemaker Reuse in the Global South." P.267-302 in *Resilient Cyborgs*. Palgrave Macmillan.

### Suggested Reading:

Chen, Mel. 2012. "Lead's Racial Matters," p. 159-188 in *Animacies* (Chapter 5).

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## **WEEK 7: READING WEEK, NO CLASS**

*February 23, 2023*

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## **WEEK 8: INFORMED CONSENT**

**March 2, 2023**

Benjamin, Ruha. 2016. "Informed Refusal: Toward a Justice-Based Bioethics." *Science Technology and Human Values* 41(6):967–90.

Simpson, Audra. 2017. "The Ruse of Consent and the Anatomy of 'Refusal': Cases from Indigenous North America and Australia." *Postcolonial Studies* 20(1):18–33.

Lipshie-Williams, M. 2020. "The Peculiar Case of the Standards of Care: Ethical Ramifications of Deviating from Informed Consent in Transgender-Specific Healthcare." *Ethics, Medicine and Public Health* 13:100470.

### Suggested Reading:

Akpa-Inyang, Francis and Sylvester C. Chima. 2021. "South African Traditional Values and Beliefs Regarding Informed Consent and Limitations of the Principle of Respect for Autonomy in African Communities: A Cross-Cultural Qualitative Study." *BMC Medical Ethics* 22(1):1–17.

Åm, Heidrun. 2019. "Ethics as Ritual: Smoothing over Moments of Dislocation in Biomedicine." *Sociology of Health and Illness* 41(3):455–69.

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## **WEEK 9: AI IN HEALTHCARE**

**March 9, 2023**

Ostherr, Kirsten. 2022. "Artificial Intelligence and Medical Humanities." *Journal of Medical Humanities* 43:211–32.

Rainey, Stephen and Yasemin J. Erden. 2020. "Correcting the Brain? The Convergence of Neuroscience, Neurotechnology, Psychiatry, and Artificial Intelligence." *Science and Engineering Ethics* 26(5):2439–54.

Chase, Alyse Callaway. 2020. "Ethics of AI: Perpetuating Racial Inequalities in Healthcare Delivery and Patient Outcomes." *Voices in Bioethics* 6.

### Suggested Reading:

Yu, Kun Hsing and Isaac S. Kohane. 2019. "Framing the Challenges of Artificial Intelligence in Medicine." *BMJ Quality and Safety* 28(3):238–41.

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**\*NOTE: March 15<sup>th</sup> is the last date for withdrawal from the course without academic penalty.**

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## **WEEK 10: BIOTECHNOLOGIES**

**March 16, 2023**

"Remote Control Brain" – Invisibilia Podcast, Season 5, Episode 4. March 29, 2019. NRP. Available from: <https://www.npr.org/transcripts/707639854>

Stramondo, Joseph. A. 2022. "The Goals of Biomedical Technology". *The Disability Bioethics Reader*, 358–366.

Hendl, Tereza and Bianca Jansky. 2022. "Tales of Self-Empowerment through Digital Health Technologies: A Closer Look at 'Femtech.'" *Review of Social Economy* 80(1):29–57.

## **WEEK 11: ORGAN DONATION & TRANSPLANTATION**

**March 23, 2023**

Shildrick, Margaret. 2015. "Staying Alive: Affect, Identity and Anxiety in Organ Transplantation." *Body and Society*, 21(3), 20–41.

Scheper-Hughes, Nancy. 2008. "The Last Commodity: Post-Human Ethics and the Global Traffic in 'Fresh' Organs." in *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*, edited by A. Ong and S. J. Collier. Oxford: Blackwell Publishing Ltd.

### Suggested Reading:

Cooper, Jesse, & Kierans, Ciara. 2015. "Organ donation, ethnicity and the negotiation of death: ethnographic insights from the UK." *Mortality*, 6275(May 2015), 1–18.

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## **WEEK 12: ANIMALS / ONEHEALTH**

**March 30, 2023**

Davis, Alicia, & Sharp, Jo. 2020. "Rethinking One Health: Emergent human, animal, and environmental assemblages." *Social Science and Medicine*, 258.

Carr, Ray. 2022. "Hierarchies of Valuable Life: Positioning Pigs and Primates in UK Bioethics." In *Species of Contagion: Health, Technology and Society* (pp. 79–116).

### Suggested Reading:

Yoon Hyaesin. 2016. "Disappearing bitches: Canine affect and postcolonial bioethics." *Configurations* 24:351–371.

Jenkins, Stephanie. 2020. "Against Performance Criteria." In Kelly Struthers Montford, and Chloë Taylor, eds. n.d. *Disability and Animality: Crip Perspectives in Critical Animal Studies*. Routledge. (pp. 95-110).

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## **WEEK 13: DEATH / IMMORTALITY**

**April 6, 2023**

Warner, Andy. 2018. "Who wants to live forever? Silicon Valley tries to disrupt death" *The Nib*. October. From: <https://thenib.com/who-wants-to-live-forever/>

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Giacomini, Mita. 1997. "A Change of Heart and a Change of Mind? Technology and the Redefinition of Death in 1968." *Social Science and Medicine* 44(10):1465–82.

Suggested Reading:

Mohammed, Shan and Elizabeth Peter. 2009. "Rituals, Death and the Moral Practice of Medical Futility." *Nursing Ethics* 16(3):292–302.

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