HCB 520: Bioethics & Film

Instructors: Michael Roess & Stephen Post
Semester: Winter 2016
Time: Monday – Thursday, 5:00-9:30
Location: HSC 3-067

Film and television, both fiction and nonfiction, capture many of the human tragedies, challenges, and possibilities that are debated in bioethics books, articles, newspapers, on hospital ethics committees, and in daily clinical care. This course will explore themes of hope, fear, death, faith, finitude, and community through watching, analyzing, and reading about bioethical issues in visual media. The course will draw on material from a range of disciplines to place these issues and their portrayals in context.

Course Structure
This course will be run as a graduate seminar, with formal presentation of background material by the instructor, but the core of each class will be discussion of the readings and the film for the session. Students are expected to view the assigned movies or television shows (when specified), read the assigned articles, chapters, and excerpts come to class prepared to discuss them. Each session will begin with a viewing of the film to be discussed followed by a student-led presentation and discussion. As this course occurs during the winter term, students will be required to view several of the films on their own before the session.

Course Requirements
As this is a winter term course, attendance and active participation at each session is essential. You should plan to speak more than once during each session.

Each student will be responsible for an in class presentation. Presentations give you an opportunity to steer the group discussion in a direction that you find important and interesting. Presentations should run about 10-15 minutes in length and will help set the stage for the discussion that follows. Feel free to raise questions you have for the entire group during your presentation. We have time for about two presentations each session, and you will be asked to sign up on the first day.

In addition to regular preparation and participation students will be asked to write two film reviews of 3-5 pages in length. Reviews can focus on how well or poorly the film presented a particular topic or discussion point, what questions it raised and how it answered them or left them open, or if the film neglected certain values in order to address others. The first is due January 11th, and the second on January 18th.

A final paper of 12-15 pages should address one of the topic areas raised by the film in detail. This is a research paper, not a reaction paper, and ought to include independent research into the
topic area. Please run your topic area by one of the instructors by January 15th. Papers will be due January 23rd.

Grade Breakdown:
25% Participation
25% Film Reviews (2)
25% Presentation
25% Final Research Paper

Required Textbooks:

Each session will include several articles to accompany and guide the discussion of the film(s).

Schedule

Week 1 – Stephen Post
January 4 RACE AND BIOETHICS

Something the Lord has Made
Readings
*Review in full the Aldfred Blalock Medical Archives at The Johns Hopkins University via the following url: http://www.medicalarchives.jhmi.edu/blbio.htm

Miss Ever’s Boys
Readings

January 5 ASSISTED SUICIDE AND QUADRIPEGIA: TWO CONTRASTING CASES

The Sea Inside
Readings
*WIKI article on Ramon Sampedro
The Brooke Ellison Story

January 6 THE DEEPLY FORGETFUL AND A NEW THEORY OF MEMORY

Alive Inside
Still Alice

Readings
*SGPost, “Mind, Consciousness, and the Deeply Forgetful: Explaining Continuity of Selfhood and its Implications Metaphysical and Moral” (presented Dec. 10, Indian National Institute for Advanced Studies, Bangalore, India)

January 7 MENTAL HEALTH, FAMILY AND INVOLUNTARY TREATMENT (session still in development)
With Dr. Fred Frese of the National Alliance for the Mentally Ill (joining us by Skype)
And Dr. Delaney Ruston

Unlisted: a Story of Schizophrenia
http://www.unlistedfilm.com/

MINDS ON THE EDGE: Facing Mental Illness
Readings/Podcasts
http://mindsontheedge.org/watch/

* Penny Frese & Delancy Ruston in conversation
https://soundcloud.com/delaneyruston/finding-mental-health-podcast-episode03-penny-frese

*Read all you can at John M. Kane’s website:
https://www.northshorelij.com/about/news/talk-therapy-found-ease-schizophrenia


* Segments from Hidden Pictures: A Personal Journey into Global Mental Health
www.hiddenpicturesfilm.com

Week 2 – Michael Roess

January 11th Reconciling Two Roles: Doctor as Researcher

Wit (Please View Outside of Class)
Awakenings

Readings

* Levine, Robert, “Clinical Trials and Physicians as Double Agents” The Yale Journal of Biology and Medicine 65(2)
Available though Stony Brook Library Website
January 12th Global Health : Epidemics 1 Politics and Duty to Treat

* Zuger, Abigail, “AIDS on the Wards: A Residency in Medical Ethics,” Hastings Center Report 17(3)
  Available through Stony Brook Library website
* Arras, JD, “The fragile web of responsibility: AIDS and the duty to treat,” Hastings Center Report 18(2)
  Available through Stony Brook Library website

January 13th Global Health : Epidemics Pt 2 Coordinating Action in Chaos


January 14th Ethics and Financing of Drug Development in a Global World

* Okonta, Patrick, “Ethics of clinical trials in Nigeria” Nigerian Medical Journal 55(3)
  http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4089044/
* Lorenzo C, et al. “Hidden Risks Associated with Clinical Trials in Developing Countries” Journal of Medical Ethics 36(2)
  Available through Stony Brook Library website
* Stephens, Joe “Panel Faults Pfizer in '96 Clinical Trial In Nigeria” Washington Post
  http://www.washingtonpost.com/wp-dyn/content/article/2006/05/06/AR2006050601338.html
* Wikipedia on Trovafloxacin & Litigation
  https://en.wikipedia.org/wiki/Trovafloxacin

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Statements required to appear in all syllabi on the Stony Brook campus:

Americans with Disabilities Act:
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary.
Faculty in the Health Sciences Center (Schools of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and School of Medicine are required to follow their school-specific procedures.