HCB 520: Bioethics & Film
Instructors: Stephen Post PhD
Semester: Spring 2019
Time: Wednesdays, 6:00-8:30
Dates: January 30 – May 11 (no class March 20)
Location: HSC 3-067

Course Summary
This course integrates film and bioethics on pressing questions of the day. The readings are a tad lighter than normal because you will often be watching an assigned video before class as homework via Netflix or whatever on-line venue you prefer. The readings will resonate with the films. As you view these assigned films at home, write a 2-page reflection and bring it to class.

Course Format & Requirements
This course will be run as a graduate seminar, with a student responsible for facilitating each class. Attendance and active participation at each session is essential.

Books to Order


Week 1 (January 30)
ASSISTED SUICIDE AND QUADRIPLEGIA: TWO CONTRASTING CASES

Watch Before Class
The Brooke Ellison Story (on Amazon, iTunes, and maybe Netflix)

Watch In Class
The Sea Inside

Readings
WIKI article on Ramon Sampedro (attachment)


Assignment: 2-page reflection on The Brooke Ellison Story 5pts

Week 2 (February 6)
THE ETHICS OF AUTISM
Watch Before Class
The Horse Boy

Watch In Class
Autism The Musical on Netflix
https://dvd.netflix.com/Movie/Autism-The-Musical/70092640

Readings


Assignment: 2-page reflection on The Horse Boy 5pts

Week 3 (February 13)
RACE AND BIOETHICS

Watch Before Class
Something the Lord Made

Watch In Class
The Tuskegee Study (16 minutes)

Readings
http://reprints.longform.org/something-the-lord-made-mccabe

Review in full the Alfred Blalock Medical Archives at The Johns Hopkins University via the following url: http://www.medicalarchives.jhmi.edu/blbio.htm

Assignment: 2-page reflection on Something the Lord Has Made 5pts

Week 4 (February 20)
ETHICS AND THE PROGRESSION OF DEMENTIA

Watch In Class
https://www.youtube.com/watch?v=HYDxZQXYT5k
Malcolm and Barbara: Love’s Farewell

The Sparrow
Readings
*Ethical Issues in Alzheimer’s Disease* (Alzheimer’s Association Statement)

Assignment: 2-page reflection on Malcolm and Barbara 5pts

Week 5 (February 27)

**PHYSICIAN ASSISTED SUICIDE AND PROGRESSIVE DEMENTIA**

Watch Before Class

Watch *Still Alice* before class, and write a two-page reflection (double-spaced) either for or against pre-emptive suicide (assisted or not) for people with progressive dementia. This should be polished and well-crafted. Try to give some attention the scene where Alice drops her bottle of pills. What was your response to this? Did you want to help her pick them up or not? Hand these in in hard copy at the end of class. (5 points).

Watch In Class
[https://www.youtube.com/watch?v=OJsbefxfVsg](https://www.youtube.com/watch?v=OJsbefxfVsg)

Discussion of the case of Janet Adkins, Dr. Kevokian’s first subject.

Readings


Assignment: 2-page reflection on Still Alice 5pts

Week 6 (March 6)

**IS GRANDMA STILL THERE?**
Take a thorough look at the website [WWW.MUSICANDMEMORY.ORG](http://WWW.MUSICANDMEMORY.ORG)

**Watch In Class**
*Alive Inside*

**Readings**
SG Post, Is Grandma Still There? *J of Clinical and Pastoral Care*

**Assignment:** 2-page reflection on The Music and Memory Website 5pts

**Week 7 (March 13)**  
**POSITIVE PSYCHOLOGY AND THE EXPERIENCE OF DEMENTIA**

**Watch In Class**
*Alzheimer’s Disease: Inside Looking Out*  
*Compass: The Smile Within*  
https://www.youtube.com/watch?v=Qi7l4LbxwG8  
*The Child Within: Peter Whitehouse and Intergenerational Schools*  
https://www.youtube.com/watch?v=J7_qvSlxs8k  
*Creativity & Dementia (the art of De Kooning and the music of Copland)*  
https://vimeo.com/232515327  
*The Unforgettable*  
https://med.nyu.edu/aging/research/chorus

**Readings**

**SPRING BREAK MARCH 20**

**Week 8 (March 27)**  
**INTIMACY, CONTINUING SELF-IDENTITY, AND DEMENTIA**

**Watch Before Class**
*Away from Her*

**Readings**

**Assignment:** 2-page reflection on Away From Her 5pts
Week 9 (April 3)
ON THE DIGNITY OF DEEPLY FORGETFUL PEOPLE

Readings
TBD

Week 10 (April 10)

Readings

Week 11 (April 17)
CLASS PRESENTATIONS FOR RESEARCH PAPERS

Class Presentations of 3-Page Drafts for Papers with Peer Feedback (10 Powerpoint Slides)
1. Big Question and Significance
2. Thesis and Approach
3. Outline with Clear Headings
4. Conclusions and New Questions Raised
5. Seven References Beyond Assigned Readings
(15 points)

Week 12 (April 24)
CLASS PRESENTATIONS FOR RESEARCH PAPERS

Week 13 (May 1)
CLASS PRESENTATIONS FOR RESEARCH PAPERS

Week 14 (May 8)
CLASS DINNER DISCUSSION

Final Papers Due May 18 (40 points)

Grading
Reflective responses to movies (7x5=35 points)
Three-page outline with seven outside references & Presentation (15 points)
Research Paper 10 pages (40 points)
Class Participation and facilitation (10 points)
From Official Stony Brook University Policy:
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.