

Cover Sheet: Request 13736

ANT3XXX Science & Ethics in Daily Life

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Connie Mulligan cmulligan@ufl.edu
Created	3/7/2019 4:34:25 PM
Updated	3/11/2020 2:37:29 AM
Description of request	This course has been taught as ANT4930 Bioethics in Daily Life four times since 2011 and I would like to request a specific course number.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		3/21/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, and asks for a consult with the Philosophy Department.	4/22/2019
No document changes					

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	Connie Mulligan	<p>A consult from the Department of Philosophy was requested in order to ensure that the course content does not overlap with Philosophy courses. The summary provided by Department of Philosophy Chair John Palmer is pasted below. Based on consultation with Dr. Palmer, the course title has been changed to "Science & Ethics in Daily Life".</p> <p>Consult from Dr. John Palmer, Chair of Department of Philosophy: "The Department of Philosophy was asked to report whether the proposed ANT 3XXX Bioethics in Everyday Life overlaps substantially with its own courses, presumably in particular PHI 3633 Bioethics, in which students approach ethical issues in medicine and biotechnology from the perspective of normative ethical theory. The course you are proposing does not overlap substantially with this course or other course offerings in Philosophy. The sole concern that I and the colleagues with whom I have consulted share is that the proposed course has a title and description that could well be misleading. Since the course focuses on the scientific basis of bioethical issues rather than bioethics as such, we feel that a more accurate and informative title might be "The Science of Bioethics" or "The Biology of Bioethics." I know you may not be entirely satisfied with these titles, but we hope you will be able to come up with a more accurate and informative title that will not mislead students into thinking they will actually be doing bioethics in this course. The same consideration bears upon the course summary section at the beginning of the syllabus, which might also be revised to make the focus of the course clearer."</p>	6/18/2019

Step	Status	Group	User	Comment	Updated
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes requested: 1) revise the course description to more closely conform to catalog style (see https://gov.clas.ufl.edu/files/College-Problems-Checklist.pdf); 2) the course needs a prerequisite because it is being proposed at the 3000-level; 3) please edit the course objectives using UCC guidelines (see https://gov.clas.ufl.edu/files/College-Problems-Checklist.pdf); 4) Revise Links and Policies to remove reference to cell phones being turned off, and to add UF attendance policy (see http://syllabus.ufl.edu/media/syllabus)	10/14/2019
No document changes					
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		11/1/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following: 1) the course needs a prerequisite, this is a university rule and not within the power of the CCC to waive; 2) please fix the overlap on the grading scale; 3) please consider adding more detail or a rubric to clarify how participation grades assigned.	11/19/2019
No document changes					
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		11/26/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following: 1) the participation grade is such a large part of the course, the proposal needs a clearer rubric for how this is assessed and graded.	1/10/2020
No document changes					
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		1/13/2020
No document changes					

Step	Status	Group	User	Comment	Updated
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/18/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13736

Info

Request: ANT3XXX Science & Ethics in Daily Life

Description of request: This course has been taught as ANT4930 Bioethics in Daily Life four times since 2011 and I would like to request a specific course number.

Submitter: Connie Mulligan cmulligan@ufl.edu

Created: 1/13/2020 2:46:02 AM

Form version: 10

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

ANT

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

3

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Intermediate

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Science & Ethics in Daily Life

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Sci/Ethics-Daily Life

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
NA

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Introduces bioethical issues of topics that are encountered in everyday life through the popular media, such as genetic testing and genome modification, and animal experimentation and cognition. Will provide students with an understanding of the scientific basis of the bioethical issues in order to develop informed opinions.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

Sophomore standing

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PPHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
Science & Ethics in Daily Life combines critical thinking skills, current controversies in ethics, and the ability to deeply discuss issues in a manner that is facilitated by small class sizes. The course has been taught two times in the general Anthropology curriculum and three times in the Honors program. In 2012, Prof Connie Mulligan was awarded the Honors Professor of the Year for teaching this course.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
A student who completes this course will be able to:

- Identify key scientific concepts that underlie bioethical topics
- Articulate and compare the scientific, medical, legal, economic, and cultural aspects of bioethical topics
- Apply critical thinking skills to develop logical arguments for one side of a bioethical debate
- Create visual presentations to present arguments for different sides of bioethical topics

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Reading material includes one textbook (Bioethics at the Movies, Sandra Shapshay, 2009, Johns Hopkins University Press). The textbook is available at campus bookstores and through online sources such as amazon.com and half.com. Additional reading materials, such as journal or online articles, blogs, etc will be required each week and links are available on the E-learning course website.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Course schedule:

January 8 – Introduction

- Course format
- What do we mean by bioethics?
- Memory exercise
- How to read a scientific journal article
- Sample PubMed search
- Sample oral presentation
- Create study groups for group presentations
- Assessment of class opinions and experiences concerning bioethical issues

January 10 - Team-based learning AND Science in our daily lives

- What is team-based learning?
- How can team-based learning be used to help make difficult decisions about ethical issues?
- What do people think about science and scientific data?
- How should scientific data be used?

Video – TED talk, John Wilbanks: Let's pool our medical data,
http://www.ted.com/talks/john_wilbanks_let_s_pool_our_medical_data

Required reading (pdfs are posted on the course webpage):

- Team-based learning handout #1
- Team-based learning handout #2
- The essential elements of team-based learning, Michaelsen and Sweet, 2008, *New Directions for Teaching and Learning*, 116, DOI: 10.1002/tl.330.
- America's crisis of faith in science -
http://www.sciencemag.org/content/348/6234/511.1.full?utm_campaign=email-sci-toc&utm_src=email

January 15 – Race (Team-based learning module)

- Is there a biological basis to race?
- How have we evolved?
- Global distribution of genetic and phenotypic variation
- How different are we?
- Estimates of genetic ancestry
- Genetic ancestry testing
- Racial disparities in health

Required reading (pdfs are posted on the course webpage):

- Wikipedia entry on 'Race and Genetics', http://en.wikipedia.org/wiki/Race_and_genetics
- Race: The Power of an Illusion, interview with Alan Goodman,
http://www.pbs.org/race/000_About/002_04-background-01-07.htm
- Examining how race, ethnicity, and ancestry data are used in biomedical research, Bonham et al., 2018, *Journal of American Medical Association*, 320:1533-1534,
<https://jamanetwork.com/journals/jama/fullarticle/2703957> (pdf on course webpage)
- How race becomes biology: Embodiment of social inequality, Gravlee, 2009, *Am J Phys Anthropol*, 139:47-57.
- The effect of bias in genomic studies, *BioTechniques*, Sept 24, 2018,
<https://www.biotechniques.com/omics/the-effect-of-bias-in-genomic-studies/>
- Attitudes on DNA ancestry tests, Wagner and Weiss, *Human Genetics*, 2012, 131:41-45,
<http://www.springerlink.com/content/u13v454847120454/fulltext.pdf> (pdf on course webpage)
- don't need a DNA test to tell me how black I am., *NYT*, April 16, 2019,
https://www.nytimes.com/2019/04/16/opinion/dna-test-23andme-race.html?emc=edit_th_190417&nl=todaysheadlines&nid=552340260417
- Sample Genetic ancestry report, intended for an African American audience (pdf on course webpage)

January 17 Race – Team-based learning application

January 22 – Race

Video – African American Lives

January 24 - Genetic screening I/Genetic testing

- Genetic testing for disease risk
- Prenatal screening
- Testing for personality, mate choice, etc
- How should genetic information be used?

Required reading (pdfs also listed on course webpage):

- Scientists seek to kill genetic test for same-sex attraction, TheScientist, Oct 17, 2019, https://www.the-scientist.com/news-opinion/scientists-seek-to-kill-genetic-test-for-same-sex-attraction--66591?utm_campaign=TS_DAILY%20NEWSLETTER_2019&utm_source=hs_email&utm_medium=email&utm_content=66591

- https://www.the-scientist.com/news-opinion/scientists-seek-to-kill-genetic-test-for-same-sex-attraction--66591?utm_campaign=TS_DAILY%20NEWSLETTER_2019&utm_source=hs_email&utm_medium=email&utm_content=66591

- https://www.the-scientist.com/news-opinion/scientists-seek-to-kill-genetic-test-for-same-sex-attraction--66591?utm_campaign=TS_DAILY%20NEWSLETTER_2019&utm_source=hs_email&utm_medium=email&utm_content=66591

- When 'Where are you from?' Takes You Someplace Unexpected, NPR Aug 10, 2017, https://www.npr.org/sections/codeswitch/2017/08/10/541921634/when-where-are-you-from-takes-you-someplace-unexpected?utm_source=npr_newsletter&utm_medium=email&utm_content=20170813&utm_campaign=&utm_term=

- https://www.npr.org/sections/codeswitch/2017/08/10/541921634/when-where-are-you-from-takes-you-someplace-unexpected?utm_source=npr_newsletter&utm_medium=email&utm_content=20170813&utm_campaign=&utm_term=

- Genetic testing can change behavior, Singer, 2010, MIT Technology Review, <http://www.technologyreview.com/blog/editors/25297/>

- Screening embryos for complex genetic traits called premature, Science, Oct 25, 2019, https://science.sciencemag.org/content/366/6464/405?utm_campaign=toc_sci-mag_2019-10-24&et rid=34819171&et_cid=3044162

- Pregnancy: Prepare for unexpected prenatal test results, Bianchi, 2015, Nature, <http://www.nature.com/news/pregnancy-prepare-for-unexpected-prenatal-test-results-1.17655>

- Chloe's Law: A powerful legislative movement challenging a core ethical norm of genetic testing, Caplan, 2015, PLOS Biology, <https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.1002219> (pdf on course webpage)

- Divulging DNA secrets of dead stirs debate, Couzin-Frankel, Science, 2014, 343:356-357, <http://www.sciencemag.org/content/343/6169/356.full> (pdf on course webpage)

- Should police have access to genetic genealogy databases? Capturing the Golden State Killer and other criminals using a controversial new forensic technique, Guerrini et al. 2018, PLOS ONE, <https://journals.plos.org/plosbiology/article?id=10.1371/journal.pbio.2006906> (pdf on course webpage)

- The ethics of catching criminals using their family's DNA, Nature, May 2, 2018 https://www.nature.com/articles/d41586-018-05029-9?WT.ec_id=NATURE-20180503&utm_source=nature_etoc&utm_medium=email&utm_campaign=20180503&spMailingID=56542290&sp

- https://www.nature.com/articles/d41586-018-05029-9?WT.ec_id=NATURE-20180503&utm_source=nature_etoc&utm_medium=email&utm_campaign=20180503&spMailingID=56542290&sp (pdf on course webpage)

- Work on first group presentations

January 29 - Genetic testing group presentations

January 31 – Genetic screening II/Eugenics

- Eugenics
- Genome modification
- Designer babies
- Pre-implantation genetic testing

Required reading:

- Bioethics at the Movies (BAM)

o Chpt 5 ("No Gene for Fate?": Luck, Harm, and Justice in Gattaca)

o Chpt 6 (Lifting the Genetic Veil of Ignorance: Is there anything really unjust about Gattacan society?)

- <http://en.wikipedia.org/wiki/Eugenics> - Wikipedia entry on eugenics

- Making babies in the year 2045, NYT, April 10, 2019,

https://www.nytimes.com/2019/04/10/opinion/genetic-testing-privacy.html?em_pos=small&emc=edit_ts_20190411&nl=top-stories&nl_art=1&nlid=87569322emc%3Dedit_ts_20190411&ref=headline&te=1

- https://www.nytimes.com/2019/04/10/opinion/genetic-testing-privacy.html?em_pos=small&emc=edit_ts_20190411&nl=top-stories&nl_art=1&nlid=87569322emc%3Dedit_ts_20190411&ref=headline&te=1

Video – GATTACA

February 5 - Genetic screening II/Eugenics presentations

February 7 – Genetic screening III/Genome editing and gene therapy (Team-based learning module)

- Genome editing, CRISPR/Cas9
- Gene therapy
- Gene therapy case study at UF

Required reading (also listed on course webpage):

- What is CRISPR/Cas9?, Your Genome, <https://www.yourgenome.org/facts/what-is-crispr-cas9>

- Genome modification by CRISPR/Cas9, Ma et al. 2014, FEBS, 281:5186-5193, <https://febs.onlinelibrary.wiley.com/doi/epdf/10.1111/febs.13110> (pdf on course webpage)

- Genome-editing revolution: My whirlwind year with CRISPR, Doudna, 2015, Nature, [http://www.nature.com/news/genome-editing-revolution-my-whirlwind-year-with-crispr-1.19063?WT.ec_id=NATURE-](http://www.nature.com/news/genome-editing-revolution-my-whirlwind-year-with-crispr-1.19063?WT.ec_id=NATURE-20151224&spMailingID=50325468&spUserID=MjA1NzYzMjUzNAS2&spJobID=823531954&spReportId=ODIzNTM)

20151224&spMailingID=50325468&spUserID=MjA1NzYzMjUzNAS2&spJobID=823531954&spReportId=ODIzNTM

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- US scientists modify human embryos with CRISPR/Cas9, Lawrenz, 2017, BioTechniques, <https://www.future-science.com/btn/news/aug17/04>

- Chinese scientist claims to use CRISPR/Cas9 to make first genetically edited babies, NYT, Nov 26, 2018, <https://www.nytimes.com/2018/11/26/health/gene-editing-babies-china.html> China shrinks from the GATTACA age, Campbell, December 5, 2018, Bloomberg Businessweek, <https://www.bloomberg.com/news/articles/2018-12-05/china-fiercely-decries-he-jiankui-s-human-gene-editing>

- Government report blasts creator of CRISPR twins, 2019, Science, 363:328, <http://science.sciencemag.org/content/363/6425/328.full>

- Another blow to CRISPR-edited babies, BioTechniques, June 2019, <https://www.biotechniques.com/crispr/another-blow-to-crispr-edited-babies/>

- UF's Explore article on UF's Barry Byrne's research on Pompe disease and how it was made into a movie, 2010, https://research.ufl.edu/publications/explore/past/fall2010/story_2/documents/Extraordinary_Measures.pdf (pdf on course webpage)

Video – Extraordinary Measures

February 12 - Genetic screening III/Genome editing and gene therapy (Team-based learning module)

February 14 - Cloning

- What is cloning?
- Can we clone humans?
- Are two genetically identical humans really the same individual?

Required reading

- Bioethics at the Movies (BAM)

o Chpt 7 (Multiplicity: A study of cloning and personal identity)

o Chpt 8 (Is ignorance bliss: Star Trek: Nemesis, Cloning and the right to an open future)

- Neanderthals are people too, NYT, April 24, 2014 -

http://www.nytimes.com/2014/04/25/opinion/neanderthals-are-people-too.html?emc=edit_th_20140425&nl=todaysheadlines&nliid=60704772

- Cloning humans? Biological, ethical, and social considerations, Ayala, 2015, PNAS -

<http://www.pnas.org/content/112/29/8879.full?sid=c34596b7-09fa-45b4-8b3f-d3e6a0de3fa2> (pdf on course webpage)

Video – Multiplicity

February 19 - Cloning group presentations

February 21 – Robots/machine learning

- What rights do robots/clones/unborn babies have?
- Self-replication – Organisms and DNA
- Blurring the line between humans and robots
- Machine learning and the future

Required reading (also listed on course webpage):

- Bioethics at the Movies (BAM)
- o Chpt 3 (Homo sapiens, robots, and persons in I, Robot and Bicentennial Man)
- To make robots more human-like, we need to teach them how to be mind readers, Azarian, Oct 25, 2016, Quartz.com, <https://qz.com/817476/to-make-robots-more-human-like-we-need-to-teach-them-how-to-be-mind-readers/>
- Could robots develop prejudice on their own? Braswell, OZY.com, https://www.ozy.com/acumen/could-robots-develop-prejudice-on-their-own/91165?utm_source=dd&utm_medium=email&utm_campaign=12122018&variable=7484b1138a1020da7084a
- New self-healing technology makes robots more human-like, Ratner, Oct 23, 2018, BigThink.com, <https://bigthink.com/technology-innovation/why-researchers-are-making-robots-you-can-stab>
- Machine learning healthcare applications – 2018 and beyond, Faggella, Dec 5, 2018, Emero Healthcare, <https://emerj.com/ai-sector-overviews/machine-learning-healthcare-applications/>

Video –Bicentennial Man

February 26 - Robots/personhood/personal identity group presentations

February 28 – Stem cells

- Different types and uses of stem cells
- Status of stem cell research
- Current and potential applications of stem cells

Required reading (also listed on course webpage):

- Stem Cell Quick Reference, <https://learn.genetics.utah.edu/content/stemcells/quickref/>
- UM professor on stem cell research today, <http://www.youtube.com/watch?v=HZWVj5mqJ1I&feature=channel> (watch the video)
- Pros and cons of stem cell research, <https://www.allaboutpopularissues.org/pros-and-cons-of-stem-cell-research.htm>
- Spinal-cord injury: spurring regrowth, Holmes, 2017, Dec 2017, <https://www.nature.com/magazine-assets/d41586-017-07550-9/d41586-017-07550-9.pdf>
- Stem cell therapies for spinal cord injury, Sahni and Kessler, 2010, Nature Reviews Neurology, 6:363-372, <https://www.nature.com/articles/nrneurol.2010.73> (pdf on course webpage)

Video – PBS documentary on stem cell research

March 5, 7 Spring break

March 12 - Stem cell group presentations

March 14 - Organ donation/Exploitation

- Organ donation/wait lists/commodification of organs
- Exploitation of individuals in developing countries/poor people
- Informed consent/Issue of greater good

Required reading (also listed on course webpage):

- Bioethics at the Movies (BAM)
- o Chpt 11 (Commodification, exploitation, and the market for transplant organs/Dirty Pretty Things)
- o Chpt 18 (“If you could cure cancer by killing one person, wouldn’t you have to do that?)/Extreme Measures)
- A shocking discovery, Semeniuk, Nature, Oct 4, 2010, 467:645, <http://www.nature.com/news/2010/101004/full/467645a.html>
- Genes, cells, and biobanks: Yes, there’s still a consent problem, Caulfield and Murdoch, 2017,

PLOS Biology,
<https://journals.plos.org/plosbiology/article/file?id=10.1371/journal.pbio.2002654&type=printable>
(pdf on course webpage)

Video – Never Let Me Go

March 19 - Organ donation/exploitation group presentations

- For/against organ commodification
- For/against harming few people for greater good

March 21 - Right to die

- Withdrawal of life-sustaining treatment
- Right to die
- Relevance to people with disabilities

Required reading (also listed on course webpage):

- Bioethics at the Movies (BAM)
- o Chpt 14 (False images: Reframing the end-of-life portrayal of disability in Million Dollar Baby)
- o Chpt 15 (“I can’t be like this, Frankie, not after what I’ve done”: Million Dollar Baby and the value of human lives)

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<http://www.nytimes.com/2011/03/04/us/04immigrant.html?pagewanted=1&nl=todaysheadlines&emc=tha23>

– Immigrant’s health crisis leaves her family on sideline, New York Times, March 3, 2011

- <http://news.yahoo.com/british-court-die-case-proceed-174823598.html> - British court: Right to die case can proceed

- <http://www.amazon.com/Breath-Lifetime-Rhythm-Iron-Memoir/dp/1608191192> - Breath: A Lifetime in the Rhythm of an Iron Lung: A Memoir – read reviews also

Video – Million Dollar Baby

March 26 - Right to die group presentations

- For/against right to die
- For/against – Million Dollar Baby argues that a disabled life is not worth living

March 28 - Quest for good life/death

- Technological innovations for improved happiness
- Memory deletion as a means to happiness
- Can a good death compensate for an impoverished life?
- Assisted suicide

Required reading (also listed on course webpage):

- Bioethics at the Movies (BAM)
- o Chpt 9 (“Blessed are the forgetful”: The ethics of memory deletion in Eternal Sunshine of the Spotless Mind)

o Chpt 17 (The thanatoria of Soylent Green: On reconciling the good life with the good death)

- Manipulating memories, BioTechniques, May 2019,

<https://www.biotechniques.com/preclinical/manipulating-memories/>

- Revisiting propranolol and PTSD: Memory erasure or extinction enhancement, Giustino et al. 2016, Neurobiology of Learning and Memory, https://ac.els-cdn.com/S1074742716000216/1-s2.0-S1074742716000216-main.pdf?_tid=0a80a2a2-d982-4326-8f97-0eefca79d62d&acdnat=1544565636_d9bbb0c8ba30dd0dbd534b404f0be786 (pdf on course webpage)

- Scientists trace memories of things that never happened, NYT, July 25, 2013,

<http://www.nytimes.com/2013/07/26/science/false-memory-planted-in-a-mouse-brain-study-shows.html?src=me&ref=general>

Video – Eternal Sunshine of the Spotless Mind

April 2 - Quest for good life/death group-led discussions

- For/Against memory deletion as a means of happiness
- For/Against other technological/pharmaceutical interventions as a means of happiness

April 4 - Animal cognition/animal rights

- Animal experimentation/exploitation
- Vegetarianism and other uses of animals
- Animal testing/medical advances
- Animal cognition/what separates us from other animals?

Required reading (also listed on course webpage):

- Bioethics at the Movies (BAM)
- o Chpt 4 (The Babe vegetarians: Bioethics, animal minds, and moral methodology)
- "Wanted: Intelligent aliens, for a research project", Olivia Judson, New York Times, Sept 30, 2008, <http://opinionator.blogs.nytimes.com/2008/09/30/wanted-intelligent-aliens-for-a-research-project/>
- Understanding others: Emotion recognition abilities in humans and other animals, Ferretti and Papaleo, 2018, Genes, Brain, and Behavior, Dec 13:e12544, <https://onlinelibrary.wiley.com/doi/abs/10.1111/gbb.12544> (read through Section 2.3.2 Prairie voles)
- ***Controversial – Think organic food is better for you, animals, and the planet/ Think again, Lomborg, The Telegraph, 2016, <https://www.telegraph.co.uk/news/2016/06/12/think-organic-food-is-better-for-you-animals-and-the-planet-thin/>
- A searchable website that documents scientific advances made through animal research - <http://www.animalresearch.info/en/medical-advances/diseases-research/>

Video – Babe

April 9 - Animal cognition/animal rights group presentations

- For/against vegetarianism
- Huge/small differences between us and other animals

April 11 - Human origins/Admixture with archaic hominids

- Human genetic variation
- Human evolution
- Archaic hominids and admixture with modern humans

Required reading (also posted on course webpage):

- Worldwide genetic and cultural change in human evolution, Creanza and Feldman, 2016, Current Opinion in Genetics & Development, https://ac.els-cdn.com/S0959437X16301101/1-s2.0-S0959437X16301101-main.pdf?_tid=dfafac28-e7cb-41da-b09f-f5bba62b6430&acdnat=1545164068_eb455c093e643e72ec3bcad6b2abcac3
- Revolution in human evolution, Ann Gibbons, Science, July 2015, 349: 362-366, <http://www.sciencemag.org/content/349/6246/362.full?sid=b053f6c4-8ff7-4327-9d3a-a1b138ed406c>
- Outstanding questions in the study of archaic hominin admixture, Wolf & Akey, 2018, PLOS Genetics, <https://journals.plos.org/plosgenetics/article/file?id=10.1371/journal.pgen.1007349&type=printable>

Video – TED lecture - Svante Paabo: DNA clues to our inner Neanderthal

April 16 - Human origins group discussions or presentations

April 18 - Evolution/intelligent design

- Scientific basis of evolution and creationism/intelligent design
- Should evolution/creationism/intelligent design be required subjects to teach? In what classes?

Required reading

- Talbot M. 2005. Darwin in the Dock. The New Yorker, pp 66-77, <http://go.galegroup.com/ps/infomark.do?source=gale&srcprod=AONE&tabID=T003&userGroupName=gain403758&Documents&version=1.0>
- Berkman MB et al. 2008. Evolution and Creationism in America's Classroom: A National Portrait. PLoS Biology, 6:0920-0924 -

<http://www.plosbiology.org/article/info%3Adoi%2F10.1371%2Fjournal.pbio.0060124> (pdf on course webpage)

- The evolution of antievolution policies after Kitzmiller vs Dover, Matzke, 2016, Science, 351:28-30, http://science.sciencemag.org/content/351/6268/28.full?utm_campaign=email-sci-toc&et rid=34819171&et_cid=186003-Talbot%20M.%202005.%20Darwin%20in%20the%20Dock (pdf on course webpage)

Course evaluations

April 23 - Evolution/intelligent design debates

Paper due

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

Attendance: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic honesty: As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

The latest student honor code and student conduct code can be found at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

An excellent website that discusses plagiarism, correct citing of references and correct use of quotes is

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>. All students should read this material at least once. Remember that the university considers self-plagiarism to be plagiarism.

UF Counseling Services: On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling
5. Additionally, student web-based resources on sexual harassment are available at <http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml>

U Matter We Care

Your well-being is important to the University of Florida. The U Matter We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Grading: UF grading policies are at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Final grades will be determined by the following five categories (see detailed descriptions below):

Participation

50 points

Four sets of team-based learning quizzes (1 individual and 1 team) 100 points

Group grade on group projects

100 point

Individual oral presentations

25 points

Peer grades for group projects

25 points

One paper

100 points

Total points

400 points

Grades will be based on the following point percentages:

100 - 93% = A

92.99 - 90% = A-

89.99 - 87% = B+

86.99 - 83% = B

82.99 - 80% = B-

79.99 - 77% = C+

76.99 - 73% = C

72.99 - 70% = C-

69.99 - 67% = D+

66.99 - 63% = D

62.99 - 60% = D-

Less than 60% = E

- Participation is important to facilitate class discussions of the topics covered in class – in the past, many students have said they learned the most from these class discussions. Participation comments provide a demonstration that the assigned material was read and evidence that the students have thought about the material, and also provide different perspectives on the ethical issues being discussed. Participation is required of all students and will be based on each student's contribution of comments, questions, etc to the class. Students are not graded on the brilliance of their statements, but on their willingness to talk in class. Participation will be graded on comments made in class, not comments made to me personally after class, because the purpose of participation is to prompt class discussions. I will ensure that no student dominates the discussions and that there are opportunities for all students to participate.

o Approximately 85% of the participation grade will be based on the following:

? Comments made or questions asked in class during:

- lectures
- discussions about weekly videos

- presentations of team-based learning decisions
 - classmates' oral presentations
 - ? Presenting and defending team decisions in the team-based learning modules
 - o Approximately 15% of the participation grade will be based on attendance.
- Team-based learning quizzes – The class will include two team-based learning modules (Race and Genetic screening III). A key feature of team-based learning is readiness assurance tests to ensure that all students are prepared and have completed all of the assigned readings prior to class. Readiness assurance tests are administered as individual and team tests. There will be two sets of readiness assurance tests (individual and team) for the two team-based learning modules.
 - Group project –Virtually every week, students will work in groups of ~4 students to create a group project. The lowest grade will be dropped. The majority of group projects will be a 5-10 min PowerPoint presentation. Students are encouraged to explore alternative group projects (e.g. podcast, short video, website, short play, etc) and at least one group project must be something other than a PowerPoint presentation. Each group project will present a certain side, and take a distinct stand, on an aspect of the bioethical issue being discussed that week. Each group project must have a clear scientific underpinning. Students will work on the projects outside of class– you can work in person, or virtually, but each project should be a group effort. If any group experiences problems, i.e. a member of the group is not contributing to the projects, please notify me as soon as possible so we can rectify the problem.
 - One member of each group will present their group's PowerPoint as an oral presentation to the class each week. The members of each group will decide who presents each week. If it's appropriate to the presentation, more than one group member can present in one week.
 - Within each team, team members will assign peer grades to their team mates to reflect their contributions during the team-based learning modules and the group projects.
 - For your paper, you will choose a bioethical issue to discuss. Students should use the paper as an opportunity to investigate a new perspective or new opinion as opposed to something the student has already thought about exhaustively. There must be a clear scientific aspect to the issue you choose and you must explain the science and how it relates to your chosen bioethical issue, in addition to developing the bioethical issue. The paper will be due April 23. The expected length of the paper is ~3000 words or ~5-7 single-spaced pages.

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Connie J Mulligan

Dear Connie,
That sounds like a good title.
Best,
John

On Jun 17, 2019, at 2:36 PM, Connie J. Mulligan <cmulligan@ad.ufl.edu> wrote:

Dear John,
I think I've decided to go with "Science & ethics in daily life" – do you have any thoughts on that title?
Best,
Connie

From: Palmer, John Anderson <palmerj@ufl.edu>
Sent: Tuesday, June 11, 2019 3:03 PM
To: Connie J. Mulligan <cmulligan@ad.ufl.edu>
Subject: Course Consultation

Dear Connie,

It was a pleasure speaking with you today about your proposed course on the science underlying a number of today's most discussed bioethical issues. I am writing to follow up with a paragraph you can use for the course consultation requested by the college curriculum committee.

"The Department of Philosophy was asked to report whether the proposed ANT 3XXX Bioethics in Everyday Life overlaps substantially with its own courses, presumably in particular PHI 3633 Bioethics, in which students approach ethical issues in medicine and biotechnology from the perspective of normative ethical theory. The course you are proposing does not overlap substantially with this course or other course offerings in Philosophy. The sole concern that I and the colleagues with whom I have consulted share is that the proposed course has a title and description that could well be misleading. Since the course focuses on the scientific basis of bioethical issues rather than bioethics as such, we feel that a more accurate and informative title might be "The Science of Bioethics" or "The Biology of Bioethics." I know you may not be entirely satisfied with these titles, but we hope you will be able to come up with a more accurate and informative title that will not mislead students into thinking they will actually be doing bioethics in this course. The same consideration bears upon the course summary section at the beginning of the syllabus, which might also be revised to make the focus of the course clearer."

I hope this paragraph will satisfy the CCC and help you improve the course.

Keep in mind the possibility of working with us to develop a Science, Technology, and Society (STS) Minor down the road!

All the best,
John

Prof. John Palmer
Chair, Dept. of Philosophy
University of Florida
330 Griffin-Floyd Hall
Gainesville, FL 32611-8545
(352) 273-1815
palmerj@ufl.edu

Dr Mulligan

I see your course as different from MDU4061 Biomedical Ethics.

I am happy to learn of your course. There is very small overlap in subject matter (eg genetic testing and end of life issues) but differences in text book and learning methodology.

I attached the syllabus for MDU4061 so that you can verify the differences.

I hope to learn more about your work in the near future. I will mention that one of my sons graduated 2018 from USF with BA in anthropology.

Best regards

Joe

cell 352-359-1902

Joseph (Joe) E. Thornton, M.D., FAPA
Chief, Psychiatry Services, UFHealth Shands Hospital
Associate Professor, Psychiatry
University of Florida College of Medicine