**Decolonial Healthcare Ethics**

**Instructor:** Taylor Rogers (Please call me “Taylor” or “Dr. Rogers”)

**Contact Information:** [Trogers11@luc.edu](mailto:Trogers11@luc.edu)

**About me:** My own research specializes in a subfield of philosophy called “epistemologies of ignorance.” More specifically, I think about how emotional numbness contributes to the kind of ignorance which furthers gendered and racialized oppression, and how cultivating various emotional capacities through storytelling and art can help. I am also a co-parent to two wonderful girls, a musician and filmmaker, and an activist for my LGBTQIA community, as well as for the incarcerated community. I am looking forward to getting to know each of you, too, as this course progresses.

**Class:** M/W/F 8:15am – 9:05 am, Crown Center Room 141

**Office Hours:** Mon./Wed. 10:30-11:30 AM, Crown Center 369, or by appointment on Zoom, Zoom ID: <https://luc.zoom.us/j/2039170584> (Please email me to make an appointment)

**Land Acknowledgement:** “As we come together as a learning community, we need to acknowledge the land we live and work on by naming the Muscogee Creek, Cherokee, and Chickasaw Peoples upon whose unceded and stolen territory the university stands. Also, we should acknowledge the enslaved peoples, primarily of African descent, whose labor built much of the university.”For more, see: <https://www.luc.edu/thea/landacknowledgement/>

**Course Description:**

How should healing and care be conceptualized? Can a medical model aimed towards universal principles be respectful of cultural pluralism? Should healthcare rights be granted towards individuals or groups (or both or neither)? What kind of moral obligations do individuals have when it comes to protecting their own health and that of others? What about governments? Guided by these questions and others, this course draws upon historical and contemporary readings to critically examine influential and underrepresented viewpoints in healthcare ethics. Covering a broad range of topics including the ethics of abortion, vaccine ethics, and disability, the aim is to bring about a preliminary but rich understanding of some of today’s most pressing ethical issues in healthcare, as well as their stakes for different communities.

\*There are no prerequisites for the course.

\*This course satisfies a writing intensive (WI) credit

\* This course satisfies a Core Curriculum credit

**Course Learning Objectives:**

1. Develop skills in the analysis, critique, and construction of arguments.
2. Critically reflect on our own value assumptions when it comes to healthcare, and those at work in our communities.
3. Develop skills in the clear and effective communication of arguments, both verbally, and especially in writing.
4. Appreciate the complexity and stakes of questions about healthcare.
5. Develop skills in distilling the most salient information from complex texts.
6. Critically examine influential philosophical positions in healthcare ethics through the lens of underrepresented viewpoints.

**Teaching Approach:**

Academic philosophy has historically failed to represent and consider the worldviews and texts of women and people of color. As a result, the field has missed out on many opportunities to learn and grow as a discipline. Furthermore, when it comes to issues of oppression, scholarly norms have taken two approaches: 1. to ignore the racism and sexism perpetuated by authors and texts (by, for example, claiming the racist and sexist views presented are ‘irrelevant’ to the *philosophy* of the considered positions), or 2. To throw away the texts and authors completely, claiming the racism and sexism poisons these texts to such an extent that engagement is no longer worthwhile, and is even harmful. I take a middle approach (which is not to claim that no value can be found in either of the two approaches mentioned above). My approach hopes to make the philosophical canon accountable and relevant to issues of oppression by reading more traditional texts alongside (and sometimes against) influential authors who explicitly thematize oppression (both inside and outside of the academy). For example, how can an individual virtue-based approach to healthcare ethics, such as the approach put forward by Beauchamp and Childress be understood in the context of communities who emphasize interdependency over and against such individualism? Or, how can Dorothy Roberts’ insights about the differential experience of Black women when it comes to reproductive justice be accommodated by the “universalist” assumptions inherent in much of the public debate about abortion? By engaging in critical dialogue sparked by questions such as these, I hope we can better understand both the limits and possibilities of traditional philosophical positions through critical collaborative scholarship across a multiplicity of different social health perspectives.

**Course Schedule (subject to change):**

\*All required reading and course material is available on SAKAI

**Week 1: Creating a Fearless Classroom**

Monday, January 17: **NO CLASS (MLK DAY)**

Wednesday, January 19:

Readings/videos:

1. <https://www.youtube.com/watch?v=xrjU2ijo5J4&list=RDLVxrjU2ijo5J4&start_radio=1&rv=xrjU2ijo5J4&t=516>
2. **Recommended:** Excerpt from *On Liberty*, John Stuart Mill

Friday, January 21:

Readings:

1. bell hooks, excerpt from *Teaching to Transgress*
2. **Recommended:** Kristie Dotson, “Tracking Epistemic Violence”

**Week 2: Introduction to Bioethics**

Monday, January 24:

Readings:

1. Lewis Vaughn, “Moral Reasoning in Bioethics” (3-33), from Bioethics: Principles, Issues, and Cases. (The 5 Principles)

Wednesday, January 26:

Readings:

1. Lewis Vaughn, “Bioethics and Moral Theories” (34-53), from Bioethics: Principles, Issues, and Cases.

Friday, January 28:

How to Write a Thesis Statement Workshop

Readings:

1. Hippocratic Oath
2. Black Elk, Nicholas (as told through John G. Neihardt), “The First Cure” In *Black Elk Speaks*: University of Nebraska Press (2000).

**\*WEEK 2 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p\***

**Week 3-4: Introduction to Feminist and Decolonial Bioethics**

Monday, January 31:

Readings:

1. Sherwin, Susan. “Women in Clinical Trials” from Lewis Vaughn, *Bioethics: Principles, Issues, and Cases.*
2. Virginia Held, “Ethics of care” (65-69), from Lewis Vaughn, *Bioethics: Principles, Issues, and Cases.*

Wednesday, February 2:

Readings:

1. Rogers, W., C. Mackenzie, and S. Dodds, 2012, “Why Bioethics Needs a Concept of Vulnerability”, *International Journal of Feminist Approaches to Bioethics*, 5(2): 11–38.

Friday, February 4:

Readings:

1. Narayan, Uma. "Colonialism and its others: Considerations on rights and care discourses." *Hypatia* 10, no. 2 (1995): 133-140.
2. **Recommended:** Keisha Shantel Ray (2020) When People of Color Are Left out of Research, Science and the Public Loses, AJOB Neuroscience, 11:4, 238-240, DOI: [10.1080/21507740.2020.1830885](https://doi.org/10.1080/21507740.2020.1830885)

**Reflection Paper One due by midnight to SAKAI**

Monday, February 7:

Readings:

1. Preface, Introduction, Chapter 1 (pp. ix-49), Alondra Nelson, *Body and Soul: The Black Panther Party* and the fight against medical discrimination, University of Minnesota Press, 2011.

Wednesday, February 9:

Peer Writing Workshop based on Reflection Paper One

Readings:

1. Chapter 3 (pp. 75-114), Alondra Nelson, *Body and Soul: The Black Panther Party* and the fight against medical discrimination, University of Minnesota Press, 2011

Friday, February 11: **Catch up Day**

**Readings:**

1. Chapter 4, Alondra Nelson, *Body and Soul: The Black Panther Party* and the fight against medical discrimination, University of Minnesota Press, 2011

**\*WEEK 4 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p\***

**Week 5-7: Vaccination Ethics**

Monday, February 14:

Readings:

1. Eula Biss, *On Immunity: An Inoculation* (pp. 3-50)

Wednesday, February 16:

Readings:

1. Eula Biss, *On Immunity: An Inoculation* (pp. 50-100)

Friday, February 18:

Readings:

1. Eula Biss, *On Immunity: An Inoculation* (pp. 100-146)

**\*WEEK 5 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p\***

Monday, February 21:

Readings:

1. Giubilini, Alberto. “Vaccination: Facts, Relevant Concepts, and Ethical Challenges,” in *The ethics of vaccination*. Springer Nature, 2019.
2. **Recommended:** Daniel Salmon, “Compulsory Vaccination and Conscientious or Philosophical Objections: Past, Present,” in *Vaccination Ethics and Policy.*

Wednesday, February 23:

Readings:

1. Jamrozik, Euzebiusz, Toby Handfield, and Michael J. Selgelid. "Victims, vectors and villains: are those who opt out of vaccination morally responsible for the deaths of others?." *Journal of medical ethics* 42, no. 12 (2016): 762-768.
2. There are plenty of moral reasons to be vaccinated, but that doesn’t mean it’s your ethical duty, the *Guardian*

Friday, February 25:

How to Write a Philosophy (Argumentative) Paper Workshop

Readings:

1. Public statement for exemptions
2. Public statement against exemptions

**\*WEEK 6 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p\***

Monday, February 28:

Readings:

1. “COVID-19 Did Not Cause Food Insecurity In Indigenous Communities But It Will Make It Worse,” [Elisa Levi](https://yellowheadinstitute.org/author/elisa-levi/) and [Tabitha Robin](https://yellowheadinstitute.org/author/tabitha-robin/)
2. “Mass Incarceration Has Worsened the COVID-19 Pandemic for Everyone”, Eric Reinhart
3. **Recommended:** “An Ethical Framework for global vaccine allocation,” from *Policy Forum*

Wednesday, March 2: **DEBATE ONE**

**Debate Outlines and Papers due by Friday March 4 at midnight to SAKAI**

Friday, March 4-Sunday March 13 (Week 8): **SPRING BREAK**

**Weeks 9-11: Reproductive Justice**

Monday, March 14:

Readings:

1. Abortion (309-326)
2. Roe v. Wade (397-402)

Wednesday, March 16:

Readings:

1. Thomson, Judith Jarvis. “A Defense of Abortion.” (326-336)

Friday, March 18:

Readings:

1. Warren, Mary Anne. “On the Legal and Moral Status of Abortion” (353-363)

**WEEK 9 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p**

Monday, March 21:

Readings:

1. Noonan, John T. An Almost Absolute Value in History (348-352)

Wednesday, March 23:

Readings:

1. Susan Sherwin, "Abortion Through a Feminist Ethics Lens" (388-395)
2. **Recommended:**Judith Butler, “Toward a Critique of the Right to Life” in *Frames of War* (15-23)

Friday, March 25:

Readings:

1. Angela Davis, Chapter 12, “Racism, Birth Control and Reproductive Rights,” from *Women, Race and Class* (1983)
2. “The Color of Choice: White Supremacy and Reproductive Justice,” Loretta Ross.

**WEEK 10 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p**

Monday, March 28:

Readings:

1. Blas Radi (2020) Reproductive injustice, trans rights, and eugenics, Sexual and Reproductive HealthMatters, 28:1, DOI: [10.1080/26410397.2020.1824318](https://doi.org/10.1080/26410397.2020.1824318)

**Deadline to withdraw from class with a grade of "W" on transcript. After this date, the penalty grade of "WF" will be assigned.**

Wednesday, March 30:

Readings:

1. Dani McClain, "The Murder of Black Youth Is a Reproductive Issue," The Nation, August 13, 2014

Friday, April 1: **DEBATE TWO**

Readings:

**Debate Outlines and Papers due by Friday March 4 at midnight to SAKAI**

**Week 12-15: Disability**

Monday, April 4:

Readings:

1. “Constructing Normalcy,” Lennard Davis.

Wednesday, April 6:

Readings:

1. Eli Clare, *Brilliant Imperfection* (pp. 49-102)

Friday, April 8:

Readings:

1. Tom Shakespeare, “The Social Model of Disability” (in the *Disability Studies Reader*)

**WEEK 12 QUESTION via SAKAI (under ‘Forums’ tab) by THURSDAY 5p**

Monday, April 11:

Readings:

1. Robert Sparrow, “Defending Deaf Culture: The Case of Cochlear Implants”
2. Bauman and Murray, “Deaf Studies in the 21st Century: “Deaf-Gain” and the Future of Human Diversity”

Wednesday, April 13: **Catch up Day**

Readings:

1. Susan Wendell, “Treating Chronic Illness as Disability”

Friday, April 15-Monday April 18: **EASTER BREAK**

Wednesday, April 20:

Readings:

1. Schizophrenia study
2. Andrea Nicki, “The Abused Mind”

Friday, April 22:

Readings:

1. Bradley Lewis, “Mad Fight: Psychiatry and Disability Activism”

**Reflection Paper Two due by midnight to SAKAI**

Monday, April 25:

Readings:

1. Chris Chapman, Allison C. Carey, and Liat Ben-Moshe, “Reconsidering Confinement” (pp. 3-19), Chapter 1 from *Disability Incarcerated*

Wednesday, April 27 :

Peer Review Workshop Based on Reflection Paper Two

Readings: **No Readings.**

Friday, April 29: **NO CLASS (Study Day)**

**Week 16: EXAMS**

**\*FINAL PAPER DUE ON MONDAY, May 1, MIDNIGHT**

**\*there is no exam for this course\***

**Course Requirements and Assignments**

1. **Attendance/participation –** Class attendance is required, with three “freebie” excused absences in which no communication with me is required (this is true no matter the reason for your absence—whether illness, travels, self-care, etc.). After three absences, **\*you must\*** communicate with me regarding any additional absences. In addition to attendance, your participation grade is also based on being an active member of class through contributing to small and large group discussions, participating in in-class learning activities, and being active on the class forum (there will be a variety of ways one can “actively” contribute, as I aim to keep in mind learner diversity). Participation also includes participating in regular classroom surveys (anonymous). Participation is 25% of your final grade. **\*No cell phones in class, and laptop use only permitted for class purposes\***

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| 2. | **Reading assignments and Discussion Questions–**It is my hope that you can do most of the readings *before* the class for which the material is assigned; that way you will get the most out of our lectures and activities. When it comes to reading, its quality over quantity. Whenever possible, aim to read and engage at a depth that will enable you to apply it in class during group and full class discussions, as well as class time activities, even if this means you do not finish the full reading assignment. On Thursdays in which there is no other assignment due that week (noted on the syllabus), I ask you to submit one thoughtful question based on the readings (by 5p Thursday). On Fridays during class, you will respond thoughtfully to at least two of your colleagues. Late questions will not be accepted. However, **you are only required to do 5 out of the 7 on the syllabus.** |
| 3. | **Reflection Papers–** There are two short reflection papers for this course. For each, choose one text and write a two-paged double-spaced critical reflection. 2/3 will be dedicated to summarizing the relevant portion of the author’s position, and 1/3 will be dedicated to your own reflection on the material. You will be allowed to copy and paste directly from these papers for your final paper. We will discuss further details in class. Due dates for each reflection paper are indicated on the course schedule. Together, these papers are worth 20% of your total grade. |
| 4. | **Debate Outline and Performance—**Each student will be assigned to a “debate team.” On two different days (marked on the syllabus), class time will be dedicated to a debate on the issues of mandatory vaccination and the legal permissibility of abortion. You will be assigned one of these two issues for in-class debate performance, as well as the team of “pro” or “con.” Your group outline (7.5 %) , and group performance (7.5%) will jointly constitute 15% of your grade. More details discussed in class. |
| 5. | **Debate Paper—**For the debate in which you are \*not\* an active participant (either mandatory vaccination or the legal permissibility of abortion), you will write a 4-5 page debate paper, arguing for the position of “pro” or “con” (which I will assign). This debate paper is worth 15% of your grade. |
| 6. | **Final Paper and Final Paper Outline (based on Reflection Paper Revisions)--** There will be one 7-8 page paper which will be worth 20% of your final grade, as well as an outline you will prepare in advance, worth 5% of your grade. These papers will build upon one of your two reflection papers, **which should be revised and expanded for these purposes.** We will discuss further details in class.  **FINAL PAPER DUE MONDAY MAY 1, MIDNIGHT** |
|  | **SUBMIT VIA “ASSIGNMENTS” ON SAKAI.** |

**Policies:**

**My goals and expectations for you:**

This class covers a large amount of material in a short period of time. I expect for each of you to make an effort throughout the course to make your needs, concerns, and any other feedback that you might have known to me. Most importantly, I need to know if you have special needs or circumstances that are impacting your performance or completion of work for the course. I am willing to be flexible and accommodating of special circumstances, but can only reasonably do so if you keep me informed about what it is that is going on.

**What you can expect of me:**

I am committed to making this course not only an educational experience, but a positive experience as well. To that end, just as I expect for each of you to make efforts to communicate your needs and concerns to me, I will endeavor to give you regular feedback and make myself available to you. In addition to the time that we spend together in class, I do my best to make myself available to you for help and consultation outside of class time, and I hope you will avail yourself of the offer to set up individual meetings as needed. I am also more than happy to speak with you by phone or answer questions via e-mail.

Besides my availability and interest in getting to know each of you, you can expect that I am interested in your feedback and input about the course, and I am open to any feedback from you your experience in my course. I cannot guarantee that I will be able to resolve every issue in the way that you might hope, but I can guarantee that I will listen to your concerns and make every effort to find a satisfactory resolution.

Finally, you can expect that I am deeply committed to your learning at Loyola. You may find there are times in class when you have a question that I cannot answer on the spot, but you can expect that when I do not know the answers, I will do my best to work with you to find the answers. It is not just a cliché to say that, as your instructor, I will also be learning from each of you throughout the course.

**MASKING:**

As conditions change over the fall, and in response to national, state, and city guidance, the University may relax its universal masking requirement. In the event the University relaxes its universal requirement for indoor mask-wearing during the Fall 2021 semester, it *may* remain a principle of this class-section that, out of respect for the health of housemates and others in regular contact with members of our community, we continue to wear masks in this class over nose and mouth at all times we are together in the classroom.

**SAKAI Website**

You will be submitting all work for this course via Sakai. Check the website **frequently** for updates, and information about the course. If you have never used a Sakai website for a course before, you can access it from the Loyola Home Page by clicking on the “Sakai” link on the top of the home page and then clicking on the “Log into Sakai” link.

**LATE WORK:**

No late work is accepted for full credit unless an extension is worked out in advance. If you submit late work without communicating with me, you will lose half a letter grade per day.

**Grading**

Attendance/Participation 25%

Reflection Paper One 10%

Reflection Paper Two 10%

Debate Outline 7.5%

Debate Performance 7.5%

Debate Paper 15%

Final Paper 20%

Final Paper Outline 5%

Total 100%

A = 93 – 100%

A- = 90 – 92%

B+ = 87 – 89%

B = 83 – 86%

B- = 80 – 82%

C+ = 77 – 79%

C = 73 – 76%

C- = 70 – 72%

D = 60 – 69%

F= <60%

**Contacting Me**

Students may contact me via email, or by appointment for phone calls and in-person meetings. Students must use their Loyola email address to communicate with me regarding all school-related matters. I will typically respond to email within 48 hours. If I do not respond to your email within three days, please send me a follow-up message.

**Disability**

Please don’t hesitate to reach out if you have any concerns about accessibility. Students requesting any accommodations can contact the Student Accessibility Center: [Student Accessibility Center: Loyola University Chicago (luc.edu)](https://www.luc.edu/sac/) which can conduct an intake and if appropriate, can provide me with an academic accommodation notification letter for you. At that point, if you would like, I will review the letter with you and discuss these accommodations in relation to this course. All conversations will remain confidential.

**Religious Holidays**

Please let me know as soon as possible about any possible conflicts so that accommodations can be made. See: <https://www.luc.edu/campusministry/faithprograms/interfaith/religiousholidays/>

**Classroom Climate**

In order for our classroom to be a constructive and supportive space for engaged learning, in-class participation should reflect a genuine attempt to learn from me, the material, and your classmates. The hope is to build a collaborative learning community where everyone feels safe to share, and feels their contributions are being valued. Please note that we will be discussing sensitive material throughout the term which may disproportionately impact some students. As such, it is imperative that you bring extra conscientiousness to this class. Disruptive or disrespectful behavior or comments during discussion, activities or in groupwork will not be tolerated. Uncivil remarks may result in the lowering of the Attendance/Participation portion of your grade. I do not foresee this being a problem.

**Plagiarism and Academic Dishonesty**

In accordance with copyright and intellectual property rights, materials from the course cannot

be shared outside the course without written permission. The same policy applies to recording zoom or in-person lecture. You are responsible for familiarizing yourself with Loyola’s Academic Integrity Statement: [https://www.northwestern.edu/provost/policies/academic-integrity/](https://www.northwestern.edu/provost/policies/academic-integrity/%20) (see also the Writing Program’s suggested resource, Defining and Avoiding Plagiarism: http:/wpacouncil.org/aws/CWPA/pt/sd/news\_article/272555/\_PARENT/layout\_details/false)

**Mandatory Reporter**

As a University employee, I am required to report concerns about a student’s health or safety if I have reason to believe that the student is in danger of injuring self or others. If you would like to speak with someone confidentially about such matters, please connect with the mental health services provided by the University’s Wellness Center: [Mental Health : Wellness Center: Loyola University Chicago (luc.edu)](https://www.luc.edu/wellness/mentalhealth/)

**Student Course Ratings**

Students will be asked to provide regular feedback for the course, which will take place during class time. This polling will remain anonymous. Course evaluations provide valuable information about the successful delivery and support of a course to both the faculty and administrators. I rely on course rating surveys for feedback on the course and teaching methods, so I can understand what aspects of the class are most successful and what aspects might be improved or changed in the future. Without this information, it can be difficult to reflect upon and improve teaching methods and course design. Please take these surveys seriously, in addition to your end-of-course evaluations.

**Additional Resources:**

**The Writing Center** has tutors who are trained in a variety of areas and specialize in aiding students in their writing process. Students can make appointments online: <https://www.luc.edu/writing/index.shtml>

**Official Academic Calendar:** [www.luc.edu/academics/schedules](http://www.luc.edu/academics/schedules)

**Center for Student Support and Advocacy:** https://www.luc.edu/csaa/