

IDH3035: Honors Seminar V: Aesthetics, Values and Authority; Section U09

Wednesday 12:40pm - 1:50pm, RDB 2001, Canvas (Web Assisted):

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Course Description and Purpose

In our first semester together, we reviewed important bioethical principles and topical areas. You gained a familiarity with the terminology, resources, and major frameworks of bioethical theories, analysis, and concerns.

During the second semester, having grounded your understanding of the wide-ranging bioethical issues, we will expand our inquiry in two ways. **First**, we will focus on professionalism issues that arise in medical, healthcare, scientific, and research settings. We will consider role responsibilities, and professional skills, offering you the opportunity to reflect upon, address, and resolve ethical and socio-cultural issues that you, as a professional, will confront in practice. Experts from a variety of fields will lead several bioethical and public health discussions; we will explore how bioethical theories work “in the real world.” **Second**, we will explore how bioethical principles and approaches can be applied and/or adapted to address public health issues, moving from a focus on individual autonomy and rights to more community-wide public health concerns.

Course Objectives

Upon successfully completing this course, students will be able to do the following:

- Will have had the opportunity to process and integrate their experience with relevant bioethical, public health, and social issues related to professionalism. (**Leadership, Global Learning**)
- Understand, appreciate and contribute to dialogs, debates about public health issues, policies and approaches (**Interdisciplinary and Connectivity**)
- Understand the conversation about public health ethics as an enterprise incorporating moral philosophy, bioethics, and evidence-based social science. (**Research, Leadership, Community Engagement**)
- Identify and clarify diverse moral norms and principles that underlie diverse convictions about public health ethics (**Research**)

- subject these norms and principles to dispassionate critical reasoning aimed at evaluating the force of underlying reasons for and against them (**Critical Thinking**)
- write clear and concise essays subjecting a issues of public health ethics to dispassionate ethical analysis (**Research, Critical Thinking**)
- Define bioethics and explain the fundamentals of the ethical theories and principles that apply to bioethical dilemmas recognize philosophical questions (**Critical Thinking**)
- Evaluate multiple perspectives concerning bioethical issues and recognize that different value systems may lead to different ethical decisions (**Critical Thinking**)
- Describe the process of moral development of humans and how society and its laws affect this development (**Global Learning, Interdisciplinary and Connectivity**)
- Demonstrate an understanding of bioethics in both a global and local context (**Global Learning, Interdisciplinary and Connectivity**)
- Describe the process of moral development of humans and how society and its laws affect this development (**Global Learning, Critical Thinking**)
- Select and integrate information from various sources, including electronic and print resources to address bioethical questions (**Research**)

COURSE REQUIREMENTS (Due dates and requirements are subject to change):

Class Participation (150 points) (Leadership and Community Engagement)

This course is highly experiential, consisting of a mixture of lecture, group work, and many opportunities for classroom discussions. In order for you to participate effectively, it will be necessary for you to read the assigned materials and come to class prepared for meaningful discussions. I expect you to ask questions, answer questions, offer comments, viewpoints, relevant experiences and observations, fully engaging in classroom assignments. Regular and consistent discussion of ethics and ethical issues helps to clarify your own thinking, to sharpen your reasoning skills, and to bring out the different legitimate ways of approaching ethical issues. It is a good thing; it is solid preparation for your later careers in science labs, and hospitals, with patients, and coworkers who may not understand or agree with your view of things.

Attendance Policy

You are required to attend each class session and sign the attendance sheet (which will be at the front desk) as you enter class. **NO STUDENT IS PERMITTED TO SIGN-IN FOR A COLLEAGUE, THIS IS A VIOLATION OF COURSE POLICY AND STUDENT WILL BE REPORTED TO THE DEPARTMENT CHAIR.** A student who is absent for more than **3 class sessions** shall be deemed not to have regularly attended class and I reserve the right to request that the department administratively withdraw you from this course. Note: I reserve the right to request the department administratively withdraw you if you are consistently late to class.

No laptop, tape recording devices or cell phone usage during class. In our meetings, we seek to establish and maintain an extended conversation with each other concerning matters of bioethics, professionalism, ethics and professional identity. This means that each class session will be devoted to the effort of fostering a conversation within the classroom around the

aforementioned topics. Class participation is very important. Your views on the issues and questions presented, and willingness to engage with the reading assignments, in-class assignments and guest speakers is important to the progression of this course. Therefore, to prevent unnecessary distractions for yourself and so as not to interfere with others' opportunity to learn or impede a guest speaker's ability to effectively present, **use of laptops, tape recording devices or cellphones during class is not permitted**. A violation of these rules may result in an absence for that class.

Personal Code of Ethics (100 points)

Everyone can benefit from the process of articulating your expectations for/of yourself. For this assignment, you will develop your own personal code of ethics – your expectations for your own actions. You will demonstrate your ability to apply ethics to your current life by also creating a statement explaining your personal code of ethics. You will prepare a PowerPoint Presentation and be prepared to lead the January 16 or January 23 class discussion. Separate instructions for developing your personal code of conduct are available in Canvas. All PowerPoint Presentations must be posted to Canvas subsequent to your presentation.

Weekly Inventory of Personal Values (200 points)

You are required to take a weekly inventory of your personal values (Week of January 23 – March 27) and will hand in weekly worksheets according to this questionnaire:
<http://www.scu.edu/ethics/practicing/decision/today.html> ([Links to an external site.](#))[Links to an external site.](#)

Student-led discussions (300 points)

You will be assigned (in groups of 4) to facilitate/co-facilitate a discussion or debate about a public health problem or policy issue. The purpose of these discussions is to gain a better understanding of current public health issues and practice. Students will be responsible for planning the seminar activities for that session as well as preparing the readings and materials. These are discussions NOT presentations, and computer visual aids like PowerPoint will not be used. Students will select a current (alleged) public health issue or topic area that interests them. Students may wish to present the issue in the form of a case study, debate, or discussion. Further, instructions are found on Canvas.

Spring '19 Topics

1. Legalization of Marijuana Use
2. Gun Violence
3. Obesity
4. Climate Change
5. Transportation
6. Opioids and Addiction
7. Bullying
8. Healthy Housing

- 9. Healthcare for Veterans
- 10. Trauma

Informational Interview (250 points)

An informational interview is when you sit down with a professional working in the career field or industry in which you are interested and ask questions to obtain information and advice about the career. For this assignment, you will need to conduct an informational interview with a professional currently working in a career field you are considering or planning to pursue. (You must choose a career you are legitimately considering.) Your interviewee may not be an immediate family member, and should not be one of your instructors, unless your career goal is specifically to become a university instructor or professor. Separate instructions will be distributed during class.

Course Requirements	Points
Class Participation(10 points per class)	150
Personal Code of Ethics – Presentation and PowerPoint(50 points for each)	100
Weekly Inventory of Personal Values(20 points each)	200
Student-led discussions	300
Informational Interview	250
Total	1000

Grading

Letter	Range%	Letter	Range%	Letter	Range%
A	950 or above	B	869 - 830	C	769 - 700
A-	949 - 900	B-	829 - 800	D	699 - 600
B+	899 - 870	C+	799 - 770	F	599 or less

Week 1 (January 9)

Review Syllabus

Reading Assignments:

Bioethics Revisited

Defining Public Health

Informational Interview

Developing a Personal Code of Ethics

Week 2 (January 16)

Personal Code of Ethics PowerPoint Presentations

Week 3 (January 23)

Personal Code of Ethics PowerPoint Presentations

Week 4 (January 30)

No Scheduled Class. Meet with Your Group Members to Prepare for Student-led Discussions.

Week 5 (February 6)

Guest Speaker

Reading Assignments:

Campbell, Bioethics, 137 - 167.

[Global Public Health.pdf](#)

Week 6 (February 13)

Student-led Discussion

Week 7 (February 20)

Student-led Discussion

Week 8 (February 27)

Student-led Discussion

Week 9 (March 6)

Student-led Discussion

Week 10 (March 13)

Spring Break – No Class

Week 11 (March 20)

Student-led Discussion

Week 12 (March 27)

Student-led Discussion

Week 13 (April 3)

Guest Speaker

Week 14 (April 10)

Class Presentation: Informational Interviews

Week 15 (April 17)

Class Presentation: Informational Interviews

Important Information

Before starting this course, please review the following pages:

- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)

*The professor reserves the right to change or modify the syllabus at any time during the semester.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

FIU Honors College Plagiarism Policy <http://honors.fiu.edu/honors-policies/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Honors College Student Portfolio Requirements

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio method allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of the student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see <http://honors.fiu.edu/current-students/portfolio/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Engagement Requirements

<http://honors.fiu.edu/current-students/citizenship/>

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. See: <http://honors.fiu.edu/current-students/citizenship/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Community Service

As always, Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 Engagement points discussed above. See <http://honors.fiu.edu/current-students/community-service/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Honors Education in the ARTS (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to “explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See: <http://honors.fiu.edu/current-students/hearts/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Honors College Academic Misconduct Statement

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (<http://honors.fiu.edu/honors-policies/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.), and the Academic Misconduct Procedures, available at <http://integrity.fiu.edu/misconducts.html> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://integrity.fiu.edu/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

FIU Student Handbook- <https://studentaffairs.fiu.edu/about/student-handbook/index.php> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

FIU Honors College Plagiarism Policy- <http://honors.fiu.edu/honors-policies/> (Links to an external site.)Links to an external site. (Links to an external site.)Links to an external site.

GL Learning Outcomes

GL Learning Outcomes for IDH 3034-5

- Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
 - **Course Learning Outcome:** Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
- Global Perspectives: Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.
 - **Course Learning Outcome:** Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
- Global Engagement: Students will be able to demonstrate a willingness to engage in local, global, international, and intercultural problem solving.
 - **Course Learning Outcome:** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority.