

PHIL M21: ETHICS OF LIVING AND DYING

Originator

mmorgan

Co-Contributor(s)
Name(s)

Herlocker, Brian (bherlocker)

College

Moorpark College

Discipline (CB01A)

PHIL - Philosophy

Course Number (CB01B)

M21

Course Title (CB02)

Ethics of Living and Dying

Banner/Short Title

Ethics of Living and Dying

Credit Type

Credit

Start Term

Fall 2024

Catalog Course Description

Introduces the study of ethics in relation to biomedical issues. Examines topics such as genetic engineering, use of stem cells, abortion and the use of aborted tissue. Analyzes the ethics of physician-assisted suicide, death with dignity, and euthanasia.

Taxonomy of Programs (TOP) Code (CB03)

1509.00 - Philosophy

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | identify ethical issues involved in biomedical research and decision making. |
| 2 | articulate critically the various biomedical issues and formulate their own individual advanced directive. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | evaluate the relevance of meta-ethical concerns. |
| 2 | recognize and distinguish the various approaches to biomedical concerns assumed in moral reasoning and judgement. |
| 3 | construct and evaluate various approaches to biomedical concerns. |
| 4 | formulate an individual plan for coping with biomedical issues. |
| 5 | understand the way various normative theories impact biomedical discussions. |

Course Content**Lecture/Course Content**

25.00%

The philosophical/spiritual aspects of living a good life and dying a good death as developed in such works as Plato's Apology and Phaedo

15.00%

Ethical theories, including those of Aristotle, Kant, and Mill, as they bear on biomedical issues

35.00%

Issues concerning living and dying such as physician assisted suicide, euthanasia, abortion and use of aborted fetal tissue, informed consent and palliative care, and death with dignity

25.00%

The emotional/psychological aspects of dying and care for the terminally ill as developed in such works as "The Death of Ivan Ilych," and "On Death and Dying" by Elisabeth Kubler-Ross

Laboratory or Activity Content

N/A

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Skills demonstrations
Written analyses
Written homework
Other (specify)
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Other

seminar

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Distance Education
Group discussions
Instructor-guided interpretation and analysis
Large group activities
Lecture
Small group activities
Other (specify)

Specify other method of instruction

debates

Describe specific examples of the methods the instructor will use:

Instructor breaks up the class into small groups to discuss a selection from bioethical text to entire class. Small groups report out to entire class regarding their analyses.

Instructor breaks up the class into small groups. Each group is assigned an ethical theory to represent. The whole class is then given a bioethical dilemma to analyze in terms of their respective ethical theory. Each group reports out to the whole class on their analysis.

Instructor leads the class into a large group philosophical discussion and debate, and provides additional lecture content on the discussion topic.

Representative Course Assignments

Writing Assignments

construct a moral argument and analysis.

keep a journal of reflections on biomedical issues such as physician assisted suicide and death with dignity.

write a response to reading assignments.

Critical Thinking Assignments

synthesize ideas from the course, such as the importance of having an advanced directive, into the student's own practical life.
 examine critically the underlying philosophical differences between palliative care and actions leading to termination of life.
 develop a philosophical framework for addressing biomedical issues.

Reading Assignments

Read "India Parents Make Pandemic Road Trip to get to Stranded Infant," and be prepared to discuss the implications of international commercial surrogacy. Biswas, Soutik. "India Parents Make Pandemic Road Trip." <https://www.bbc.com/news/world-asia-india-52646024>

Read "When rationing becomes inevitable in a pandemic: A discussion on the ethical considerations from a public health perspective" and be prepared to discuss the various moral issues involved in medical rationing. Yuk-Chiu, Ka-Huen, and Wai-king Tsui, "When rationing becomes inevitable in a pandemic: A discussion on the ethical considerations from a public health perspective." <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9265141/>

Outside Assignments**Representative Outside Assignments**

participate in cooperative group planning for presentations and/or projects.

complete assigned readings from text, such as "The Death of Ivan Ilych," and consider the issue of illness and death in such a piece of literature.

complete assigned writing such as summaries, explication, and critical thinking exercises.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
UC Davis	PHILOS 14	Ethical Social Problems in Contemporary Society	4
UC Santa Barbara	PHIL 7	Biomedical Ethics	4
UC Riverside	PHIL 2	Contemporary Moral Issues	4

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

F2017

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Vaughn, Lewis. *Bioethics: Principles, Issues, and Cases*. 5th ed.. Oxford UP, 2022.

Resource Type

Textbook

Classic Textbook

No

Description

Kaebnick, Gregory. *Taking Sides: Clashing Views on Bioethical Issues*. 18th ed., McGraw-Hill 2020.

Resource Type

Textbook

Classic Textbook

Yes

Description

Plato. *The Trial and Death of Socrates*. 3rd ed., Hackett 2000.

Resource Type

Textbook

Classic Textbook

Yes

Description

Kubler-Ross, Elisabeth. *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and Their Own Families*. Reissue ed., Scribner, 2014.

Resource Type

Textbook

Classic Textbook

Yes

Description

Tolstoy, Leo. *The Kreutzer Sonata and Other Stories* (Revised). Penguin Classics, 2008.

Library Resources**Assignments requiring library resources**

Research using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources in the area of bioethics, such as the ethical aspects of physician assisted suicide.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
Telephone	Instructors may provide feedback on student graded assignments or address general student questions using telephone conversations.
Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
Other DE (e.g., recorded lectures)	Instructor may provide recorded instructional lectures; links to textbook and professional journals; links to online resources.
Synchronous Dialog (e.g., online chat)	Instructors may provide feedback on student graded assignments or address general student questions using the Canvas chatroom feature.
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Video Conferencing	Instructors may provide feedback on student graded assignments or address general student questions using online video conferencing like ConferZoom.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructors may provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. provide students with an online schedule of class events using the "calendar" tool in the online course shell.
E-mail	Instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates.
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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PHILOSOPHY

Review and Approval Dates

Department Chair

04/17/2023

Dean

04/17/2023

Technical Review

04/20/2023

Curriculum Committee

5/2/2023

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000571878

DOE/accreditation approval date

MM/DD/YYYY