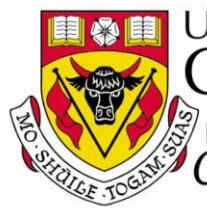


BP
A82211



Calendar Description

This online course provides an in depth view of the impact of bioethics on social policy, disability studies, disability research and the lives of disabled people.

Content/Objectives

- Bioethics as a field of study; historical roots of Bioethics, how bioethicists are identified, their role and views about disabled people, the views of disabled people on bioethicists and the field of bioethics and what disability issues are covered in the bioethics debate, w
- Key bioethics theories
- Selected topics related to bioethics issues within a disability studies framework (concept of personhood; euthanasia, mercy killing, infanticide, do not resuscitate; non treatment of newborns; organ transplantation; research on 'non-competent' people, cyborg ethics, water ethics, enhancement)
- The interconnectedness of the bioethics debate with debates on human rights and disabled people's rights

Outcomes/Competencies

- Through on-line postings, demonstrates an understanding of the field of bioethics and disability, including the impact of the global debate of bioethics issues on the field of disability studies and the lives of disabled people. Students will also gain a deeper appreciation of international dynamics related to this field of study
- Through participation in on-line dialogue with peers, instructors and invited guest experts, demonstrates an ability to analyze the impact of bioethics issues on disabled people, disability research, disability policy issues and on the legal framework
- Through a term paper students display knowledge of bioethical issues related to disabled people and their issues

Assignments

1. Group Project - Introduction of a Topic on Bioethics & Disability	20%
2. Term Paper on a Topic Relevant to Bioethics and Disability	40%
3. Class Participation & On-Line Postings	40%

Resources

A detailed reading and resource list will be available on blackboard. All the reading should be available on blackboard or in general online.

Details for current course offerings are available at: www.crd.org

Instructor and Course Information

COURSE: CORE 545	INSTRUCTOR: Gregor Wolbring
TERM: Fall 2011	TELEPHONE: (403) 210-7083
SECTION: L30 / B30	FAX:
TIME/DATE: Web Based	EMAIL gwolbrin@ucalgary.ca
LOCATION: On blackboard	OFFICE HOURS: online

Course Content

This half credit course will provide an in depth view of the impact of bioethics issues on the issue of social policy, disability studies, disability research and the lives of disabled people.

Students will develop a framework for understanding the issues through a weekly series of discussions.

Week 1: Sept 12 Get to know each other.

Tell a little bit about who you are, what your background is, what your exposure was/is to which bioethics issues and to disabled people and their issues. Tell me what you hope to gain from this course.

Week 2: September 19 Key concepts important for the discourse(models of disability, ableism, transhumanism), perception of disability and self perception by disabled people

Week 3: September 26 Key ethics theories: History of ethics and different ethics theories. Impact and relation of different ethics theories towards different disability models

Week 4: October 03 The special case of bioethics: Intro and the players; How are disabled people viewed within the bioethics debate and how are disabled people (academic and non academic) involved in the bioethics debate

Week 5: October 10 The concept of personhood

Week 6: October 17 cyborg ethics/the case of therapeutic enhancement

Week 7: October 24 End of life issues

Week 8: October 31 The case of research on non competent people:

Reading week Nov 7-13

Week 9: November 14 The case of non treatment of newborns/futile care/infanticide/mercy killing

Week 11: November 21 The case of organ transplantation

Week 12: November 28 the case of access to water and sanitation

Week 13: December 5 final discussion

Students will develop through the course an appreciation for the interconnectedness of the bioethics debate with the human rights, and disabled people's rights debate. This course will lay the foundation for another half course which deals with health research and emerging technologies such as cybernetics, nanotechnology and genetics and their impact on disabled people.

This course will rely heavily on student participation in on-line class discussions.

Details of Assignments

1. Introduction of a topic related to the course

Value 20%

The student will prepare an introduction to a discussion topic of this course. For this the course instructor will assign students to a topic. The introduction should be a minimum of 1500 words and contain a short overview of the issues, followed by 5 questions the student thinks the class should address. You should use at least 10 different sources and reference them. Any info you use from somewhere else has to be referenced!! Grades will be based on comprehensiveness of content, clarity of information and quality of questions posed.

Due: October 20

2. Term Paper

Value 40%

Choose one topic of current or emerging topics relevant to the courses focus. Suggested topics are provided below. Provide a critical analysis of the topic and include implications for professional practice, disability studies, disability rights and human rights. You should take into account what you learned in the course; for example, if you write on euthanasia you have to take into account how different ethics theories impact on the arguments related to euthanasia and identify ethics theories/ethical reasoning which would support or reject certain views on euthanasia. You are also expected to use the terms disability and impairment in a correct fashion. You should also take into account the impact of the transhumanist philosophy. Your paper should also use relevant material from the course. Also plagiarism is an academic crime! If you quote work from somewhere, whether from books or web pages or wherever, you have to cite the source! You also should not use a paper already submitted or used elsewhere. The paper should be 3000 words, APA format (University offers a reference software for free to students called refworks, there are also public free ones such as Zotero and Mendeley). Support your work with relevant academic and non academic literature.

Suggested topics:

- a) the state of disabled people rights in the world. Where does it go?
- b) an evaluation of trans-humanist philosophy as it relates to the topics of this course
- c) a disabled people rights approach to so-called mental illness
- d) a comparison of a feminist and a disabled people rights approach to bioethics and its situation within mainstream bioethics discourse
- e) selective non-treatment of newborns/infanticide/Latimer
- f) organ transplant/allocation of organs
- g) research on non-competent people
- h) other topics (with consent of instructor).

Due: Nov 25, 2011

Grading Criteria for Term Paper

Introduction and framing of ideas	2 marks
Major context of paper	20 marks
<ol style="list-style-type: none"> a) Expansion of ideas in introduction b) Review and critique current literature c) Right usage of the term disability and impairment/variability d) Transhumanist implication e) Use and critique of ethics theories 	
Implications for professional practice, disability studies, disability rights and human rights	10 marks
Conclusion	1 mark
Presentation/Style	5 marks
<ol style="list-style-type: none"> a) Organization (e.g. use of headings) b) Flow of ideas c) Grammar 	
Adherence to APA	2 marks
Total	40 marks

3. On-line Postings.

Value 40%

Students will participate in the discussion board which will have weekly changing topics. There will be questions posted for students to respond to, to facilitate dialogues regarding the weekly topics. Active participation in the discussion board is a critical component of this course. An intro to the topic of any given week will be posted by Sunday midnight at the beginning of the given week. Students are expected to give their thoughts on the posted intro by midnight Tuesday of that given week. Students then have the rest of the week to respond to two intro response postings of their fellow students.

Students are expected to use the material from the reading list as part of their reasoning. For every day the student misses their intro response, their mark will be deducted by 5. So -5 if the student sends in the intro response on Wednesday, -10 if sent in on Thursday and so on. If nothing is sent in, the mark for that given week is 0. In case the student responds to the intro responses of fellow students, this response only counts if the student also provides an intro response, however late within that week. If a student only provides a response to the intro but does not send in the responses towards their fellow students, the mark will be cut to 60%. The only way to avoid the deductions is by alerting the instructor before the delay (whether by e-mail or phone) or in very exceptional circumstances after the delay happened. However, it is expected that the student contacts the instructor. It is not the role of the instructor to inquire why a student missed a deadline. Also if students become aware at the time the instructor gives the end mark that they missed a response to an intro somewhere during the course, it cannot be fixed at the end of the course. Therefore the student should make sure that they have sent in their intro and other required responses at any given week. **The Discussion Board is an ongoing part of the course and will continue for the duration of the course. The minimum length of a posting has to be 50 words.**

Discussion Guide

Students are required to participate in the discussion forum as this dialogue is intended to reflect exchanges that would take place in a classroom. The discussion forum will be scheduled with a different topic each week as outlined in the schedule (given to the student at the beginning of the course). Students can contribute to the discussion throughout the week within the timelines designated.

The instructor will monitor the content and quality of the discussions and contribute reflections and feedback as the discussion progresses. Students are encouraged to ask questions, elaborate on information, challenge and produce ideas about the given topic. Contributions to the discussion must be content based, and not comprised of brief summative comments. The purpose of the discussion is to facilitate learning and engage with other students to promote a broad knowledge base regarding the material. Grades will be based on participation in discussions as well as the quality of on-line postings including: display of critical thought, understanding of concepts, and application to professional practice.

Grading criteria for on-line postings

Participation in discussion: consistent participation, responds to postings, poses reflective questions, and respectfully challenges peers, instructors and guests	10 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	10 marks
Analysis of Content: contributes new ideas based on analysis or readings and prior discussion	10 marks
Application to professional practice: demonstrates the ability to apply concepts to practice	10 marks
Total	40 marks

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR FALL 2011

The last day to change or drop a course - **September 23, 2011.**

The last day to pay balance of fees - **September 30, 2011**

The last day to withdraw - **December 9, 2011.**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4