**YALE UNVERSITY’S SHERWIN B. NULAND**

**SUMMER INSTITUTE IN BIOETHICS**

**SUMMER SEMINARS AND DISCUSSION GROUPS**

**2015**

**JUNE SEMINAR OFFERINGS**

***NARRATIVE MEDICINE AND BIOETHICS MEDIATION***

*June, Monday/Wednesday, at 1- 2:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Shawna Benston**, JDE, MBE, MA, Health Care Advocate / Staff Attorney, Center for Independence of the Disabled, New York (CIDNY), New York, NY

**Seminar Overview:**

This seminar will explore the relationships among narrative medicine, narrative ethics, and mediation—three seemingly separate disciplines that, in fact, overlap significantly.  A unifying thread, as we shall see, will be the telling and receiving of narrative: how to deliver one’s story and how to hear others’.  This seminar will incorporate both a theoretical aspect, involving close reading of fictional and non-fictional pieces, and a practical aspect, involving the study of mediation techniques and skills.  The course will involve several mediation simulations, in which students will enact clinical scenarios based on real-life cases, taking turns serving as "characters" and as the mediator.  The goal of these exercises is to fuse the literary class discussions of narratology, reception, and expression, and how each element emerges in the medical setting.

***ENVIRONMENTAL ETHICS***

*June, Monday/Wednesday, at 1 – 2:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classrooom: TBA*

**Seminar Leader:**

**Matthew T. Riley**, PhD Candidate, Drew University; Research Associate, The Forum on Religion and Ecology at Yale

**Seminar Overview:**

What is the “environment” and who, or what, is worthy of moral consideration in environmental ethics? Elephants? Trees? Rocks? How is human health related to ecosystem health? What are alternative ways – both human-centered and biocentric – of thinking about and living in our environment? The purpose of this course is to provide an introduction to core questions and moral frameworks in environmental ethics and, simultaneously, to allow students to explore critical contemporary issues including but not limited to: the moral status of ecosystems; biodiversity loss; global climate change; the relationship between race, gender, poverty, and the environment; and intersections with other bioethics issues such as animal welfare, global health, and food. Group discussion, brief readings, case studies, and interactive breakout exercises will be part of this course. No prior experience in environmental ethics is required – participants will be encouraged to be exploratory, inquisitive, and interactive in their learning.

***COMPARATIVE HUMAN RIGHTS AND HEALTHCARE***

*June, Monday/Wednesday, at 1 – 2:45 pm*

*June 1, 3, 8, 10, 15, 17*

 *(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

Seminar Leaders:

**Santa Slokenberga**, LL.D candidate in Medical Law, Uppsala University, Faculty of Law, Sweden

**Kavot Zillén,** LL.D candidate in Medical Law, Uppsala University, Faculty of Law, Sweden

**Seminar Overview:**

The seminar aims to provide an understanding of the international human rights protection framework in the healthcare settings, and to explore linkages between health, healthcare and human rights (both how human rights violations undermine health and how the protection and promotion of human rights can contribute to improved health status). It also aims to discuss the principles relevant to the health field, to reflect on the countries’ freedom in developing a legal framework, and policies for biomedicine related questions.

The seminar begins with an introduction to international and regional human rights, identification of relevant documents at each of the levels, and a discussion on the right to health. Next, we will turn to topics on human rights application in health related practices (covering both the care and research), and analyze the issues legislators and policy makers have to take into account when the new laws and policy documents in the field are developed. During the course, a number of important issues related to human rights in health care will be examined, such as the right to health, consent to medical examination or treatment, reproductive rights and abortion, prohibition of discrimination, access to dying assistance.

The seminar has a comparative perspective on human rights in health care. It focuses on the international and regional human rights documents and their monitoring bodies; however, relevant examples of other countries are welcomed. For each of the seminars, students will be provided with seminar instructions, consisting of a scenario and questions, a list of case related readings, and a list of selected further readings for those wishing to broaden the scope of their knowledge. It is expected that students spend up to four academic hours to prepare for a seminar.

***TOPICS IN ANIMAL AND VETERINARY ETHICS***

*June, Tuesday/Thursday, at 1 – 2:45 pm*

*June 2, 4, 9, 11, 16, 18*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Susan Kopp**, **DVM -** Scholar, Yale Interdisciplinary Center for Bioethics; Professor of Health Sciences, City University of New York -- LaGuardia Community College Veterinary Technology Program

**Seminar Overview:**

This seminar will introduce participants to several important areas of animal & veterinary ethics including ethical issues relating to animals in biomedical research and animal welfare assessment. Related topics in veterinary medicine such as euthanasia, the human animal bond, and veterinarian-client-patient relationships will also be briefly explored. Introductory readings and class materials are designed for students in a variety of disciplines and prior background in animal related studies is not required. Format is interactive. Overviews of weekly topic areas, will be offered at the beginning of each class followed by discussions around readings and class material. Open dialogue, questions, scenarios, and group discussions are essential elements of this seminar.

***INTERNATIONAL PERSPECTIVES ON BIOETHICS: ETHICAL AND LEGAL APPROACHES IN ASIA, EUROPE, AND THE US***

*June, Tuesday/Thursday at 1:00 – 2:45 pm*

June 2, 4, 9, 11, 16, 18

*(pick a day and time after 4 pm during the week of July 22 for a makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Cristina Pardini**, JD, PhD Candidate in Law, University of Pisa, Italy

**Seminar Overview:**

The seminar focuses on exploring international bioethics and how different approaches and traditions around the globe lead to differing perceptions of bioethical problems. The concepts of autonomy, dignity, and paternalism in the various traditions will be at the heart of our explorations across the six sessions.

Throughout the seminar, we will utilize various case studies to analyze how differing concepts of autonomy, dignity, and paternalism lead to distinct approaches in bioethical debates in Asia, Europe, and the US. The discussions will sensitize the students to controversial issues that differ not only between the continents but also within the regions themselves. Students will be encouraged to examine underlying ethical, legal, historical, and cultural grounds for these differences. This will result in confronting questions, such as: How do these differences have an impact on the bioethical and biolegal debates? What weight do these concepts carry in the different legal approaches to bioethical issues?

The seminar is suitable for both international and American students who are eager to explore how their ethical compass might be influenced by their own traditions and are willing to broaden their horizons by learning what a different perspective could teach them.

***PERSPECTIVES ON AGING***

*Fridays:* *June 5, 12, 19, 26 at 1 – 2: 45 pm; Saturday, June 27 at 10 am at Yale’s British Art Center; and Wednesday, July 1, at 7 pm, Bioethics Center Lower Level Conference Room*

*Classrooms for June: TBA*

**Seminar Leaders:**

**Sally Edwards,** MAT, MA,Chaplain, Monroe Village Continuing Care Retirement Community

**Evie**

 **Lindemann**, LMFT, ATR-BC, ATCS, Associate Professor/Clinical Coordinator, Master of Arts in Art Therapy Program, Albertus Magnus College

**Seminar Overview:**

Perspectives on Aging is a seminar that will broaden the personal and professional perspectives with which we begin class. Students in previous summers have returned home with increased compassion, curiosity and respect for aging people and the challenges they face.

Students are expected to read deeply the poetry and brief essays assigned, and to participate in class discussions. This is not a lecture course. Because the richest wisdom is collective wisdom, students actually learn from each other, which is fun and enlightening because we come from diverse cultures, faiths and professions.

Sally Edwards will lead the discussions in the first four classes. Evie Lindeman will lead the fifth class at the Yale’s British Art Center with Linda Friedlaender (Curator of Education), making a bridge between the poetry and essays and visual art. The final class, also led by Evie, will consist of brief student presentations, based on the assigned readings and class discussions, that facilitate the integration of personal and professional knowledge and experience.

***SEXUAL ETHICS AND SOCIAL JUSTICE***

*June, Monday/Wednesday, at 3 - 4:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Roberto Sirvent,** PhD, JD, Associate Professor of Political and Social Ethics, Hope International University

**Discussant:**

**Lydia Lissanu,** BA, Transylvania University

**Seminar Overview:**

Insofar as bioethics is concerned with the body’s relation to the whole person, it has an interest in dealing with questions of sexual ethics. This seminar will examine the relation between human sexuality and issues of social justice. Readings will include legal, philosophical, and theological materials so as to critically engage the sexual ethics literature from a variety of perspectives. Although common bioethical questions regarding abortion, contraception, reproductive technologies, and sex research are directly concerned with sexuality, this seminar invites students to examine less commonly known questions regarding the intersection of sexual ethics and social justice. Key topics include government regulation of sexual behavior, feminist ethics, sexual violence and human rights, and the neuroenhancement of love and marriage. Throughout the seminar, students will become well versed in the moral language of justice, self-determination, and human flourishing.

***REPRODUCTIVE ETHICS***

*June, Monday/Wednesday, at 3 - 4:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Ramona Fernandez**, PhD, M.Ed. (Counselling Psychology), CCC, FT - Assistant Professor in Health Sciences/ Adjunct Assistant Professor in Counselling Psychology/ Research Coordinator in Family Medicine at Western University, Canada

**Seminar Overview:**

This seminar is structured as recognition that the issues surrounding human reproduction are not limited to nine months of pregnancy and the abortion debate, rather it is central to the health of populations. We will examine the ethical dilemmas and challenges across the lifespan from preconception to adulthood and considering the biological, social and psychological aspects as well as the real-world implications for public health and resource allocation. Some topics include: Prenatal and genetic screening and the decision to have children; assisted reproductive technologies and fertility; high risk pregnancies including fetal anomalies and mortality risks; implications of genetic testing and emerging imaging technology; decisions in the neonatal intensive care unit; saviour siblings; adoption including surplus embryos and reproductive labour.

This course is designed for both clinicians and non-health professionals. The first class will include a foundational background on the biology of human reproduction in a way that the general public will understand. This seminar will be aimed towards applied ethics – In other words, what should we do to address the human condition in the context of reproduction. As such the dialogue across professional disciplines and cultural insights towards meaningful appreciation of the dilemmas is encouraged.

**Course Objectives:**

1. To provide a foundational overview of the bio-psycho-social dimensions of reproductive ethics
2. To illustrate the disparity in distributive justice and the juxtaposed viewpoints between developed and third world nations
3. To situate applied ethics within a relational framework and orient the dilemma towards balancing consensus on best interests of those within the relational web

**Learning Goals:**

By the end of the course, students will be able to:

1. Explain and apply deliberative reasoning in clinical ethics to balance the competing rights and interests towards arriving at a consensus
2. Situate the dilemma within the biological and social contexts including implications for public health and resource allocation
3. Explain the significance of reproductive ethics for the health of population

***CHILDREN’S ISSUES WITHIN BIOETHICS***

*June, Tuesday/Thursday, at 3 – 4:45 pm*

*June 2, 4, 9, 11, 16, 18*

*(Pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Evie Lindemann**, LMFT, ATR-BC, ATCS, Associate Professor/Clinical Coordinator, Master of Arts in Art Therapy Program, Albertus Magnus College

**Seminar Overview:**

We will use ethical principles as a lens through which we will explore issues related to children. This seminar series offers two unique approaches to learning: the first method involves our capacity to reflect upon meaning-based experiential activities related to our interest in children and their well being.  The second method includes the use of thematically based visual imagery to reveal and expand upon our understandings of children and their lives.  This will allow participants an opportunity to integrate both cognitive and affective domains.  One of the classes will be enhanced by guided discussions of relevant art work by Linda Friedlaender, Curator of Education, from the Yale Center for British Art.

This approach - and the class content - may be particularly relevant for those who are interested in understanding more about children “from the inside out” and for those who have an active interest in roles that allow for direct intervention into children’s lives.

***ETHICS IN THE EMERGENCY ROOM***

*June, Tuesday/Thursday, at 3 - 4:45 pm*

*June* 2, 4, 9, 11, 16, 18

*(Pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Thomas E. Robey**, MD, PhD; Chair, Waterbury Hospital Ethics Committee

**Seminar Overview:**

The emergency department is a place where people are in times of their greatest medical need. It is not surprising that emergency medicine physicians encounter ethical dilemmas, but it is rare to go a single 8 hour shift without facing a difficult non-medical choice. Though rooted in the same principles of medical ethics, ethics in the ER has a different flavor to it. Constraints of time, information, privacy and resources unique in an emergency setting alter the manner by which clinicians and ethicists should approach dilemmas. This series aims to develop hands-on decision-making skills with discussion of common ethical challenges faced in the ER. The short readings include relevant ethical or legal frameworks for each topic as well as a brief story or poem to set the tone for discussion. Each seminar will consist of didactic learning for 20-30 minutes followed by more than an hour of case analysis and discussion. The cases listed below each reading assignment refer to real cases encountered in the ER. Copies of the cases will be handed out in class and small groups will solve them together.

***DISABILITY AND BIOETHICS***

*June, Monday/Wednesday, at 5 - 6:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Elin C. Doval**, PhD, Assistant Professor, School of Business, Virginia State University; Assistant Director, Yale University’s Summer Institute in Bioethics

**Discussant:**

**Karmele Rosalia Olaciregui Dague,** Medical Student, Universidad Europea de Madrid (European University of Madrid)

**Seminar Overview:**

The Disability and Bioethics seminar series strives to provide an informed, safe, and caring environment to discuss disability-conscious bioethics from a global perspective. We will discuss Bioethics and Disability models for medical and social decision-making, both sensibly. Through in-depth analysis of selected readings, videos and personal accounts, students will examine social structures and personal experience of disability in law, clinical, community and economic settings.

**Seminar Objectives:**

Students who attend this seminar series will:

\*Recognize variations in personal and cultural perspectives of people with disabilities and current bioethical dialogue.

\*Be aware of philosophical frameworks employed in bioethical considerations on disability.

\*Explore medical and social perspectives in decision-making processes affecting people with disability.

***MEDICAL ETHICAL DEBATES IN POPULAR CULTURE***

*June, Monday/Wednesday, at 5 - 6:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

Seminar Leader:

Adam Schechter, PhD

Seminar Overview:

This course seeks to evaluate medical ethical issues from the perspective of modern popular culture. Many of the topics covered in other seminars this summer (including, but not limited to, general ethical principles, ethics in law, rights-based ethics, ethics at the end of life, research ethics, and ethics in film and literature) will be discussed in this class, but with the particular lens of their treatment within a pop culture reference.  This seminar is intended to be interactive: while students will be asked to read various selections from literature and academia in advance of the class, the ultimate purpose of the readings will be to provide a background from which to begin class discussion. To this end, selections from contemporary films and television programs will be shown in class in order to further stimulate the interactive exchange. The diversity of student backgrounds (including academic discipline) should prove useful as we consider the various intuitions expressed in class. No prior medical ethical or philosophical background is required—just a general desire to read, watch, and discuss!

***BIOETHICS AND THE LAW***

*June, Monday/Wednesday, at 5 – 6:45 pm*

*June 1, 3, 8, 10, 15, 17*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Steve Latham**, PhD, JD, Director, Yale Interdisciplinary Center for Bioethics

**Seminar Overview:**

This seminar will examine the basic treatment by American law of some major issues in contemporary biomedical ethics. Readings will include standard legal materials such as cases and regulations, a number of quasi-legal sources such as government commission reports and institutional guidelines, and some academic articles. No familiarity with legal materials is assumed; indeed, this seminar is designed for students with no background in American law. For each of the topics listed below, the instructor will offer a very broad and necessarily cursory overview of the area, and then will focus seminar discussion on one or two sub-issues to be addressed in detail. While the focus will be American law, some comparative-law readings will be supplied in order to bring possible alternative approaches to light. Topics include the basics of the US legal system; abortion; end-of-life care and aid-in-dying; assisted reproduction; stem-cell research; organ donation; research on human subjects; and health care reform.

***GLOBAL PUBLIC HEALTH ETHICS***

*June, Tuesday/Thursday, at 5 – 6:45 pm*

*June 2, 4, 9, 11, 16, 18*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Kyle A. McGregor**, MPP, MSW; PhD Candidate, Indiana University; NIH Translational Science Fellow

**Discussant:**

**Saara Akhtar** is a 2014 graduate of the Bioethics Summer Institute;received aBA in philosophy from King’s College London; and is a Master’s Candidate in Global Health at the University of London.

**Seminar Overview:**

This seminar will explore a variety of factors that highlight and explain the unequal distribution of healthcare and disease in the world. The course will begin with an introduction to the language of global health: the burden of disease, inequity in care, comparison of health systems, and bioethics contribution to the current state of global health. The course will then incorporate speakers with expertise on a diverse set of topics impacting global health. It will then analyze the rationale for and modes of intervention to improve global health by exploring a number of high-profile topics, including epidemics, vaccinations, human resources for health, and maternal and child health. The nature of the course is inherently interdisciplinary and will incorporate knowledge and views from multiple academic disciplines (public health, economics, politics, management, sociology, medicine, etc) and does not require any specific background knowledge. The overall success of the course relies on active participation in lectures and discussions on controversial and important topics. Due to the differing backgrounds and experiences of students open discussion will greatly facilitate our collective understanding —for this reason, a high level of professionalism and respect for differing opinions is expected.

**Key objectives:**

• To understand key global health problems, their distribution, and prevention strategies.

• To utilize an interdisciplinary approach to better understand social, economic, political, and environmental factors that affect global health.

• To understand the complexities inherent in improving health on a global scale.

• To analyze global health disparities through a social justice and human rights lens.

***GEN-ETHICS: CLONES, CHIMERAS, STEM CELLS AND ENHANCEMENT***

*June, Tuesday/Thursday, at 5 – 6:45 pm*

*June 2, 4, 9, 11, 16, 18*

*(pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leaders:**

**Santa Slokenberga**, LL.M,LL.D candidate in Medical Law, Uppsala University, Faculty of Law, Sweden

**Seminar Overview:**

Genes determine almost everything about us; they considerably influence our health and diseases, as well as traits and behavior. Currently human genome can provide for extensive information that empower individuals and facilitate their daily lives and care. Yet the science does not stop with cognizing the human; there are continuous efforts in finding the possible ways for improving humans and facilitating their lives. The technology either already gives opportunities for various modifications and enhancements, or provides rather realistic hopes for improved humans in the future. However, human dignity, which is one of the fundamental principles of ethics and an underlying principle of human rights, puts considerable constraints on the practices that are regarded as acceptable and legal. This seminar series aims to discuss the ethical, legal and social problems the development of science and technology bring along.

***END-OF-LIFE ISSUES***

*June, Tuesday/Thursday, at 5 – 6:45 pm*

*June 2, 4, 9, 11, 16, 18*

*(Pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leaders:**

**Sally Edwards,** MAT, MA,Chaplain, Monroe Village Continuing Care Retirement Community

**Evie Lindemann**, LMFT, ATR-BC, ATCS, Associate Professor/Clinical Coordinator, Master of Arts in Art Therapy Program, Albertus Magnus College

**Carol Pollard,** MA, MSc, Associate Director, Yale Interdisciplinary Center for Bioethics

**Seminar Overview:**

This seminar series develops themes involved in each speaker's particular areas of interest. Some of the presenters in this seminar will be giving morning lectures to all the students prior to giving more focused talks to seminar participants; therefore, some of the sessions will build upon these morning lectures. Topics include: cultural dimensions of end-of-life issues; prognostication; what constitutes a "good death"; palliative sedation; so-called "death panels"; issues particular to infant deaths; grief; and religious issues at end-of-life.

***JULY SEMINAR OFFERINGS***

***ETHICAL ASPECTS OF MENTAL HEALTH***

*July, Monday/Wednesday, at 1 – 2:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(Pick a day and time after 4 pm during the week of June 22 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Andrés Arriaga**, PhD. Professor of Medical Psychology and Psychopathology, Universidad Europea de Madrid (Spain). Psychotherapist.

**Seminar Overview:**

There is a common agreement that conditions such as psychosis, depression or substance abuse disorders are the cause of considerable suffering. Mental illnesses involve much sorrow and discomfort that can, sometimes, be enhanced by the social stigma. As all the unknown, uncertainty and fear are in the base of prejudice, and the consequences of prejudice are indifference, avoidance or attack. In order for students to become free-of-prejudice and reliable observers of mental health, the seminar will feature a first session in which we will focus on the clinical description of the major categories of mental illnesses. Then, we will approach mental health bioethics and we will review the general ethical aspects of psychiatry. The course will analyze the most controversial ethical areas of psychiatry from a plural and inclusive view where we will freely move from one topic to another. We will go over the criminal conduct and accountability of those who commit crimes and suffer from mental illness. The voluntary submission to treatment is one of the most debatable issues from an ethical point of view because, many times, the unwillingness or lack of criterion of psychiatric patients puts them under medical care procedures that are against their will (sometimes they can be physically retained). The various dilemmas that arise depending on the age of patients with mental illness are one of the most complicated issues to cope with. Can elder patients take decisions? How do clinicians decide the most suitable psychopharmacologic treatment for a 4 year old boy diagnosed with ADHD? Similarly, suicidal behavior, trauma and the memory of it, are divisive subjects. Disclosures about suicidal ideation and uncomfortable expositions made by the patient can lead to tight situations to the clinician. Which are the benefits of some types of psychotherapy that may have not still proved their adequacy? Under the principle of confidentiality, what the patient reveals to his/her therapist can always be used for therapeutic purposes?

***Medical Ethics During Conflict, War & Genocide***

*July, Monday/Wednesday, at 1 – 2:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(makeup date if needed.)*

*Classroom: TBA*

**Seminar Leaders:**

**Sheena M. Eagan Chamberlin**,BA(Hons), MPH, PhD

University of Maryland University College

**Zohar Lederman** ,MD, PhD candidate, the Centre for Biomedical Ethics, National University of Singapore.

**Seminar Overview:**

Dr. Maximilian Samuel was a Jewish Gynecologist who worked at Block 10 in Auschwitz. Concerned for the fate of his daughter, Dr. Samuel subordinated his medical skills to Dr. Mengele and Dr. Wirths, surgically removing the reproductive organs of Jewish women. However, once he learned that his daughter had died, he apparently began performing mock surgeries, salvaging the women’s reproductive potential. In “The Nazi Doctors: Medical Killing and The Psychology of Genocide,” Robert Jay Lifton condemns Dr. Samuel as the only Jewish medical collaborator he knew, tacitly deeming his behavior un-ethical. Conversely, in “Medicine and Nazism,” Daniel Nadav defends Dr. Samuel’s actions and warns from judging medical professionals who work under extreme conditions such as Dr. Samuel.

This seminar will introduce students to medical ethics during times of conflict, war and genocide. Through the examination of real historical case studies, we will discuss major ethical dilemmas that medical professionals may and do encounter in extreme circumstances. These case studies will be carefully selected to represent recurring themes and to provide the students with an entry point into broader ethical issues in war/conflict. Readings will include the works of leading scholars in military medical ethics and the ethics of war. By analyzing these texts and case studies, this seminar will attempt to respond to the following questions: do medical ethics in times of war/conflict differ from those in times of peace? If so, how and why? Similarly, do professional medical ethics differ from ‘normal’ ethics? What common themes can be traced across the history of medical ethics in conflict?

***TRANSPLANTATION ETHICS***

*July, Monday/Wednesday, at 1 – 2:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Alex Dubov,** MDiv; PhD Candidate, Duquesne University

**Seminar Overview:**

Organ transplantation is a complex modern medical invention posing some complex ethical questions. The ethical problems of organ transplantation result from the fact that it is a highly risky and, at the same time, highly beneficial procedure, involving questions of personhood, bodily integrity, attitudes towards the dead, and the social and symbolic value of human body parts. The moral debate around transplantation can be divided into three general topics: deciding when human beings are dead, deciding when it is ethical to procure organs, and deciding how to allocate organs once they are procured. These three topics will provide the framework for the class. We will talk about the ethics of current allocation policies, giving a special attention to the commercialization of organ donation. One session will address the religious and cultural issues in organ donation. The definition of death debate that is historically closely intertwined with transplantation will be the topic of another session. Since almost half of the donated kidneys come from living donors, we will discuss ethical issues in living donation. The last session will offer an overview of the ethical concerns regarding hand/face transplantation. Some of the sessions will include presentations by guest speakers

***LEGAL AND ETHICAL ISSUES IN ADOPTION, SURROGACY, AND REPRODUCTIVE LAW***

*July, Monday/Wednesday, at 3 – 4:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(Pick a day and time after 4 pm during the week of July 21-24 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Lisa Paige Glass,** Esq., Glass Law Office, Boca Raton, Florida

**Seminar Overview:**

This seminar is designed to engage students in discussion and analysis of some of the legal and ethical issues that arise in connection with creating and terminating family relationships through adoption, surrogacy, and assisted reproductive technology. What is a family--genetically, legally, ethically? What role, if any, should factors such as race, religion, sexual orientation, marital status, ethnicity, and nationality play in crafting legal and public policy with respect to adoption, surrogacy, and assisted reproductive technology? What is reproductive tourism? And is any of this even legal or enforceable? Safe? Ethical? Exploitive?

***OBESITY ISSUES AND BIOETHICS***

*July, Monday/Wednesday, at 3 – 4:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(Pick a day and time after 4 pm during the week of July 21-24 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Jack Brackney,** Masters Candidate, Case Western Reserve University School of Medicine; Research Assistant, Center for Genetic Research, Ethics and Law, Case Western Reserve University School of Medicine

**Seminar Overview:**

Obesity is widely referred to as an epidemic. Some think obesity is genetic, others behavioral. Should the government be involved or is it simply a matter of personal choice? Are individuals equipped to make informed decisions? This course explores the terrain of obesity facts and fictions, public heath ethics, and where responsibility lies when it comes to individual health. The class will analyze case studies, scholarly journal articles, and public policies that are both already in effect and proposed policies regarding obesity and nutrition. Students will be expected to participate in discussions and case studies, as well as complete brief, assigned readings prior to each session.

***BIOETHICS ACROSS RELIGIOUS TRADITIONS***

*July, Monday/Wednesday, at 3 – 4:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(Pick a day and time after 4 pm during the week of July 21-24 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Kandace Geldmeier**, PhD Candidate, Syracuse University; Syracuse University Humanities Center Dissertation Fellow

**Seminar Overview:**

This seminar will cover the basic bioethical issues and how different religious traditions and people address them. Throughout the seminar, we will keep in mind that the status and value of the body and existence of a spirit or soul deeply affects how religious traditions and people will interpret biological, medical, and health care issues. Key topics will include “theological anthropology,” belief in an afterlife and its impact on decision-making, different religious values on compassion and suffering, and religious ideals of healing and ministry.

***BIOETHICS AND BIOTECHNOLOGY***

*July, Monday/Wednesday, at 5 – 6:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(Pick a day and time after 4 pm during the week of July 21-24 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Evie Kendal,** Assistant Lecturer, Department of Epidemiology and Preventive Medicine, School of Public Health and Preventive Medicine, Faculty of Medicine Nursing and Health Sciences, Monash Teaching Hospitals, Alfred Centre; PhD Candidate, Centre for Human Bioethics and School of Languages, Literatures, Cultures and Linguistics, Monash University, Melbourne, Australia

**Seminar Overview:**

Many developments in biotechnology have great potential benefit but also carry a risk of dehumanizing people due to the inherent challenge they pose to philosophical beliefs about the nature of humanity. Since biotechnology exists at the intersection of science and nature all advancements in this field should be preceded by sound ethical discussion to ensure the burdens and benefits of new technologies are distributed fairly, and to avoid negative consequences. This seminar will consider the ethical problems arising from the manipulation of human and animal biology, technology and the environment, and suggest ways these problems might be resolved.

**Seminar Objectives:**

After successfully completing this seminar students will have:

• Familiarity with a number of key developments in the field of biotechnology

• An understanding of various philosophical approaches to issues such as discrimination, privacy, autonomy and equality of opportunity

• An ability to think critically about some of the ethical and legal issues arising from recent scientific and technological advancements

• Experience in contributing to informed discussions on these issues, including defending a particular ethical judgment

***PATENT PERSPECTIVES: THE ETHICS OF GLOBAL PHARMACEUTICALS***

*July, Monday/Wednesday, at 5 – 6:45 pm*

*June 29 and July 1, 6, 8, 13, 15*

*(Pick a day and time after 4 pm during the week of July 21-24 for makeup date if needed.)*

*Classroom: TBA*

**Seminar Leader:**

**Sumaya M. Noush**, JD Candidate, Loyola University Chicago School of Law; MA Candidate, Loyola University Neiswanger Institute for Bioethics

**Seminar Overview:**

The United States has, without a doubt, the most powerful patent and regulatory protections on pharmaceuticals and biotechnologies in the world. And when it comes to controversial topics, patent rights on medicine are in a class by themselves. This seminar will explain the laborious research and development process that any run-of-the-mill pharmaceutical goes through. Then, how and why intellectual property protection is granted and ethically permissible will be taken up as well as why certain behaviors are ethically impermissible on behalf of patent owners who misuse their rights to exclude others from their technology. We will also acknowledge other protections awarded, such as patent linkage and data exclusivity, that lay outside of the purview of the US Patent and Trade Office, but afford equally valuable protections for pharmaceutical originators. Additionally, we will address how recent trends in the pharmaceutical manufacturing sectors, such as the modest amount of new drugs produced every year together with the increased amount of drugs that provide only marginal benefits over existing drugs, make us want to scratch our heads and ask why we are paying premium prices.

We will then study how powerful nations that highly value patent rights on drugs, such as the United States, are targeting nations that have historically been more sympathetic to promoting access to medicine, in hopes of persuading these often-lesser developed nations to increase their patent protections. Given this abiding political pressure, less powerful nations or nations that do not prioritize increasing patent protections are likely going to have to concede. Due to this imminent predicament, we will consider methods for how these pressured nations can yield to the requests to increase patent protection within their laws without going much more beyond what is required under TRIPS, an international agreement on minimum intellectual property protections. The ultimate goal of this seminar will be to show how law and bioethics have an important role to play in helping policymakers bridge the clear boundary dividing patent rights and rights to medicine.

***THE ETHICS OF HUMAN ENHANCEMENT***

*July,**Tuesday/Thursday, at 1 – 2:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leader:**

**Imre Bárd,** MA, MSc, MPhil/PhD Candidate, Research Officer, London School of Economics and Political Science

**Seminar Overview:**

Should biotechnologies be used to improve our physical appearance, strength and stamina? Do cognition enhancing pills and brain stimulation differ from private tutoring, a balanced diet or physical exercise? Should we turn to neuroscience for tools to regulate our emotions, enhance our cognitive abilities and make us kinder, more pro-social and responsible beings? Do parents have an obligation to enhance their children’s biological traits? Who should decide these questions, and how?

Enhancement technologies hold out the promise of not only treating diseases but also improving upon healthy human functions. As such they prompt us to reflect on the question of ‘normality’, inviting us to consider the scope of desirable and ethically viable ways of ameliorating the human condition. While mankind has always used technologies to overcome seemingly natural limitations, the deliberate use of science to improve human capacities raises a vast array of abstract philosophical and ethical questions, which at the same time present very practical policy and regulatory challenges.

This seminar will introduce students to the broad and multifaceted discussion surrounding human enhancement technologies. The subject provides an opportunity to tackle key notions of bioethics ranging from autonomy, dignity and justice, to resource allocation, risk assessment and medicalization. As is so often the case in bioethics, the topic of human enhancement is a controversial one, which can give rise to polarized opinions and passionate debates that are informed by discussants’ deeply held convictions. The aim of this seminar is that participants come to appreciate the complexity of the issues at stake, learn to reflect on their intuitions, and articulate them as reasoned arguments.

**Seminar structure**

Each seminar will focus on one specific area of human enhancement, addressing the most important points of contestation. Sessions will consist of an interactive 30-45 minute lecture and 1 hour of discussion on the basis of assigned readings and students’ preferences. In case of interest, watching movies and documentaries can complement the seminars.

***BIOTECH LAW & INTERNATIONAL PATENT ISSUES***

*July,**Tuesday/Thursday, at 1 – 2:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leader:**

**Csaba Bardossy,** JD Candidate, Faculty of Law, Pazmany Peter Catholic University, also studied medicine at Semmelweis University, Hungary, former visiting scholar at Yale Interdisciplinary Center for Bioethics

**Seminar Overview:**

Biotechnological inventions are raising novel ethical, legal questions addressing not only scientists, but governments, legislators and also the public. This seminar will offer a deeper understanding of recent international challenges by comparing the US and EU regulations of biotechnology industry and markets. The interactive course will explain complex ethical, legal dilemmas discussing the most recent famous biotech (IP) patent cases and facts. The seminar will focus on the ethical arguments and grounds which have been taken into account and evaluated by different legal systems, courts, authorities facing similar multidisciplinary problems worldwide. Students will be expected to complete brief case studies and readings prior to each session.

***DISASTERS, LAW AND ETHICS***

*July,**Tuesday/Thursday, at 1 – 2:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leader:**

**Laura Ballantyne-Brodie,** BA, LLB (Hons) GradDip Legal Practice, Monash University, Attorney Baker & McKenzie LLP

**Seminar Overview:**

 The purpose of this course is to introduce major ethical and legal issues that underpin planning and response policies to natural disasters. Among the questions we will examine include: why is this an important topic to examine? What is disaster law? What are some of the different ethical frameworks from which we can examine disaster law issues? What are the ethics of sustainability and how do they relate to disaster law? Should they be considered by policy makers to guide the way we respond to disasters? The course is designed to encourage students to apply different (legal and ethical) frameworks to examine the overarching issues that relate to natural disasters. The seminar is interactive and students will be asked to participate to group and class discussions. No prior knowledge of law is required.

***NEUROETHICS***

*July,**Tuesday/Thursday, at 3 – 4:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leaders:**

**Lori Bruce,** MA

Executive Director, The Connecticut Coalition to Improve End-of-Life Care, Inc.

Assistant Director, Summer Institute, Interdisciplinary Center for Bioethics, Yale University

Chair, Community Bioethics Forum, Program for Biomedical Ethics, Yale School of Medicine

Vice-President, Community Voices in Medical Ethics

**Evie Marcolini**, MD, FACEP, FAAEM,

Assistant Professor, Emergency Medicine, Yale School of Medicine; Faculty, Neurocritical Care and Surgical Critical Care

**Seminar Overview:**

This seminar will examine ethical and social issues raised by developments in the neurosciences. Topics will include brain imaging, issues of privacy and stigmatization; cognitive remediation training programs; neuroscience in the courtroom; and pressing developments in pediatric psychiatry and adult neurology. Guest speakers from Yale School of Medicine will present case studies of pressing issues within these subject areas.

***AN INTRODUCTION TO ETHICAL THEORY***

*July,**Tuesday/Thursday, at 3 – 4:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leader:**

***Stephen M. Campbell,*** *PhD,**Postdoctoral Fellow in Advanced Biomedical Ethics, Department of Medical Ethics and Health Policy, University of Pennsylvania*

**Seminar Overview:**

Our lives are full of choices to be made, ranging from trivial day-to-day choices to profound, life-shaping ones. How should we choose? More broadly, how should we live? And wh*y* should we live that way? The goal of ethical theory is to arrive at an answer to these daunting but pressing questions. This seminar is a “crash course” to ethical theory. In our six sessions, we will examine and discuss the structure of ethical theories, key concepts in ethics, historically influential ethical theories (including egoism, utilitarianism, Kantianism, and virtue ethics), different methodological approaches to ethics, and various views about human well-being. In each session, there will be time devoted to engaging in ethical argument and theorizing ourselves. In other words, we will do philosophy, and not merely learn about it. Modest supplementary readings will be assigned. No prior experience with philosophy or ethics is required.

***RESEARCH ETHICS***

*July,**Tuesday/Thursday, at 5 – 6:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leader:**

**Steve Latham**, PhD, JD, Director, Yale Interdisciplinary Center for Bioethics

**Seminar Overview:**

This three-week seminar will examine the ethics of medical research involving vulnerable human populations, such as the poor, pregnant women, children, and prisoners and other populations, such as animals. Each session will focus on one group in particular. We will analyze these issues from both domestic and international perspectives. To this end, the course readings will include ethical policies from a variety of countries, in addition to pieces that explore the philosophical and moral issues surrounding this research.

The seminar will utilize a “hyperprep” structure. I will split the seminar members into two groups, and, for each session, one of these two groups will be designated as the hyperprep group, meaning that those individuals have a “hyper-obligation” to prepare for the class. As a practical matter, this translates to the fact I will feel free to call on hyperprep group members to initiate discussion. The system will fail if group members only do the reading for half the sessions, or if seminar members feel intimidated for those days they are “on”. Our tone will highly collegial and mutually supportive.

***BIOETHICS AND THE MEDIA***

*July,**Tuesday/Thursday, at 5 – 6:45 pm*

*June 30 and July 2, 7, 9, 14, 16*

*(pick a day and time after 4 pm the week of July 21-24 for a makeup date if needed.)*

*Classroom : TBA*

**Seminar Leader:**

**Jeff Stryker**, Freelance writer

**Seminar Overview:**

Bioethics involves questions of good and evil, right and wrong, life and death. Naturally, bioethical topics make for lively cocktail party conversations, exhaustive graduate studies and front-page, above-the-fold headlines.

But do these headlines address the most important bioethical issues of the day? We’ll look at what gets covered in bioethics and who covers it. We will consider the role of journalists and journalism in the birth of bioethics as an academic discipline.

We will sample and critique popular coverage of bioethics (from the *New Yorker* to *People* magazine), looking at the competing demands of storytelling, explanation and balance. A half-dozen bioethics “perennials” will help focus these inquiries: news coverage of suicide; organ transplantation and resource allocation; coverage of infertility treatment and “miracle births;” defining illness and marketing cures; and vaccination.

A significant amount of class time will be reserved for discussion of student-written opinion pieces on wide-ranging bioethics topics.

***DISCUSSION SESSIONS***

***No need to sign up!***

**(1) Mondays in June,11:50 am – 12:50 pm and in July 1– 2:45 pm**

**Discussion Title:**

Introduction to Relational Bioethics via House MD (TV series)

**Discussion Leader:**

**Márta Dabis,** MSc, MBA, Chaplaincy Research Assistant, The Jewish Theological Seminary of America (martadabis@yahoo.com)

**Dates:** June 1, 8, 15, 22, 29, and July 3, 10, 17(and/or 24)

**Location:** Bioethics Center, Lower Level Conference Room

**Description:**

We live our lives in relationships. Wherever we go we pay attention to each other: meeting friends, visiting family members, going to school and greeting our neighbors. Most of us experienced beautiful connection and painful disconnect in a number of relationships. Our need for connection persists when we enter a medical center or visit a foreign country. We have a need to be seen, heard and understood when we are in the hospital or when somebody from the outside comes and conducts medical research in our home community.

Receiving full attention gives us a sense of being respected and cared for. We can ask the questions of “how to act” in any situation through the lens of our relatedness. Whether we are conducting research abroad or sitting down at the bedside in the hospital, we are fellow human beings and we can meet. There is a possibility for connection.

This series studies the “who am I” – “who are you” – “who are we” – “how to act” questions with a sensitivity to the “between” of giver and receiver. Relational ethics acknowledges the quality of the connection, and examines what gives rise to feeling acknowledged, respected, and well cared for in the course of our (professional) lives.

**Structure:**

At the beginning of each session we will tune in to our relational theme by watching about 10-15 minutes of a “House” episode. What makes us feel that House is sometimes right even if we know he is wrong? House is a very controversial hero, is there respect under there somewhere? Where is the connection? What behaviors cause disconnection? Our questions will allow to notice our own feelings, our moral sensitivity. Before we would discount the value of our emotions we learn ways to get in touch with them in our bodies and use them to benefit our connection.

Guest speakers from Columbia University and Yale-New Haven Hospital will lead us in our own dramatic rendering of “The Drama of DNA: Narrative Genomics” plays and our exploration of SAVI, the System for Analyzing Verbal Interactions.

The topics are new for each week, there is no required literature or prep work. Links to relevant podcasts, articles, book chapters and other resources will be available after the session. No prior bioethical or philosophical background is required – just a desire to watch and discuss!

**Session 1: What is happening in our communication? Green light and Red light behaviors.**

The first session is based on SAVI, the System for Analyzing Verbal Interactions.

**Session 2: Feelings? Whose feelings?**

The second session is a medical drama-reading and discussion of suddenly arising new feelings and discoveries.

**Session 3: What do we know about “Antagonism to Difference”?**

The third session will study our behaviors and barriers of connection when we meet too much of a difference.

**Session 4: Green light and Red light behaviors – how to notice the impact?**

The fourth session will be based on “fogging” - a skill to receive unexpected criticism while maintaining connection.

**Session 5: Once more with feeling!**

The fifth session is DNA drama-reading and discussion on communicating probability.

**Session 6: Different ways of knowing**

A fish-bowl session with the Conversations Game. Presence, intuition.

**Session 7: Microethics or “by popular demand” session**

Either microethics or topics brought by students in the first six weeks...

**Session 8: Can a holographic doctor relate?**

A detour into the realm of Artificial Intelligence - Season 7, Episode 5 “Critical Care” of Star Trek: Voyager

Background material:

Relational Ethics: The Full Meaning of Respect by V. Bergum and J. Dossetor, 2005
ISBN: 1555720609

**(2) Tuesdays in June, 11:50 am – 12:50 pm**

**Discussion Title**:

Clinical Ethics Discussion Group

**Discussion Leader:**

**Kyle A. McGregor**, MPP, MSW; PhD Candidate, Indiana University; NIH Translational Science Fellow

**Dates:** June 2, 9, 16, 23

**Location:** Bioethics Center, Lower Level Conference Room

**Description:**

The purpose of this discussion group is to provide participants first-hand experience making tough decisions they may encounter within health care settings. This group will focus directly on applied ethics and making tough clinical decisions. It is my hope that this skill set may become incredibly useful as we move on to our next jobs as nurses, doctors, public health workers, medical philosophers, social workers, sociologists, psychologists, anthropologists, professional chaplains, astronauts, and professional wrestlers. This group will focus on discussing challenging clinical cases and determining the next steps for the care team to enact. The format of this discussion group will rely (completely) on participants acting as though they are part of an interdisciplinary ethics consult service within a large hospital system. Cases from a wide variety of backgrounds will be presented, analyzed, and discussed. Unlike other bioethics conversations where conversations can end with “maybe/kind of/it depends”… this group will focus on providing suggestions and direction to the hypothetical medical team in need of a (possibly urgent) response.

Each day will focus on 1-2 different types of medical cases that are real ethics consult cases from a large urban hospital system. Detailed information and background will be supplied to help the group determine a range of actionable options to present to the medical team requesting the consult.

This group will be directly focused on developing practical ethical analytic skills and concisely conveying complex and/or controversial information to a group of peers. Due to the highly variable nature of discussion group attendance, there will be no prior reading necessary and topics of cases can be modified to fit group interests. If all goes well we can discuss continuing the group sessions on past the four weeks using webcams where I can present cases to you from the glorious state of Indiana.

If you need anything at all, both here in New Haven and beyond, don’t hesitate to contact me:

**Kyle McGregor**

Cell: 810-210-2753

Office: 317-278-7792

Email: kmcgrego@iu.edu

**(3) Wednesdays in June and July, 11:50 am – 12:50 pm**

**Discussion Title**:

*Impact Ethics: Developing Self-determination Skills to Make a DIFFERENCE IN BIOETHICS*

**Discussion Leader:**

**Elin C. Doval**, PhD, Assistant Professor, School of Business, Virginia State University; Assistant Director, Yale University’s Summer Institute in Bioethics

**Dates:** June 3, 10, 17, 24 and July 1, 8, 15, 22

**Location:** Bioethics Center, Lower Level Conference Room

**Description:**

Impact ethics is about using the tools of ethics to shock, press, crack, and chip society into a better place. It is about outcomes, and ordering the study of ethics around changing things for the better” (Françoise Baylis, 2014).

How we achieve the desired outcomes to impact ethics is the challenge. This discussion group seeks to explore the key role of self-determination skills (individual and/or group) in our lives’ journey. The meetings will be designed to assist the students in experiencing alternative ways of thinking through exploring individual and team self-determination skills development. The primary learning goal is to discover why self-determination is important for each person involved and working in the field of bioethics, and how developing self-determination skills can be an empowering tool that can help them find the wisdom they need to make choices that ultimately will affect the course of their lives and the lives of people they touch.

**(4) Thursdays in June, 11:50 am – 12:50 pm**

**Discussion Title:**

Global Justice and Health

**Discussion Leader:**

**Sarah Akhtar,** BA in Philosophy (King’s College London); Master’s Candidate, Global Health, University of London

**Dates:** June 4, 11, 18, 25

**Location:** Bioethics Center, Lower Level Conference Room

**Description:**

This discussion session explores ethical questions in global health by connecting the literature in global health with recent writings in moral and political philosophy. We shall look at general issues about global inequalities in health and their causes, and then explore some central issues in moral and political philosophy, including the normative significance of nations, and human rights approaches to health.

Readings on the Classes Server are not compulsory, as overviews will be provided at the beginning of the hour.

**(5) Fridays in June and July, 3:00 pm – 4:30 pm**

**Discussion Title**: Thinking Critically about Bioethical Issues

**Discussion Leader:**

**Carol Pollard,** Director, Yale University’s Summer Institute in BIoethics

**Dates:** June 5, 12, 19, 26 (meetings in July TBA), 3:00 pm to

4:30 pm

**Location:** Bass 305

**Description:**

We will meet on Fridays in June and possibly other Fridays throughout July for special events, 3 – 4:30 pm. Beginning sessions will focus on different ways to view bioethical issues (principles approach, feminist ethics, virtue ethics, etc…and philosophy’s role in this process) through case studies. Attendees will decide the topics for each meeting thereafter. Student presentations will be encouraged. These sessions are an especially good way to learn how to think critically about bioethical issues and will be especially good for beginners and those who need to “refresh” their backgrounds and become uptodate. It will also be useful to those wishing to give presentations.