



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: William Gough, Vice-Principal Academic and Dean
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DATE: March 20, 2019 for March 27, 2019

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Major Undergraduate Modification- Freestanding Minor in Biomedical Ethics

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference, Section 4*). Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (March 27, 2019)

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

The Department of Philosophy at the University of Toronto Scarborough (UTSC) is proposing a new freestanding Minor in Biomedical Ethics (Arts) that will expand the Department's current offerings.

Biomedical Ethics is the study of ethical issues that emerge in the context of medical decision-making, health-care policy, and biotechnological developments. This interdisciplinary field with roots in the philosophical study of Ethics has been growing, and corresponding academic specializations in this field are increasingly on offer.

The proposed Minor enables students to develop proficiency in the field of Biomedical Ethics that will benefit them in several ways. First, it will guide students through a coherent set of courses that build upon each other and ensure breadth and depth of knowledge. Second, it will enable students to distinguish themselves as applicants for numerous professional and graduate programs. Biomedical Ethics is of theoretical and practical significance to its interconnected fields; by formally recognizing students for developing this specialization, they can demonstrate preparation for Medicine, Law, or Graduate studies. Third, a Biomedical Ethics program will position students for advanced study in the field itself. The growth of Biomedical Ethics as a profession is reflected by the demand for professional ethicists and graduate-level Bioethics programs. The proposed Minor creates an avenue for students to professionalize in this field while completing their major area of study.

There is strong student demand for Biomedical Ethics courses on the UTSC campus, which is demonstrated by the consistently high enrolment numbers in B- and C-level courses. For example, enrolment in PHLB09H3 (Biomedical Ethics) has increased 281% over the previous 5 years. Three new Biomedical Ethics courses were introduced in 2018-19, and two C-level courses both reached capacity shortly after registration started. PHLC07H3 (Death and Dying) had the largest waitlist of all C-level philosophy courses in Fall 2018, providing further evidence of strong student interest in this subject area. Additionally, given that courses in Biomedical and Applied Ethics on the St. George campus have historically been the most popular among UTSC students, the introduction of the proposed Minor will make UTSC course offerings more competitive.

The new Minor will harmonize well with other programs of study at UTSC. PHLB09H3 (Biomedical Ethics) is already an option for students in programs in Mental Health Studies offered by the Department of Psychology and a requirement for students in the Health Humanities Minor offered by the Interdisciplinary Centre for Health and Society; UTSC Philosophy has active dialogues with these academic units and foresees future ways to co-ordinate their programs. These relationships offer ongoing venues to attract students with a potential interest in the proposed Minor. The integration of existing Biomedical Ethics courses in programs such as Population Health and Mental Health Studies also strongly positions the proposed Minor as a complementary program;

students will be incentivized to pursue the Minor, having already completed some of the required courses through their main area of study. Furthermore, the Biomedical Ethics Minor has been structured in a way that facilitates this interdisciplinary study as it provides sufficient flexibility to allow students to combine the offering with their chosen Major.

The growth of the Department of Philosophy at UTSC has allowed it to increasingly represent a diverse range of philosophical subdisciplines. Two existing tenure track lines specializing in Ethics and a recent CLTA position in Biomedical Ethics cement the Department's ability to offer courses in Ethics.

The proposed Minor was developed within the Department of Philosophy with broad input from its faculty. Further consultation was undertaken with the Director of Interdisciplinary Centre for Health Society, and Program Manager in the Department of Psychology. There has been broad consultation with students – both formally and informally. The Department of Philosophy has consulted with colleagues and cognate units at the St. George campus. The proposal has been reviewed by the Dean's Office, the Office of the Vice-Provost, Academic Programs, and the UTSC Campus Curriculum Committee.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the major modification to introduce a new freestanding Minor in Biomedical Ethics (Arts), as described in the proposal dated February 20, 2019 and recommended by the Vice-Principal Academic and Dean, William Gough, be approved effective Fall 2019 for the 2019-20 academic year.

DOCUMENTATION PROVIDED:

1. Major Modification to introduce a new freestanding Minor in Biomedical Ethics (Arts), dated February 20, 2019.

University of Toronto Major Modification Proposal: New Freestanding* Minor

What is being proposed:	Minor in Biomedical Ethics (Arts)
Is the proposed Minor an Arts or Science offering?	Arts
Department / Unit where the program will be housed:	Philosophy
Start date of the program:	Fall 2019
Discipline Area/Calendar Section*: *Is the proposed Calendar section existing or new?	Philosophy
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division Contact:	Annette Knott, Academic Programs Officer; aknott@utsc.utoronto.ca
Department/Unit Contact:	Jason Ferreira, Departmental Administrator; jferreira@utsc.utoronto.ca
Date of this version of the proposal:	February 20, 2019

1 Summary

The Department of Philosophy at the University of Toronto Scarborough (UTSC) is introducing a new freestanding Minor in Biomedical Ethics (Arts). The proposed program will expand the Department's current offerings, which are comprised of Specialist (HBA), Major (HBA), and Minor (Arts) offerings in Philosophy.

Biomedical Ethics is the study of ethical issues that emerge in the context of medical decision-making, health-care policy, and biotechnological developments. This interdisciplinary field with roots in the philosophical study of Ethics has been growing, and corresponding academic specializations in this field are increasingly on offer. In part, these developments can be explained by a social interest in improving ethical standards in Medicine, medical research, and health policy; ethicists now contribute to interdisciplinary teams in clinical settings, participate on ethics research boards, and provide expert advice that shapes national health-care policies. More broadly, training in Biomedical Ethics has been incorporated into programs that qualify a wide range of health-care providers. The societal demand for skills related to Biomedical Ethics has corresponded with growing student interest in the field, and this context served as the backdrop to the Department's decision to investigate the feasibility of offering a new Minor in Biomedical Ethics.

Student feedback coupled with high enrolments in PHLB09H3 – the Department's B-level offering in Biomedical Ethics (this longstanding course serves roughly 800 students a year, most of which are from outside the Department of Philosophy) – initially signalled potential student interest in further course offerings and a Minor. Based on student consultations and deliberations within the Department, an upper-level course on moral issues pertaining to death was deemed a suitable way of expanding our offerings in Biomedical Ethics, and the Department subsequently proposed PHLC07H3 (Death and Dying) as one way to test this ground. PHLC09H3 was offered for the first time in Fall 2018 and elicited a strong student response. The Department also developed two other new C and D-level courses in Biomedical Ethics – PHLC10H3 (topics in Bioethics) and PHLD09H3 (Advanced Seminar in Bioethics) – with the aim of establishing a full suite of courses that could constitute a Minor offering. To help support the proposed Minor, and teach the new courses, a CLTA position specializing in Biomedical Ethics was also established.

The Department of Philosophy has also developed connections and consulted with other units at UTSC, and these relationships indicate the new Minor will harmonize well with other programs of study at UTSC. PHLB09H3 (Biomedical Ethics) is already an option for students in programs in Mental Health Studies offered by the Department of Psychology and a requirement for students in the Health Humanities Minor offered by the Interdisciplinary Centre for Health and Society; UTSC Philosophy has active dialogues with these academic units and foresees future ways to co-ordinate our programs. Additionally, The UTSC Department of Psychology has signaled their intention to add the new C-level courses in Biomedical Ethics to their Specialist program. These relationships offer ongoing venues to attract students with a potential interest in the proposed Minor.

The proposed Minor in Biomedical Ethics at UTSC will provide students with an avenue to gain proficiency in this growing field, which, by its interdisciplinary nature, will complement their main area of study. By its complementary nature, the Minor in Biomedical Ethics will contribute to the distinctiveness of the options at the UTSC campus.

2 Academic Rationale

The Department of Philosophy at the University of Toronto Scarborough (UTSC) is introducing a new freestanding Minor in Biomedical Ethics (Arts). The proposed program will expand the Department's current offerings, which are comprised of Specialist (HBA), Major (HBA), and Minor (Arts) offerings in Philosophy.

Purpose:

As a growing philosophical sub-discipline that intersects with (among other areas) Law, Medicine, Biology, and Public Health, Biomedical Ethics is a potential resource for an incredibly diverse range of students. With this diverse student body in mind, the proposed Minor aims to provide an opportunity for students to expand their skill-set in a way that complements existing pursuits, future studies, and professional ambitions.

The proposed Minor establishes a framework for students to develop proficiency in the field of Biomedical Ethics that will benefit them in several ways. First, it will guide students through a coherent set of courses that build upon each other and ensure breadth and depth of knowledge. Second, it will enable students to distinguish themselves as applicants for numerous professional and graduate programs. Biomedical Ethics is of theoretical and practical significance to its interconnected fields; by formally recognizing our students for developing this specialization, they can demonstrate preparation for Medicine, Law, or Graduate studies. Third, a Biomedical Ethics program will position students for advanced study in the field itself. The growth of Biomedical Ethics as a profession is reflected by the demand for professional ethicists and graduate-level Bioethics programs. Our Minor creates an avenue for students to professionalize in this field while completing their major area of study.

Apart from the educational and professional outcomes noted above, the proposed Minor will enable UTSC Philosophy to address existing student demand for studies in this area. PHLB09H3 (Biomedical Ethics) has been historically popular (with enrolment rates around 800 students a year), and student feedback indicates a demand to further pursue this area in a way that is structured and recognized. The integration of existing Biomedical Ethics courses in programs such as Population Health and Mental Health Studies also strongly positions the proposed Minor as a complementary program; students will be incentivized to pursue the Minor, having already completed some of the required courses through their main area of study. Furthermore, the Biomedical Ethics Minor has been structured in a way that facilitates this interdisciplinary study as it provides sufficient flexibility to allow students to combine the offering with their chosen Major.

Context:

The growth of the Department of Philosophy at UTSC has allowed it to increasingly represent a diverse range of philosophical subdisciplines. Two existing tenure track lines specializing in Ethics and a recent CLTA position in Biomedical Ethics cement the Department's ability to offer courses in Ethics. These courses have been among the most in demand offered by the Department with subscription levels consistently increasing year over year. These courses typically serve students majoring in areas outside of UTSC Philosophy, aiming to enhance the student experience with their intensive emphasis on critical thinking and writing skills. The subspecialty of Biomedical Ethics likewise emphasizes these skills, but through material that significantly overlaps with the disciplines it

serves. The proposed Minor in Biomedical Ethics will fulfill the Department's pedagogical goals through a set of course offerings that harmonize with other disciplines.

Given the merits of pursuing these student-centred goals and the Department's available resources, it has been introducing a series of courses that will provide a solid frame for the proposed Minor. These courses include two C-level courses and one D-level course. PHLC07H3 (Death and Dying) is a detailed examination of questions in Biomedical Ethics related to death and dying (e.g. physician assisted death, suicide, organ donation, and medical futility). PHLC10H3 (Topics in Bioethics) is an intermediate study of several topics in detail: these topics will vary, but always be central to the discipline (e.g. the principles of justice that govern health-care systems). PHLD09H3 (Advanced Seminar in Bioethics) will similarly vary by year, but be distinguished by the seminar context, which will allow for an in-depth study of a very narrow question (e.g. ethics of sperm and ova donation). After surveying other Minor offerings at the University of Toronto and Minor programs in Biomedical Ethics at peer institutions, UTSC Philosophy is satisfied that these courses allow us to offer a Minor in Biomedical Ethics that meets the appropriate standards for breadth and depth of knowledge in the field.

Distinctiveness:

Given the interdisciplinary nature of Biomedical Ethics, the proposed Minor will improve the distinctiveness of the program offerings at the UTSC campus by allowing students from numerous fields to pursue their main program of study in concert with a highly complementary field of interest. For example, students pursuing the B.Sc. (the particular relevance of certain programs is noted below) at UTSC will often be able to draw from their existing knowledge when engaging with the questions of Biomedical Ethics, but they will do so in a way that emphasizes critical analysis and arguments. This complement of skills can help position students for advanced studies that require a strong scientific background and competency with the skills developed by the humanities (the paradigmatic case is Medicine). Similarly, the Minor will broaden the skills of students whose programs primarily emphasize abstract analysis and argument. Students pursuing the Major in Philosophy, for example, will draw from their existing analytical skills, but will apply them in a context that develops familiarity with knowledge of the human body, technological developments in the biomedical sciences, and empirical methodologies.

3 Need and Demand

The proposed Minor in Biomedical ethics will fulfill several important needs. The Humanities are theoretical, and students desire to translate these abstract studies into employable skills. Every philosophy course aims to impart a universal skill: the ability to reason clearly. Courses in Biomedical Ethics are distinguished by imparting this skill through the study of a specific domain of social significance: health-care delivery, public health, biomedical research, and biotechnology. Students in the proposed Minor will be able to demonstrate the applicability of their critical reasoning skills to issues that are of concrete importance. This application-oriented study likewise appeals to employers who have concerns about the abstract nature of philosophy or the humanities in general.

The proposed Minor simultaneously fulfills an important social need for formal training in ethics. As professional programs can be limited in their capacity to provide this kind of training, programs in Biomedical Ethics often provide the most thorough exposure to professional ethics.

There is strong student demand for Biomedical Ethics courses on the UTSC campus, which is demonstrated by the consistently high (and increasing) enrolment numbers in B- and C-level courses. For example, enrolment in PHLB09H3 (Biomedical Ethics) has increased 281% over the previous 5 years, from 292 students in 2014-15 to 820 students in 2017-18, where enrolment has stabilized. This increase has been driven by B.Sc. students, which comprised 82% of the PHLB09 class in 2017-18. Of those B.Sc. students, 46% were registered in Population Health or Mental Health Studies, which allow PHLB09 to contribute toward program requirements. This program integration has provided sustained enrolment demand in PHLB09, which will serve as the foundational course for the proposed Minor. We are thereby strongly positioned for the Minor to be complementary with these programs. Uptake is expected to be particularly strong among students registered in the Mental Health Studies program, where PHLA11H3 (Introduction to Ethics), PHLB07H3 (Ethics), PHLB09, and PHLB81H3 (Theories of Mind) already contribute toward program requirements. The proposed Minor is also complementary to graduate programming in Clinical Psychology and Environmental Studies, both in terms of growing the applicant pool from within UTSC and increasing the visibility and recognition of these graduate programs among the UTSC student body.

Three new Biomedical Ethics courses were introduced in 2018-19, and the two scheduled C-level courses both reached capacity shortly after registration started. PHLC07H3 (Death and Dying) had the largest waitlist of all C-level philosophy courses in Fall 2018, providing further evidence of strong student interest in this subject area. Additionally, given that courses in Biomedical and Applied Ethics on the St. George campus have historically been the most popular among UTSC students, the introduction of the proposed Minor will make UTSC course offerings more competitive.

A recent survey was conducted among students in PHLB09H3 through Quercus to gauge student interest in the proposed Minor. The question was phrased as follows: “Given your academic interests, would you be interested in pursuing a Minor in Biomedical Ethics (the Minor would include several new courses on themes similar to those of PHLB09)? If you are an upper year student, would you have been interested in pursuing a Minor in Biomedical Ethics?” The survey had 134 responses: 72 students answered “yes”, 42 students answered “no”, and 20 were unsure. A similar survey conducted among participants of the Association of Philosophy Students yielded similar results (over 50% of students indicated that they would be interested in pursuing such a program).

Table 1: Undergraduate Enrolment Projections

Level of study	2019-20	2020-21	2021-22	2022-23	2023-24
1 st year	1	2	4	5	5
2 nd year	25	30	40	45	45
3 rd year	15	20	25	30	35
4 th year	5	10	16	20	20
Total enrolment	45	62	85	90	95 (SS)

4 Program Requirements and Description

Introduction

None

Enrolment Requirements

None

Completion Requirements

MINOR PROGRAM IN BIOMEDICAL ETHICS (ARTS)

Program Requirements

This program requires students to complete a total of 4.0 credits:

1. (0.5 credit):

PHLB09H3 Biomedical Ethics

2. 1.0 credit in Biomedical Ethics (select from the following courses):

PHLC07H3 Death and Dying

PHLC10H3 Topics in Bioethics

PHLD09H3 Advanced Seminar in Bioethics

3. 0.5 credit in Value Theory (select from the following courses):

PHLA11H3 Introduction to Ethics

PHLB02H3 Environmental Ethics

PHLB05H3 Social Issues

PHLB06H3 Business Ethics

PHLB07H3 Ethics

PHLB11H3 Philosophy of Law

PHLB17H3 Introduction to Political Philosophy

PHLC05H3 Ethical Theory

PHLC06H3 Topics in Ethical Theory

PHLC92H3 Political Philosophy

PHLC93H3 Topics in Political Philosophy

PHLD05H3 Advanced Seminar in Ethics

PHLD78H3 Advanced Seminar in Political Philosophy

4. 2.0 additional credits in Philosophy courses*.

*HLTA02 and MATC09H3 can be counted for the purpose of fulfilling this general philosophy credit requirement.

*Note: The Minor in Biomedical Ethics cannot be combined with the Minor in Philosophy; however, students may combine the Minor in Biomedical Ethics with either the Major or Specialist programs in Philosophy.

Associated Courses

PHLA11H3 - Introduction to Ethics

Ethics is concerned with concrete questions about how we ought to treat one another as well as more general questions about how to justify our ethical beliefs. This course is an introduction that both presents basic theories of ethics and considers their application to contemporary moral problems.

Exclusion: PHL275H, PHL100Y1, PHL101Y1

Breadth Requirements: History, Philosophy & Cultural Studies

PHLB02H3 - Environmental Ethics

This course examines ethical issues raised by our actions and our policies for the environment. Do human beings stand in a moral relationship to the environment? Does the environment have moral value and do non-human animals have moral status? These fundamental questions underlie more specific contemporary issues such as sustainable development, alternative energy, and animal rights.

Exclusion: PHL273H

Recommended Preparation: PHLA11H3

Breadth Requirements: History, Philosophy & Cultural Studies

PHLB05H3 - Social Issues

An examination of contemporary or historical issues that force us to consider and articulate our values and commitments. The course will select issues from a range of possible topics, which may include globalization, medical ethics, war and terrorism, the role of government in a free society, equality and discrimination.

Breadth Requirements: Social & Behavioural Sciences

PHLB06H3 - Business Ethics

An examination of philosophical issues in ethics, social theory, and theories of human nature as they bear on business. What moral obligations do businesses have? Can social or environmental costs and benefits be calculated in a way relevant to business decisions? Do political ideas have a role within business?

Exclusion: MGSC14H3/(MGTC59H3), PHL295H

Breadth Requirements: History, Philosophy & Cultural Studies

PHLB07H3 - Ethics

What is the difference between right and wrong? What is 'the good life'? What is well-being? What is autonomy? These notions are central in ethical theory, law, bioethics, and in the popular imagination. In this course we will explore these concepts in greater depth, and then consider how our views about them shape our views about ethics.

Breadth Requirements: History, Philosophy & Cultural Studies

PHLB09H3 - Biomedical Ethics

This course is an examination of moral and legal problems in medical practice, in biomedical research, and in the development of health policy. Topics may include: concepts of health and disease, patients' rights, informed consent, allocation of scarce resources, euthanasia, risks and benefits in research and others.

Exclusion: PHL281H, (PHL281Y)

Breadth Requirements: History, Philosophy & Cultural Studies

PHLB11H3 - Philosophy of Law

A discussion of right and rights, justice, legality, and related concepts. Particular topics may include: justifications for the legal enforcement of morality, particular ethical issues arising out of the intersection of law and morality, such as punishment, freedom of expression and censorship, autonomy and paternalism, constitutional protection of human rights.

Exclusion: PHL271H

Breadth Requirements: History, Philosophy & Cultural Studies

PHLB17H3 - Introduction to Political Philosophy

This course will introduce some important concepts of and thinkers in political philosophy from the history of political philosophy to the present. These may include Plato, Aristotle, Augustine, Aquinas, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, G.W.F. Hegel, John Stuart Mill, or Karl Marx. Topics discussed may include political and social justice, liberty and the criteria of good government.

Exclusion: PHL265H, (POLB71H3); in addition, PHLB17H3 may not be taken after or concurrently with POLB72H3

Breadth Requirements: History, Philosophy & Cultural Studies

PHLC05H3 - Ethical Theory

Philosophers offer systematic theories of ethics: theories that simultaneously explain what ethics is, why it matters, and what it tells us to do. This course is a careful reading of classic philosophical texts by the major systematic thinkers in the Western tradition of ethics. Particular authors read may vary from instructor to instructor.

Prerequisite: Any 4.5 credits and [an additional 1.5 credits in PHL courses, of which 0.5 credit must be from the Value Theory area of focus – see Table 1.0 for reference]

Exclusion: (PHLC01H3), PHL375H

Breadth Requirements: History, Philosophy & Cultural Studies

PHLC06H3 - Topics in Ethical Theory

Philosophical ethics simultaneously aims to explain what ethics is, why it matters, and what it tells us to do. This is what is meant by the phrase 'ethical theory.' In this class we will explore specific topics in ethical theory in some depth. Specific topics may vary with the instructor.

Prerequisite: Any 4.5 credits and [an additional 1.5 credits in PHL courses, of which 0.5 credit must be from the Value Theory area of focus – see Table 1.0 for reference]

Exclusion: (PHLC01H3), PHL375H

Breadth Requirements: History, Philosophy & Cultural Studies

PHLC07H3 - Death and Dying

An intermediate-level study of the ethical and legal issues raised by death and dying. Topics may vary each year, but could include the definition of death and the legal criteria for determining death, the puzzle of how death can be harmful, the ethics of euthanasia and assisted suicide, the relationship between death and having a meaningful life, and the possibility of surviving death.

Prerequisite: Any 4.5 credits and [an additional 1.5 credits in PHL courses, of which 0.5 credit must be from the Value Theory area of focus, see Table 1.0 for reference]

Exclusion: PHL381H1

Breadth Requirements: History, Philosophy & Cultural Studies

PHLC10H3 - Topics in Bioethics

An intermediate-level study of bioethical issues. This course will address particular issues in bioethics in detail. Topics will vary from year to year, but may include such topics as reproductive ethics, healthcare and global justice, ethics and mental health, the patient-physician relationship, or research on human subjects.

Prerequisite: Any 4.5 credits and [an additional 1.5 credits in PHL courses, of which 0.5 credit must be from the Value Theory area of focus, see Table 1.0 for reference]

Recommended Preparation: PHLB09H3 is strongly recommended

Breadth Requirements: History, Philosophy & Cultural Studies

PHLC92H3 - Political Philosophy

An examination of some central philosophical problems of contemporary political philosophy.

Prerequisite: Any 4.5 credits and [an additional 1.5 credits in PHL courses, of which 0.5 credit must be from the Value Theory area of focus – see Table 1.0 for reference]

Breadth Requirements: History, Philosophy & Cultural Studies

PHLC93H3 - Topics in Political Philosophy

This course will examine some contemporary debates in recent political philosophy. Topics discussed may include the nature of justice, liberty and the criteria of good government, and problems of social coordination.

Prerequisite: Any 4.5 credits and [an additional 1.5 credits in PHL courses, of which 0.5 credit must be from the Value Theory area of focus – see Table 1.0 for reference]

Breadth Requirements: History, Philosophy & Cultural Studies

PHLD05H3 - Advanced Seminar in Ethics

This course offers an in-depth investigation into selected topics in moral philosophy.

Prerequisite: 3.5 credits in PHL courses, including [[PHLC05H3 or PHLC06H3] and 0.5 credit at the C-level]

Exclusion: PHL407H, PHL475H

Breadth Requirements: History, Philosophy & Cultural Studies

PHLD09H3 - Advanced Seminar in Bioethics

This advanced seminar will delve deeply into an important topic in bioethics. The topics will vary from year to year. Possible topics include: a detailed study of sperm and ovum donation; human medical research in developing nations; informed consent; classification of mental illness.

Prerequisite: 3.5 credits in PHL courses, including [PHLC10H3 and 0.5 credit at the C-level]

Breadth Requirements: History, Philosophy & Cultural Studies

PHLD78H3 - Advanced Seminar in Political Philosophy

This advanced seminar will delve more deeply into an issue in political philosophy. Topics will vary from year to year, but some examples include: distributive justice, human rights, and the political morality of freedom. Students will be required to present material to the class at least once during the semester.

Prerequisite: 3.5 credits in PHL courses, including 1.0 credit at the C-level

Breadth Requirements: History, Philosophy & Cultural Studies

5 Program Structure, Learning Outcomes, and Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program [Clearly describe how the Program Learning Outcomes will support the degree level expectations]	How the program design / structure supports the degree level expectations [Clearly describe how the program design/structure will support the learning outcomes]
1. Depth and Breadth of Knowledge Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels. Breadth of Knowledge: students will gain an	Depth and breadth of knowledge in Biomedical Ethics is achieved when students demonstrate a grasp of central issues in the discipline and a refined understanding of several specialized issues of contemporary significance. Moreover, as a field rooted in Philosophy, students are expected to have a broader base	The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: The program requirements include PHLB09H3, which satisfies the requirement of familiarizing students with central issues and theories in the discipline. The program requirements also include 1.0 credit of C- and D-level courses in Biomedical Ethics. These courses will ensure students engage with a narrow set of questions for extended study.

<p>appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p>of Philosophical knowledge from which they can draw upon.</p> <p>Through a survey of central issues in the discipline, students will gain familiarity with the most prominent theoretical approaches to Biomedical ethics and the questions of greatest significance. Depth of knowledge will be achieved by demonstrating proficiency with narrower issues that show familiarization with how contemporary academics approach ethical questions in Biomedical Ethics. The more general base of Philosophical knowledge will be achieved by demonstrating competency with a wider range of philosophical issues that do not necessarily emphasize questions in Biomedical Ethics.</p>	<p>PHLB09H3 will familiarize students with a representative set of core issues in Biomedical Ethics. These issues pertain to medical decision-making at each stage at life. For example, given the possibility of genetic screening for diseases, Bioethicists have considered whether prospective parents have a duty to select embryos with the best possible future. Students would gain familiarity with the arguments that have been advanced in favour of such selection from the standpoint of beneficence as well as critiques of these arguments as having discriminatory implications. Students would also be expected to engage with questions that pertain or adult decision-making in the context of the provision of health-care. For example, the fundamental doctrine of informed consent naturally raises questions regarding the nature and extent of information that should be provided in clinical settings. Students would consider challenges to the possibility of determining what information should be conveyed as well as arguments for how the relevant information could be decided from a principled standpoint. Finally, students will be expected to engage with questions that pertain to decision-making at the end of life. Questions may concern the ethical issues that pertain to physician assisted death or controversies concerning the definition of death.</p> <p>At the C and D-level a narrower range of issues will be investigated in much greater detail. For example, while the topic of physician assisted death is typically be included in the B-level introductory course, this topic raises nuanced issues more appropriate for students who are familiar with the fundamentals. A more advanced study may consider in detail whether a policy of allowing physician assisted death implies a ‘positive’ duty of the state (i.e. a duty that involves the state taking actions to advance the welfare of citizens) or a ‘negative’ duty (i.e. a duty that involves merely the absence of interfering with the free and consensual conduct of competent adults).</p> <p>At both the introductory and advanced level of study, these issues will be contextualized by the consideration of social policy (e.g. Canada’s recent legalization of medical assistance in dying and recent challenges to the operational definition of death).</p> <p>The program requirements further include 2.0 credits of general credits in Philosophy. These credits ensure that students with a specialization in Biomedical Ethics will have a broader base of</p>
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		<p>Philosophical knowledge to contextualize their discipline-specific knowledge. Issues in Biomedical Ethics inevitably intersect with more theoretical questions that are only taken up in detail by courses in other areas of Philosophy. For example, the question of how death should be defined is approached from the standpoint of policy-making in Biomedical Ethics, but this question necessarily intersects with the more abstract issue of how personhood, in general, should be defined. Such a question is taken up in much greater detail in upper-level courses focused on the Philosophy of Mind. The general 2.0 credit requirement ensures that students can contextualize their knowledge in the field of Philosophy as a whole and gain an appreciation of how applied questions are rooted in more abstract issues.</p>
<p>2. Knowledge of Methodologies Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>Students will gain familiarity with general ethical theories and how they relate to theories specific to Biomedical Ethics (e.g. Consequentialist approaches, Deontological approaches, and critiques of these traditional approaches). As an applied field, students will also gain familiarity with how these general theories apply to more specific issues of practical import (e.g. The Consequentialist analysis of deploying reproductive technology), as well as application-specific theories (e.g. how to model the ‘Trust-based’ conception of the patient-physician relationship).</p>	<p>Evaluating competing theoretical approaches to applied issues is at the core of the study of Biomedical Ethics. In PHLB09 students will gain broad exposure to foundational theories in both Ethics and Biomedical Ethics. The advanced C- and D-level courses will expose students to novel methodological approaches while reinforcing existing knowledge through the extended application of theory to specialized problems. Students will be expected to both understand these theories and formulate critiques of them.</p> <p>The general ethical theories explored in PHLB09 will be employed in the breadth of issues noted above. For example, the question of procreative obligations analyzed under the consequentialist lens may seem to support the notion that parents have an obligation to engage in genetic selection (insofar as such selection would advance the well-being of members within society). An alternative methodology that employed a deontological framework would instead emphasize the significance of individuals having autonomy over their own medical decision-making. From this standpoint, the duty to engage in genetic selection would be in tension with individual’s having the right to make decisions that pertain most importantly to their own lives. Similarly, the principle of respect for autonomy and the consequentialist principle to maximize well-being may come into conflict when analyzing whether society should recognize a legal right to physician assisted death. Through an examination of each ethical controversy, the foundational theories in Biomedical Ethics will be reinforced as methods to approach moral problem-solving.</p> <p>While PHLB09 will provide broad exposure to the application of foundational theories in</p>

		<p>Biomedical Ethics, the more advanced C and D-level courses will engage with these approaches in a much more detailed fashion and introduce more complex approaches that build from this foundation. For example, the literature on decision-theory has influenced how ethicists now approach the issue of physician assisted death. Traditionally, presenting the option of physician assisted death has been conceptualized as promoting autonomy, a value that students would understand as being balanced against the possibility of a patient deciding erroneously, i.e. making a decision that runs contrary to their own interests. However, in important respects, this conceptualization of the conflict has been challenged as an over-simplification, one that students with an adequate foundation in Bioethics will be prepared to explore. Decision-theory has brought to light evidence of how being presented with options can itself alter the values in a decision-matrix. For example, an invitation to a dinner party provides a reason in itself to attend the party (insofar as declining the invitation has a social cost). Thus, an unwanted invitation to a party does not <i>merely</i> promote autonomy: it alters the value of the available choices (staying home once one has received an invitation is a costlier option than staying home without receiving the invitation). Likewise, ethicists are now concerned with investigating the social costs associated with declining physician assisted death in a society where this option is widely available and normalized. The risks associated with promoting autonomy may not merely a matter of patient's 'making mistakes', but a matter of altering how society conceptualizes the decision to accept or reject these options. Students in an advanced study of physician assisted death would consider how to mitigate the effects of options on a decision-matrix and how policy should be influenced by this challenge.</p> <p>The above example is one illustration of how a methodology introduced in PHLB09 may be explored in more depth through an advanced C or D-level course. PHLB09 is expected to provide a broad basis for engaging in more advanced methodological study, while C and D-level courses will provide a more limited, but detailed examination of advanced issues.</p> <p>As noted above, the general 2.0 credit requirement offers an opportunity to reinforce or contextualize the discipline-specific methodologies. Decision-theory, for example, can be explored in much greater detail in courses outside Biomedical Ethics (e.g. more general courses in Ethics of Logic).</p>
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<p>3. Application of Knowledge Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>Courses in Biomedical Ethics impart the tools for framing ethical issues as they pertain to the provision of medical care, health policy, and biotechnology. Students will become familiar with deontic classification (i.e. how to understand categories such as ‘right’, ‘wrong’, ‘prohibited’, ‘required’, ‘supererogatory’, and ‘permitted’), and competing approaches to conceptualizing the moral domain (e.g. approaches to morality that reject the significance of deontic classification, such as ‘virtue’ ethics). Students will also develop an understanding of how conflicting perspectives are represented in the literature (e.g. they will be capable of presenting arguments both for and against the use of genetic screening to prevent disability). By gaining familiarity with competing approaches to ethical issues, students will be able to demonstrate how debates are framed (e.g. the debate about screening may rest of a demanding, but contentious principle, that parents do ‘what is best’ for their future children), and how participants in the debate defend their respective positions.</p>	<p>PHLB09 will ensure familiarity with foundational theories and ethical concepts, such as deontic classification, and introduce students to debates in Biomedical Ethics. A greater appreciation for the range of possible views will be gained through the upper-level courses that examine narrower questions in more detail. Throughout the process of building foundational knowledge in the discipline, students will be applying analytical and evaluative skills to a wide range of issues. By examining how theoretical issues emerge and are potentially resolved in topics from sperm donation to end of life care, students become familiar with how issues in Biomedical Ethics are approached. This skill-set will allow students to approach numerous related questions that fall outside of the immediate scope of course content.</p> <p>As the issues covered in Biomedical Ethics are frequently part of a larger emerging social discourse, it is one of aim of the Minor to provide students with a generalizable skill-set. A good example would be how the question of genetic screening for disease genes and embryo selection might inform the highly contentious issue of the use of CRISPR technology for editing the genes of embryos. The former question is now a standard feature of a foundations course in Biomedical Ethics, but the use of CRISPR is a more recent development currently gaining momentum in the contemporary literature. Nonetheless, these questions are intimately related: both concern the measures that prospective parents might take to ensure the well-being of their future children and both involve decisions that may have unintended discriminatory effects on members of disadvantaged groups (e.g. by reducing access to services for people with disabilities). As embryos modified by CRISPR technology were born for the first time this year, students in PHLB09 began to inquire about the application of this technology and considered how it may raise distinct or similar issues from genetic screening against disabilities. The ability to frame this line of inquiry coupled with the application of theories covered in PHLB09 is an example of an ideal learning outcome.</p> <p>Students will gain a more sophisticated set of tools for framing questions through the in-depth study of Biomedical Ethics at the C and D-level. For example, students in these courses would learn how genetic selection and modification is connected to the conceptualization of personal identity. Insofar as a future child’s identity is connected to their genetic constitution, there is a</p>
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<p>4. Awareness of Limits of Knowledge Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>Students who complete the Minor in Biomedical Ethics will be able to engage with controversies at the frontier of clinical practise, research, and technological development. These issues are seldom settled from a philosophical standpoint, and students will gain an appreciation for the extent of uncertainty within the discipline. More generally, students will become familiar with the difficulty of settling ethical issues in Biomedical Ethics, especially given more foundational theoretical issues in Philosophy that remain unresolved. Nonetheless, they will also gain a sense of where progress has been made in this discipline.</p>	<p>Each course comprising the Minor program will present unique contexts for students to gain an understanding of the limits of the discipline. As a survey course, PHLB09 will introduce students to a wide range of issues in Biomedical Ethics. The survey style introduction will typically juxtapose conflicting (or contrasting) philosophical analyses of an issue. This juxtaposition should impart a sense of the unresolved nature of moral controversies in the field. When these conflicting theoretical approaches are extended to explaining decision-making in practise, students should also gain an appreciation for how opposing views may interpret phenomena (e.g. both Deontological and Consequentialist approaches will try to explain the significance of the principle of informed consent to treatment).</p> <p>At the C and D-level, students will similarly be presented with how opposing positions emerge in the contemporary philosophical discourse. Typically, unresolved issues become more nuanced as the literature generates more sophisticated distinctions for approaching a given issue. For example, while the PHLB09 course would consider the general issue of the alienation of reproductive tissue/labour, an advanced study would distinguish the issue into several more nuanced questions. Embryo donation, the commodification of sperm and ova, surrogacy, and adoption would each be given distinct analyses that raised unique set of questions. Attention to these distinctions is made possible through an in-depth study, rather than a survey course.</p> <p>The general 2.0 credit requirement is of particular importance for providing students with the context that can help them perceive the limits of their knowledge. The applied questions of</p>

		<p>Biomedical Ethics take place against the backdrop of contentious philosophical principles that are disputed and investigated in more theoretical courses. Courses in the Philosophy of Science, Metaphysics, or Epistemology (among others) provide an opportunity for students to see how foundational assumptions in Biomedical Ethics can be questioned. For example, the particular epistemological importance of randomized clinical trials (which is often taken for granted when considering the policies that should govern research on humans), may be challenged by more general courses in Philosophy that analyze competing forms of scientific investigation. This case is merely illustrative: the purpose of the general credit requirement is to ensure that there is some broader theoretical context in which the issues of Biomedical Ethics can be understood.</p>
<p>5. Communication Skills Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically.</p>	<p>Students will gain competency at communicating key ethical concepts, various ethical positions and the arguments for these positions. Students will gain the capacity to analyze philosophical writing and evaluate the effectiveness of the positions articulated. Ethical texts should not be taken as definitive authorities, but read critically as positions to be questioned.</p>	<p>Oral communication skills will be developed through course designs that cultivate an environment for active engagement with course material. There are evident limits to in-class participation in the large PHLB09 class. However, this course has been designed to include a tutorial component where students can discuss ethical controversies in a small group of students. Tutorials are facilitated by leaders with proficiency in Biomedical Ethics, but students themselves are given the responsibility of advancing the discussion in class. Participation will typically shift between smaller in-class groups of 3-4 students and the larger 30-person group. For example, students may be asked to identify the thesis of an author and which arguments were employed to support it; they might then be asked to identify the premises of a particular argument and show how it supports a conclusion. The smaller groups would then convene with the class and compare results. This process encourages students to learn how to reconstruct arguments through the oral presentation of their understanding of texts; similarly, they will learn how to frame original positions through an environment that encourages the discussion to advance positions that go beyond course material. In part, the evaluation of tutorial participation is based on progression in the capacity to express such positions.</p> <p>The smaller C-level courses and seminar setting of the D-level course are ideal environments for fully developing the capacity to discuss and critically evaluate course material in class. Given the smaller design of these courses and the students growing familiarity with issues in Biomedical Ethics, the C and D-level courses will provide a venue for students to take on the role of</p>

		<p>discussion leaders, make presentations, and participate in class debates. Student assessments will measure accuracy in the oral presentation of ideas and the ability of students to formulate original positions with respect to the issue under consideration.</p> <p>Writing skills will be more formally developed through assessments that are based on long and short-form written work. The assignments will typically include significant expository elements that require students to reconstruct the theses, principles, arguments, and conclusions advanced by a set of authors. They will also be asked to examine the potentially unexpected implications of these principles and arguments as a way of assessing them. For example, the commitment to patient autonomy that is a bedrock of contemporary Biomedical Ethics may raise questions for apparently paternalistic institutions (e.g. prescriptions as a necessary condition for obtaining medications or state restrictions on the practise of medicine itself).</p> <p>Students will also be asked to formulate original positions with respect to these issues. As students progress from B- to the C- and D-level, they will be increasingly given opportunities to formulate an independent view that does not rely on the arguments of others. For example, while it may be appropriate to expect students in PHLB09 to articulate a problem with an author’s premise, there is much less expectation that they are ready to develop an entirely novel approach to a moral issue.</p> <p>Courses at each level will provide students with detailed feedback on assignments and the opportunity to discuss their ideas during class and office hours.</p>
<p>6. Autonomy and Professional Capacity The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instills the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour 	<p>Students will demonstrate the independent ability to formulate positions, develop theories, and critically evaluate arguments in Biomedical Ethics. Ethical issues pertaining the patient-physician relationship, medical research, and genetic decisions (among other particular issues of concern in Biomedical Ethics) will be recognized in their social context, and students will be able to formulate a considered view on these kinds of issues. Students will also be able to extend their learning to developing and defending independent ethical positions</p>	<p>Biomedical Ethics is as concerned with building a theoretical basis for knowledge as it is with questioning the implicit ethical principles taken for granted in society. This combination of deconstructing and constructing fosters student autonomy by giving them the resources to develop their own, critically considered, positions in issues in Biomedical Ethics. These positions should be developed in the light the social impact that ethics has on society, especially in the context of medicine and other fields related to human health.</p> <p>To be considered informed individuals with the skill required for analyzing issues in Biomedical Ethics, students must have familiarity with a sufficiently diverse range of issues and suitably in-depth study of some of these issues. The</p>

	<p>outside the context of those covered by course content.</p>	<p>breadth of knowledge needed for being an autonomous thinker is best characterized by the definition of breadth noted above: students will be familiar with how issues in Biomedical Ethics arise at each stage of life. Through familiarity with the issues that arise at the earliest stages of life to end-of-life decision-making, students will have context for approaching unfamiliar issues that can be understood through analogous conceptualization and argumentation. For example, students may bring the insights regarding consent and information to their own experience as patients in the health-care system, or use the methodologies examined to question procedures for obtaining informed consent in clinical settings. As related controversies emerge at the policy level, students will likewise be able to draw from a significant body of existing principles and arguments to analyze the issue.</p> <p>Upper C and D-level courses are an integral part of fostering student autonomy as they familiarize students with an in-depth analysis of several debates in Biomedical Ethics. As noted above, a survey course may give the impression that the debate regarding physician assisted death is a matter of balancing autonomy against beneficence, but an in-depth study will give students the capacity to understand the limits of such a simplified analysis. Through the Minor program, students will appreciate how ethical controversies are not easily resolved or even easily analyzed: they will therefore be able to search for novel approaches to debates that arise in the public discourse.</p> <p>Through both PHLB09 and the upper-level courses, students will repeatedly be exposed to the impact of ethical issues for society at large. Sperm and ova donation, surrogacy, the definition of death, physician assisted death, organ donation, and numerous other questions considered through these courses are tied to existing and open debates in the public discourse. Issues are contextualized through legal cases and social movements advocating for changes in medical ethics. With a broad foundation in theory and the application of theory to social issues of significance, students will gain the capacity to appreciate and analyze Bioethical questions as they emerge throughout the course of their lives.</p>
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6 Assessment of Teaching and Learning

The program courses are expected to adhere to discipline practices for student assessment. Evaluation methods will measure the grasp of central concepts, the ability to critically assess arguments, and the

capacity to express ideas. The standard methods of assessments typically include some combination of long and short-form written assignments that require students to explain and critically assess philosophical arguments. Student evaluation may also include in-class participation and oral presentations, which will similarly measure students' ability to analyze arguments and clearly express their critical reflections.

7 Consultation

The proposed Minor was developed by the curriculum committee with wider input from the UTSC philosophy faculty. Further consultation was undertaken with the Director of Health Studies and the Program Manager of Psychology, both expressing support and enthusiasm for the proposal. We have consulted with students both formally (through surveys noted above) and informally (especially with students active in Department life). Strong student support and demand for this offering was part of the impetus for its development. UTSC Philosophy has also consulted with colleagues at the St. George campus, which has yielded helpful information regarding the design and implementation of their programs in Biomedical Ethics as well as information regarding enrolment history on the downtown campus. Finally, UTSC Philosophy has contacted Dalla Lana School of Public Health, The Faculty of Medicine, and the Faculty of Law to inform them of our plans and invite them to raise any issues or concerns. No such issues have been raised with us.

8 Resources

8.1 Faculty requirements

Two existing tenure-track positions and one existing CLTA position will provide the teaching resources necessary to support the proposed program. No new teaching resources are required to introduce the program. We will seek approval from the Dean and Provost to renew the CLTA to the maximum term limit possible. We will also request base funding to enable the Department to support successive CLTA appointments for this program and other Biomedical Ethics teaching needs.

Table 2: List of Supporting Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
Julia Nefsky (Assistant Professor)	Philosophy	Normative Ethics, Applied Ethics
Waheed Hussain (Assistant Professor)	Philosophy	Normative Ethics, Applied Ethics
Joshua Brandt (Assistant Professor CLTA)	Philosophy	Biomedical Ethics, Normative Ethics

8.2 TA and Other Teaching

Current course capacity does not present challenges for program completion, but enrolment controls can be implemented for select courses at a later date to ensure adequate resources are available.

8.3 Space/Infrastructure

There are no unique space/infrastructure requirements associated with the proposed Minor.

1 UTSC Administrative Steps

Administrative Steps Required	Date
Departmental Curriculum Committee	Friday, October 19, 2018
Dean's Office Green Light	Friday, September 28, 2018
Campus Curriculum Committee	March 1, 2019

2 UTQAP/Formal Governance Process

Levels of Approval Required	Date
<ul style="list-style-type: none">• Decanal Sign-Off• Provost Office Sign-Off	<ul style="list-style-type: none">• January 15, 2019• January 25, 2019
UTSC Academic Affairs Committee	<u>March 27, 2019</u>
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	