BETH 210. Perspectives on Health: Introduction to Medical Humanities and Social Medicine. 3 Units.
This survey course is designed to give students a broad overview of medical humanities and medical social sciences. Students will engage materials from a wide range of disciplines and learn how to analyze which perspectives afford and obscure which types of knowledge relevant to health, illness and clinical practice. Students will learn how to identify epistemology, methodology, theory and data from various disciplinary perspectives. This course is relevant for students engaged in pre-clinical education as well as those interested in medical humanities and medical social sciences.

BETH 271. Bioethics: Dilemmas. 3 Units.
We have the genetic technology to change nature and human nature, but should we? We have the medical technology to extend almost any human life, but is this always good? Should we clone humans? Should we allow doctor-assisted suicide for the terminally ill? This course invites students from all academic disciplines and fields to examine current and future issues in bioethics—e.g., theory and methods in bioethics; death and dying; organ transplantation; genetics; aging and dementia; fertility and reproduction; distributive justice in health care access. The course will include guest lecturers from nationally-known Bioethics faculty. Offered as BETH 271 and PHIL 271.

BETH 302. Independent Studies in Bioethics. 1 - 3 Units.
This course is for students with Bioethics-related special interests not adequately addressed in regular courses, and who wish to work independently in consultation with faculty.

BETH 309. Aging, Ageism, and Embodiment. 3 Units.
We all grow old (if we are so lucky!). But who wants to be called "old"? And how does the experience of "growing old" differ based on one's sex or gender, sexuality, race or ethnicity, and socioeconomic or disability status? In this course, we will consider the social, cultural, scientific, medical, and personal meanings of aging, and how these meanings, as well as the embodied experience of aging in America, are influenced by multiple forms of ageism. We will interrogate the assumptions and stereotypes about age that circulate through mainstream American culture and medicine and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change ageism, and thus our own inevitable experiences of aging? The course requires reading quizzes, papers, participation, and attendance, and for graduate students an additional presentation.

BETH 310. Independent Studies: Bioethics. 1 - 3 Units.

BETH 314. Global Health: India. 3 Units.
Bioethics is the study of ethical controversies arising at the intersection of biology, medicine, technology, politics, law, philosophy, religion and culture. This course will discuss and analyze the issue of health in India; recognizing that health is more than the diagnosis and treatment of a disease. Using three diseases (HIV/AIDS, leprosy and tuberculosis) students will explore the relationship between culture and health care outcomes. Relevant issues addressed in the course include the history of British rule in India, Hinduism, the Caste system, poverty, access to education and public policy. Faculty will introduce readings on the history of India, medical anthropology, religion and the law. Students will then be given the opportunity to focus on a particular topic, research the existing literature, present their findings to the class and create a plan to observe the chosen topic while in India during the Summer semester. Course instructors include Nicole Deming, JD, MA Assistant Professor of Bioethics; Deepak Sarma, PhD, Associate Professor of South Asian Religions; and Gopal Yadavalli, MD Assistant Professor of Medicine and Chief of the Infectious Diseases Clinic at the Cleveland VA Medical Center. The course will also invite guest lectures from many different departments and schools to share their expertise and experience in the areas of Global Justice, Anthropology, and Human Rights.

BETH 315. International Bioethics Policy and Practice. 3 Units.
Taught by Case and international faculty, this course will include 7-10 days of intensive didactic and experiential learning in one of several "host" countries. Examples of sites include: Free University of Amsterdam and University of Utrecht in the Netherlands; University of Paris in France; and Ben Gurion University in Israel. It will afford a unique opportunity to gain perspective on important bioethics issues in different societies, i.e., euthanasia, public health policies, access to healthcare, and stem cell research. At the international site, students will spend 6 hours per day (5 days) in seminar (involving didactics, discussion, and guided-observation clinical experience). There will be two 3-hour preparatory sessions, required reading, and two 3-hour post trip sessions. Requirements: preparation, attendance, and class participation, a 12-15 page paper (undergraduate credit) and a 15-20 page paper (graduate credit). Graduate credit will also require students to prepare a presentation for a post-intensive session. Enrollment will be capped at 25. This course has an additional fee to cover costs of travel and lodging. Limited scholarships are available. Offered as BETH 315 and BETH 415.

BETH 315A. International Bioethics Policy and Practice: Women's Health in the Netherlands. 3 Units.
This 3-credit course allows students to familiarize themselves with social policies and practices related to women's health in the United States and the Netherlands. Issues covered in the course include birth control and family planning, abortion, prenatal testing, childbirth, health care disparities, cosmetic surgery, prostitution and trafficking in women. This course also addresses the US and Dutch national policies regarding the public provision of health care for women. The course places an emphasis on the ways in which social norms shape policies over time, which political actors are involved in shaping women's health policy, and the balance between women's health as a matter of the public good or individual responsibility. This course substantively explores gender-specific cultural values and practices in relation to women's health in the United States and the Netherlands and will help students develop the analytical skills necessary for evaluating social policy and ethical issues related to women's health. Offered as BETH 315A, BETH 415A and WGST 315A. Counts for CAS Global & Cultural Diversity Requirement.
BETH 315B. International Bioethics Policy and Practice: Public Health in the Netherlands. 3 Units.
This one week 3-credit intensive course will be held in Amsterdam, The Netherlands. Taught by faculty from Case and Utrecht University, this course offers students a cross-cultural perspective on ethical dilemmas raised by the practice of public health in the United States and Northern Europe. Additionally, this course examines policies related to prostitution, drug use, sex education, infectious disease prevention, and access to health care and how they differ in the cultural and political settings of U.S. and the Netherlands. We will examine both the rationales and outcomes of Dutch and American policies, stimulating course participants to consider their own views on these often controversial issues. Prior to the trip, students will attend lectures at Case, which will acquaint them with the theoretical approaches to public health ethics and major issues raised in the practice of public health. In these pre-trip sessions, students will also analyze and report on a case study designed to stimulate critical thinking on comparative public health ethics. In Amsterdam, students will attend lectures that will be supplemented by site visits and discussion sessions aimed at exploring the ethics of public health policy and practice in the Netherlands. Following the intensive week in Amsterdam, students will meet with instructors at Case for two hours to discuss their experiences and compare policies and practices in the U.S. and the Netherlands. Offered as BETH 315B and BETH 415B. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315C. International Bioethics Policy and Practice: Health Care Costa Rica. 3 Units.
This 3-credit course gives students the unique opportunity to observe patients and practitioners encounter in a radically different health care system. Costa Rica has one of the most comprehensive health care systems in the Western hemisphere, featuring the innovative use of mid-level health care workers organized in basic comprehensive health care teams. This has resulted in a longer life expectancy than the United States, despite a per capita GDP of only $10,000 per person. Students will gain first-hand experience of Costa Rican health care through field experiences at sites including a national hospital in the capital city, San Jose; a peripheral treatment clinic in a smaller town; and observation of the work of an integrated basic health care team in an indigenous reserve. Following each visit, students will discuss the practical and ethical dilemmas that practitioners face in the context of the Costa Rican health care system. Specific topics include: health inequalities within and between nations; the ethics of transplantation, medical research, and end-of-life care; and health care in rural environments and with indigenous populations. Offered as BETH 315C and BETH 415C. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315D. French Connections, A Cross-Cultural Comparison of Medical Ethics. 3 Units.
This 3-credit course is collaboration between Case Western Reserve University and the University of Paris. The course includes a ten-day trip to Paris, France over Spring Break. This course offers a cross-cultural comparison of the French and American medical systems. Students will have the unique opportunity to learn first-hand how the French medical education system is structured and how the social, cultural and political contexts in France shape medical and ethical issues. The trip includes guided field experiences in French clinical settings as well as opportunities to engage with French faculty members and physicians about contemporary issues in bioethics. Ethical issues that may be considered may include reproductive rights, decision-making involving severely impaired newborns, withholding/withdrawing life-sustaining treatment and issues in organ donation and transplant. The course also will also emphasize the role of French culture and history while in Paris with museum and site visits designed to complement seminar content and offer real-life illustrations of course content. Prior to the trip, students attend six hours of lectures, either at Case Western Reserve University or via a web-based tutorial. They are expected to become familiar with the representative articles assigned for the course, and be prepared to integrate those readings into pre-trip class participation and active participation while in France. Following the trip, students meet with the instructor for an additional four hours to discuss and synthesize their experiences. Offered as BETH 315D and BETH 415D. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315F. Comparison in Bioethics, Spanish and American Perspectives on Health, Medicine, and Culture. 3 Units.
This 3-credit intensive course will include several day long sessions at CWRU and two weeks of classes and activities in the city of Granada, Spain. Taught by faculty from CWRU and UPV/EHU, this course offers students a cross-cultural perspective on bioethics in the United States and Spain. It uses the medium of film, complemented by readings in bioethics, film criticism, and medical research, to introduce students to a number of compelling bioethics issues, including end-of-life, reproductive ethics, biomedical research and organ transplantation. Offered as BETH 315F and BETH 415F. Counts for CAS Global & Cultural Diversity Requirement.

BETH 315G. Death, Dying & Euthanasia: Netherlands & the USA. 3 Units.
Is it ever permissible for physicians to kill their patients? In the Netherlands, the answer is yes. In the United States, it is no. Are the Dutch sliding down a moral slippery slope? Are the Americans compromising the rights and dignity of dying patients? This 3-credit course is a unique opportunity to examine a range of Dutch and American end-of-life policies and practices with special focus on the unique ethical, cultural, religious, and legal contexts in which they developed. This course will compare how two liberal democracies, the United States and the Netherlands, have handled difficult end-of-life issues, including: The Dutch regulation of euthanasia; Regulation of physician-assisted suicide in the state of Oregon; Terminal sedation; End-of-life decisions in newborns; Withholding and withdrawing of artificially-provided fluids and nutrition; The legal basis for end-of-life decision making in the USA; Palliative care and hospice; Public trust in medicine and physicians. In the United States, teaching methods will include lectures, case discussion, and exposure to how some of the course’s themes are reflected in popular culture such as movies. Offered as BETH 315G and BETH 415G. Counts for CAS Global & Cultural Diversity Requirement.
CWRU, through the Center for Global Health and Diseases, has had projects, student exchanges and courses with institutions in Brazil and especially with the state of Bahia for over 30 years. In that time, personal and professional relationships have been developed with branches of the Ministry of Health (Oswaldo Cruz Foundation, the Municipal and State Health Departments), the Federal University of Bahia, and the Bahiana School of Medicine and Public Health. Brazil is the second largest country in the Western Hemisphere and the 7th or 8th largest economy in the world. There are more people who speak Portuguese in South America than Spanish. Despite newly discovered oil, enormous natural and human resources, development in Brazil has been uneven with the Northeast remaining the least developed. The Northeastern state of Bahia ranked 22nd out of 27 states on the UN’s Index of Human Development (http://www.pnud.org.br/IDH/DH.aspx# and http://www.atlasbrasil.org.br/2013/pt/home/). The State capital, Salvador, ranks 14th out of 20 major metropolitan regions and is one site for this study abroad program. The second site, the rural town of Ubaíra, is ranked 4590 out of 5565 municipalities. Even with large social inequities and health care disparities, the Brazilian government and society have produced remarkable social policies, have shown a willingness to implement these policies and have the resources to significantly improve the lives of its most impoverished citizens. Critical basic infrastructure for health and development is water. Its consumption is essential; it is a mechanism for waste disposal, industry and agriculture are dependent on its supply. The problem of water quantity and quality are common all human societies (witness the drought in California and the burning Cuyahoga). Individuals from all walks of life will need to assess issues of water at some time, from doctors, engineers, urban planners, lawyers and politicians. In Brazil the issues of water are more exposed and easier to examine on different scales than in the U.S. The problem also resides within a social, health care, and political context that compares well and at the same time contrasts sharply with that of the USA. As a student in this course, you will gain first-hand knowledge of the social and public health challenges regarding water security in Brazil. Through field experiences in the capital city of Salvador and the rural town of Ubaíra, you will immerse yourself in interdisciplinary perspectives on the public health, scientific, political, and bioethical dimensions of water security in Brazil. This immersive experience will be facilitated by faculty from the CWRU Dept. of Bioethics and the Center for Global Health and Diseases, the Brazilian Ministry of Health, the Federal University of Bahia, the Bahiana School of Medicine and Public Health, and Brazilian graduate student participants. Offered as: INTH 315, INTH 415, BETH 315H, and BETH 415H. Counts for CAS Global & Cultural Diversity Requirement.

This course will offer students the opportunity to compare and contrast the ways in which the Netherlands and the United States approach drug use. In particular, students will be asked to carefully examine the ethical dimensions of harm reduction programs, policies regarding the availability and the decriminalization of drugs, and the critical role of detention and correctional medical care in addressing drug use. The course will include an introduction to the Dutch and U.S. health care and health insurance systems and will consider how the construction of the patient-physician relationship impacts the prevalence and treatment of drug use in each country. In addition, students will explore the ethics of public health initiatives and social programs aimed at drug users in both settings, including those designed for particular populations such as immigrants and older users. The course will pay special attention to the unique challenges and ethics of the opioid crisis in the U.S. Offered as BETH 315J and BETH 415J. Counts for CAS Global & Cultural Diversity Requirement.

This class brings together the study of conservation, ethics and human well-being in a hands-on investigation at Yellowstone National Park. The course returns to the original meaning of the term bioethics as including the biome. It covers conservation ethics and human relationships with the environment and other species as they impact human health across multiple levels. The course draws on theories, models, and methods from psychological anthropology and political ecology to frame the complex dynamics of interaction. The evolution and psychology of compassion and awe are engaged in processual models of human interaction with the natural world and other species. Both have important implications for human health in everyday behavioral practice and in clinical settings. The course involves pre-departure study and then will integrate the materials in the field in Yellowstone National Park looking at contemporary and historical issues in partnership with Yellowstone Forever Institute instructors. In particular, the case of the conservation of the American bison will be used to understand multi-level issues over time in culture, politics, environment, human behavior, and health. The course requires papers, participation, attendance and a field journal. Offered as BETH 315Y and BETH 415Y.

Science, Technology, and Society (STS) is an interdisciplinary field of scholarship that examines how social, cultural, historical, ethical, and political forces impact scientific research and technological development: and, in turn, how our beliefs, values, and perspectives change in response to scientific and technological innovation. This course will take an STS approach to the study of human health and medicine. We will explore how advances in contemporary biomedicine have affected society and culture, and in turn, how society and culture influence medical science, technology, and clinical practice. Topics we will explore include reproductive technologies, genetics, disability, cyborgs and human enhancement, pharmaceuticals, medical practice, and end-of-life care. The course will prepare students to think critically about scientific and medical knowledge, to thoughtfully examine the relationships between science, technology and culture at large, and to consider the ways that new medical technologies shape and re-shape our understandings of illness, health, and the human body. Weekly course meetings will implement a blend of lectures, discussions, and in-class exercises. Offered as BETH 319 and BETH 419.
BETH 360. Science and Society. 3 Units.
This course examines the complex ethical and other value relationships that exist between science and society. Students will be encouraged to question the simplistic view that science proceeds independently of societal values and contentious ethical commitments. A range of other social factors, such as ethical belief systems, political forces, and large-scale financial interests all influence new scientific and technological developments. In order to illuminate each of these larger themes, this course focuses on three exciting areas of scientific inquiry: stem cell research; synthetic biology, and nanotechnology. Each of these contentious scientific fields provides an excellent view into the challenging ethical, cultural, social, political, and economic issues that will face students, both as scholars and as citizens. No prior technical knowledge is necessary for any of these scientific areas. All relevant scientific information will be provided during the course by the professor. Offered as BETH 360, BETH 460 and PHIL 360.

BETH 371. Advanced Bioethics. 3 Units.
This course offers upper-level instruction on many key bioethical issues introduced in BETH/PHIL 271. The class follows a discussion-intensive seminar format. Students begin with an in-depth analysis of ethical issues surrounding the conduct of clinical trials, both within the U.S. and through U.S.-sponsored research abroad. Next students examine the philosophical and practical challenges involved in medical decision making for adults and pediatric patients. This course concludes by addressing the broader ethical problem of what duties we owe to future generations in terms of our reproductive choices and the allocation of health-related public expenditures. Each of these general topic areas - clinical trials, medical decision making, and future generations - is of crucial importance for all students whether one plans to enter a career in biomedical research, the healthcare professions, or some other career path. Everyone is a potential patient or the family member of a potential patient. The topics covered in Advanced Bioethics will help prepare students to become responsible participants in an increasingly complex biomedical world. Offered as BETH 371 and PHIL 371. Prereq: BETH 271 or PHIL 271.

BETH 371C. Advanced Bioethics: Clinical Observation. 1 Unit.
This course is a one credit class intended to supplement BETH 371: Advanced Bioethics. In this course students will become familiar with the clinical, psychological, social, professional, and institutional context in which bioethical problems arise. Students are exposed to clinical cases as they arise, to hospital ethics committees and ethics consultation programs, to institutional review boards (IRB), and to hospital policies covering "do not resuscitate" orders (DNR), advance directives, withdrawal of artificial feeding, and medical futility. The clinical rotation will consist of 20 hours of supervised observation where students attend structured clinical activities such as ICU rounds, case conferences as well as shadow clinicians that work with the Department of Bioethics and are used to having students at various levels of observers. The purpose of the clinical rotation will be to give students first hand observational experience in the health care system and how the key bioethical issues discussed in BETH 371 manifest in the clinical setting. The primary locations for this course are MetroHealth Medical Center and Louis Stokes Cleveland VA Medical Center. Prereq: BETH 271 or PHIL 271. Coreq: BETH 371 or PHIL 371.

BETH 401. Foundations in Bioethics I. 6 Units.
The first of the two required seminar courses, this course covers five basic topic areas in bioethics: death and dying; health professional-patient relationship; method and theory in bioethics; organ transplantation; and ethics and children. The course meets twice weekly and is taught in seminar format by Center faculty members who are experts on specific topics. Preentry.

BETH 402. Foundations in Bioethics II. 6 Units.
This course completes the required seminar core and covers the basic bioethics topic areas: health care justice; defining 'health care needs;' reproduction and fertility ethics; research ethics; and ethics in genetics. The course meets twice weekly and is taught in seminar format by Center faculty members who are experts on specific topics. Recommended preparation: BETH 401.

BETH 402C. Bioethics and Medical Humanities Capstone. 1.5 Unit.
The Capstone paper is an opportunity for the student to demonstrate mastery in an area of Bioethics and Medical Humanities. It is intended to show engagement with interdisciplinary literature in Bioethics and Medical Humanities and also an ability to construct and support an argument. The specific topic in Bioethics and Medical Humanities is chosen by the student in consultation with faculty advisers. Prereq: BETH 401 and student in MA Bioethics and Medical Humanities program. Coreq: BETH 402.

BETH 403. Mental Illness and Bioethics in Film and Literature. 1.5 Unit.
This course examines bioethical issues that arise in the representation of mental illness and its treatment in film and literature. Course requirements include viewing 3 films and reading 3 or more books during the course of the semester, in-class discussion, and assigned writing. The films and works of literature will be rotated each year, with some possible repetitions. Prereq: Graduate Bioethics student or Requisites Not Met permission.

BETH 404. Poetry Boot Camp Workshop: Bioethical Poetry Topics Human, Mental Illness and Animal Welfare. 3 Units.
In this introductory poetry writing workshop and study of bioethical issues in poetry, you will write poems each day and read a wide variety of poems that are organized according to either bioethical themes or demonstrations of types of poem or craft. Participants will undertake in-class study of the following poets: James Wright, John Keats, Sylvia Plath, Robert Lowell, Theodore Roethke, and Langston Hughes, among others. As the week proceeds, we will consider how to read and review poetry with special attention to tone, theme, structure, and response to specific words and lines from poems.

BETH 405. Clinical Ethics Rotation. 1.5 - 3 Units.
In this course students will become familiar with the clinical, psychological, social, professional, and institutional context in which ethical problems arise. This course exposes students to clinical cases, to hospital ethics committees and ethics consultation programs, to institutional review boards (IRB), and to hospital policies covering the "do not resuscitate" orders (DNR), advance directives, withdrawal of artificial feeding, organ procurement and transplantation, and medical futility. Requires minimum of 8 total hours of rotation experience per week during two semester 10-week rotations. Locations for this course include: MetroHealth Medical Center, University Hospitals of Cleveland, and the Hospice of the Western Reserve. Recommended preparation: BETH 401 or concurrent enrollment.
BETH 406. Society, Religion, and Bioethics. 3 Units.
Focus and Scope of Course: The course examines the interplay of politics, governmental structures, culture and religion and their impact on ethics questions that arise in the health arena. The course provides a broad overview of the basic tenets of several major faith traditions and examines how and why the interpretation of such tenets and their impact on bioethics issues varies across different societies. The specific domains in which we explore such issues, e.g., reproductive health, regenerative medicine, end-of-life issues, infectious disease, may be rotated each year. Objectives: Students will be able to *Describe how religious views and interests affect policymaking with respect to a variety of health-related issues *Enunciate strategies for the reconciliation of bioethics perspectives stemming from diverse religious interests in a pluralistic society *Compare and contrast the perspective of various world religions with respect to specific bioethics issues Prereq: Open to Graduate Students and Seniors only.

BETH 407. Interprofessional Integrative Seminar. 0 Unit.
This is an integrative seminar for dual professional degree students in Bioethics, e.g. Bioethics and Law, Bioethics and Public Health, Bioethics and Medicine. It is required for all dual professional degree students in Bioethics who were admitted to Bioethics on or after January 1, 2013. Students are required to take the seminar for two semesters at any time during their Bioethics program. The course focuses on the study of selected texts with respect to ethical issues and interprofessional relationships. Prereq: Must be a dual professional degree student.

BETH 409. Aging, Ageism, and Embodiment. 3 Units.
We all grow old (if we are so lucky!). But who wants to be called "old"? And how does the experience of "growing old" differ based on one's sex or gender, sexuality, race or ethnicity, and socioeconomic or disability status? In this course, we will consider the social, cultural, scientific, medical, and personal meanings of aging, and how these meanings, as well as the embodied experience of aging in America, are influenced by multiple forms of ageism. We will interrogate the assumptions and stereotypes about age that circulate through mainstream American culture and medicine and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change ageism, and thus our own inevitable experiences of aging? The course requires reading quizzes, papers, participation, and attendance, and for graduate students an additional presentation.

BETH 410. Foundations of Medicine, Society and Culture. 3 Units.
Topics will include comparative medical systems and concepts of health, medical history, illness narratives and narrative ethics, social determinants of health and health inequalities, analysis of representations of illness and medicine in literature and the arts, and medical rhetoric. Students who complete the course should develop a command of the basic problems, approaches, and literatures in the social and cultural contexts of health sickness, and medicine. Students will be able to identify epistemology, theory, methodology and data from neighboring disciplines and understand affordances and costs in each.

BETH 411. Narrative Medicine: Methodology in patient-centered medical education. 3 Units.
Narrative Medicine, or medicine practiced with narrative skills (as defined by Rita Charon, MD, PhD), is a methodology in patient-centered medical education. Narrative medicine is informed by the theory and practice of reading, writing, telling, and receiving of stories as a clinically empowering practice for anyone engaged (or planning to engage) in the field of healthcare. This course will employ various methods of learning and experiencing narrative, including fundamental skills of close reading and reflective writing and other forms of self-representation. Narrative competence is an important skill that enables a person to "recognize, absorb, interpret, represent, and be moved by the stories of illness". Major themes throughout the course will include caregivers' and patients' empowerment, empathy, narrative ethics, testimony, reflexive writing, and illness and medical stories. The course will be conducted in a seminar-type format. Each session will have readings that relate to the theory of narrative (primarily from the Charon textbook but also from other sources in the Ethics and Humanities professional literature) and related health humanities. Many of the sessions will also include the application of reflective practice/close reading. Additional elements will be writing workshops and use of film and visual art as narrative. The class will meet once weekly for a 3 hour session. This class is open to graduate students in any humanities or healthcare field, and will be especially useful to those who intend to have a future career in which direct care of patients/clients is a part of their work.

BETH 412. Ethical Issues in Genetics/Genomics. 3 Units.
This course is designed to familiarize graduate students with the major controversies over the generation and use of new human genetic information. Topics will include the spread of predictive genetic testing, prenatal diagnosis, genetic discrimination, human genetic variation research, eugenics, genetic counseling, and the limits of human gene therapy. The course will be conducted as a seminar, involving discussions of readings, guest speakers, and student presentations.

BETH 413. A Social Justice Perspective on Digital Medicine and the Digital Divide. 1.5 Unit.
This course begins by exploring bioethical and social justice perspectives related to the digital divide and to efforts to address gaps. We will then consider the risks and benefits to individuals and to populations from the proliferating use of health-relevant data from smartphone apps, wearable devices, data generated from our google searches, etc. We will apply a social justice lens to evaluating how the FDA regulates consumer digital health technology and consider the potential risks and harms that an IRB might consider in evaluating proposals for using devices in clinical research. Finally, we will apply our learning about the digital divide and digital devices to assess individual and societal risks and benefits associated with apps intended to mitigate the risk of COVID-19.
BETH 415A. International Bioethics Policy and Practice: Women's Health in the Netherlands. 3 Units.
This 3-credit course allows students to familiarize themselves with social policies and practices related to women's health in the United States and the Netherlands. Issues covered in the course include birth control and family planning, abortion, prenatal testing, childbirth, health care disparities, cosmetic surgery, prostitution and trafficking in women. This course also addresses the US and Dutch national policies regarding the public provision of health care for women. The course places an emphasis on the ways in which social norms shape policies over time, which political actors are involved in shaping women's health policy, and the balance between women's health as a matter of the public good or individual responsibility. This course substantively explores gender-specific cultural values and practices in relation to women's health in the United States and the Netherlands and will help students develop the analytical skills necessary for evaluating social policy and ethical issues related to women's health. Offered as BETH 315A, BETH 415A and WGST 315A. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415B. International Bioethics Policy and Practice: Public Health in the Netherlands. 3 Units.
This one week 3-credit intensive course will be held in Amsterdam, The Netherlands. Taught by faculty from Case and Utrecht University, this course offers students a cross-cultural perspective on ethical dilemmas raised by the practice of public health in the United States and Northern Europe. Additionally, this course examines policies related to prostitution, drug use, sex education, infectious disease prevention, and access to health care and how they differ in the cultural and political settings of U.S. and the Netherlands. We will examine both the rationales and outcomes of Dutch and American policies, stimulating course participants to consider their own views on these often controversial issues. Prior to the trip, students will attend lectures at Case, which will acquaint them with the theoretical approaches to public health ethics and major issues raised in the practice of public health. In these pre-trip sessions, students will also analyze and report on a case study designed to stimulate critical thinking on comparative public health ethics. In Amsterdam, students will attend lectures that will be supplemented by site visits and discussion sessions aimed at exploring the ethics of public health policy and practice in the Netherlands. Following the intensive week in Amsterdam, students will meet with instructors at Case for two hours to discuss their experiences and compare policies and practices in the U.S. and the Netherlands. Offered as BETH 315B and BETH 415B. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415C. International Bioethics Policy and Practice: Health Care Costa Rica. 3 Units.
This 3-credit course gives students the unique opportunity to observe patients and practitioners encounter in a radically different health care system. Costa Rica has one of the most comprehensive health care systems in the Western hemisphere, featuring the innovative use of mid-level health care workers organized in basic comprehensive health care teams. This has resulted in a longer life expectancy than the United States, despite a per capita GDP of only $10,000 per person. Students will gain first-hand experience of Costa Rican health care through field experiences at sites including a national hospital in the capital city, San Jose; a peripheral treatment clinic in a smaller town; and observation of the work of an integrated basic health care team in an indigenous reserve. Following each visit, students will discuss the practical and ethical dilemmas that practitioners face in the context of the Costa Rican health care system. Specific topics include: health inequalities within and between nations; the ethics of transplantation, medical research, and end-of-life care; and health care in rural environments and with indigenous populations. Offered as BETH 315C and BETH 415C. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415D. French Connections, A Cross-Cultural Comparison of Medical Ethics. 3 Units.
This 3-credit course is collaboration between Case Western Reserve University and the University of Paris. The course includes a ten-day trip to Paris, France over Spring Break. This course offers a cross-cultural comparison of the French and American medical systems. Students will have the unique opportunity to learn first-hand how the French medical education system is structured and how the social, cultural and political contexts in France shape medical and ethical issues. The trip includes guided field experiences in French clinical settings as well as opportunities to engage with French faculty members and physicians about contemporary issues in bioethics. Ethical issues that may be considered may include reproductive rights, decision-making involving severely impaired newborns, withholding/withdrawing life-sustaining treatment and issues in organ donation and transplant. The course also will also emphasize the role of French culture and history while in Paris with museum and site visits designed to complement seminar content and offer real-life illustrations of course content. Prior to the trip, students attend six hours of lectures, either at Case Western Reserve University or via a web-based tutorial. They are expected to become familiar with the representative articles assigned for the course, and be prepared to integrate those readings into pre-trip class participation and active participation while in France. Following the trip, students meet with the instructor for an additional four hours to discuss and synthesize their experiences. Offered as BETH 315D and BETH 415D. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415F. Comparison in Bioethics, Spanish and American Perspectives on Health, Medicine, and Culture. 3 Units.
This 3-credit intensive course will include several day long sessions at CWRU and two weeks of classes and activities in the city of Granada, Spain. Taught by faculty from CWRU and UPV/EHU, this course offers students a cross-cultural perspective on bioethics in the United States and Spain. It uses the medium of film, complemented by readings in bioethics, film criticism, and medical research, to introduce students to a number of compelling bioethics issues, including end-of-life, reproductive ethics, biomedical research and organ transplantation. Offered as BETH 315F and BETH 415F. Counts for CAS Global & Cultural Diversity Requirement.
BETH 415G. Death, Dying & Euthanasia: Netherlands & the USA. 3 Units.
Is it ever permissible for physicians to kill their patients? In the Netherlands, the answer is yes. In the United States, it is no. Are the Dutch sliding down a moral slippery slope? Are the Americans compromising the rights and dignity of dying patients? This 3-credit course is a unique opportunity to examine a range of Dutch and American end-of-life policies and practices with special focus on the unique ethical, cultural, religious, and legal contexts in which they developed. This course will compare how two liberal democracies, the United States and the Netherlands, have handled difficult end-of-life issues, including: The Dutch regulation of euthanasia; Regulation of physician-assisted suicide in the state of Oregon; Terminal sedation; End-of-life decisions in newborns; Withholding and withdrawing of artificially-provided fluids and nutrition; The legal basis for end-of-life decision making in the USA; Palliative care and hospice; Public trust in medicine and physicians. In the United States, teaching methods will include lectures, case discussion, and exposure to how some of the course’s themes are reflected in popular culture such as movies. Offered as BETH 315G and BETH 415G. Counts for CAS Global & Cultural Diversity Requirement.

BETH 415H. Water Security and Social Justice in Brazil. 3 Units.
CWRU, through the Center for Global Health and Diseases, has had projects, student exchanges and courses with institutions in Brazil and especially with the state of Bahia for over 30 years. In that time, personal and professional relationships have been developed with branches of the Ministry of Health (Oswaldo Cruz Foundation, the Municipal and State Health Departments), the Federal University of Bahia, and the Bahiana School of Medicine and Public Health. Brazil is the second largest country in the Western Hemisphere and the 7th or 8th largest economy in the world. There are more people who speak Portuguese in South America than Spanish. Despite newly discovered oil, enormous natural and human resources, development in Brazil has been uneven with the Northeast remaining the least developed. The Northeastern state of Bahia ranked 22nd out of 27 states on the UN’s Index of Human Development (http://www.pnud.org.br/IDH/DH.aspx# and http://www.atlasbrasil.org.br/2013/pt/home/). The State capital, Salvador, ranks 14th out of 20 major metropolitan regions and is one site for this study abroad program. The second site, the rural town of Ubaíra, is ranked 4590 out of 5565 municipalities. Even with large social inequities and health care disparities, the Brazilian government and society have produced remarkable social policies, have shown a willingness to implement these policies and have the resources to significantly improve the lives of its most impoverished citizens. Critical basic infrastructure for health and development is water. Its consumption is essential; it is a mechanism for waste disposal, industry and agriculture are dependent on its supply. The problem of water quantity and quality are common all human societies (witness the drought in California and the burning Cuyahoga). Individuals from all walks of life will need to assess issues of water at some time, from doctors, engineers, urban planners, lawyers and politicians. In Brazil the issues of water are more exposed and easier to examine on different scales than in the U.S. The problem also resides within a social, health care, and political context that compares well and at the same time contrasts sharply with that of the USA. As a student in this course, you will gain first-hand knowledge of the social and public health challenges regarding water security in Brazil. Through field experiences in the capital city of Salvador and the rural town of Ubaíra, you will immerse yourself in interdisciplinary perspectives on the public health, scientific, political, and bioethical dimensions of water security in Brazil. This immersive experience will be facilitated by faculty from the CWRU Dept. of Bioethics and the Center for Global Health and Diseases, the Brazilian Ministry of Health, the Federal University of Bahia, the Bahiana School of Medicine and Public Health, and Brazilian graduate student participants. Offered as: INTH 315, INTH 415, BETH 315H, and BETH 415H. Counts for CAS Global & Cultural Diversity Requirement.
**BETH 415J. Dutch Perspectives: Drugs, Decriminalization and Detention. 3 Units.**

This course will offer students the opportunity to compare and contrast the ways in which the Netherlands and the United States approach drug use. In particular, students will be asked to carefully examine the ethical dimensions of harm reduction programs, policies regarding the availability and the decriminalization of drugs, and the critical role of detention and correctional medical care in addressing drug use. The course will include an introduction to the Dutch and U.S. health care and health insurance systems and will consider how the construction of the patient-physician relationship impacts the prevalence and treatment of drug use in each country. In addition, students will explore the ethics of public health initiatives and social programs aimed at drug users in both settings, including those designed for particular populations such as immigrants and older users. The course will pay special attention to the unique challenges and ethics of the opioid crisis in the U.S. Offered as BETH 315J and BETH 415J. Counts for CAS Global & Cultural Diversity Requirement.

**BETH 415Y. Conservation, Compassion and Awe in Yellowstone National Park: Environmental Ethics and Human Health. 3 Units.**

This class brings together the study of conservation, ethics and human well-being in a hands-on investigation at Yellowstone National Park. The course returns to the original meaning of the term bioethics as including the biore. It covers conservation ethics and human relationships with the environment and other species as they impact human health across multiple levels. The course draws on theories, models, and methods from psychological anthropology and political ecology to frame the complex dynamics of interaction. The evolution and psychology of compassion and awe are engaged in processual models of human interaction with the natural world and other species. Both have important implications for human health in everyday behavioral practice and in clinical settings. The course involves pre-departure study and then will integrate the materials in the field in Yellowstone National Park looking at contemporary and historical issues in partnership with Yellowstone Forever Institute instructors. In particular, the case of the conservation of the American bison will be used to understand multi-level issues over time in culture, politics, environment, human behavior, and health. The course requires papers, participation, attendance and a field journal. Offered as BETH 315Y and BETH 415Y.

**BETH 416. Death, Dying, and Modern Medicine. 3 Units.**

Despite death's inevitability, we consciously and unconsciously disguise or resist its reality in dreams, fairy tales, allegories, and even jokes. In his book, How We Die: Reflections on Life's Final Chapter, Sherwin Nuland describes how we have turned increasingly to modern medicine as one more means of denying the reality of death. As a surgeon with more than forty years of experience in a major metropolitan hospital, Nuland admits to actively participating in this denial. Modern medicine, he argues, influences how we as individuals and as a culture not only view but also experience death. "Modern dying," he contends, "takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial." This course uses literature, history, and personal and critical accounts related to death as points of reference for examining the role modern medicine has come to play in how we die. The course requires out-of-class service learning, reading quizzes, papers, participation, and attendance. For graduate students, there are additional paper and presentation requirements. No prerequisites required.

**BETH 417. Introduction to Public Health Ethics. 3 Units.**

The course will introduce students to theoretical and practical aspects of ethics and public health. This course will help students develop the analytical skills necessary for evaluating ethical issues in public health policy and public health prevention, treatment, and research. Will include intensive reading and case-based discussions. Evaluation based on class participation, a written exercise and a case analysis. Open to graduate students with permission from instructors.

**BETH 419. Medical Science and Technology in Society. 3 Units.**

Science, Technology, and Society (STS) is an interdisciplinary field of scholarship that examines how social, cultural, historical, ethical, and political forces impact scientific research and technological development: and, in turn, how our beliefs, values, and perspectives change in response to scientific and technological innovation. This course will take an STS approach to the study of human health and medicine. We will explore how advances in contemporary biomedicine have affected society and culture, and, in turn, how society and culture influence medical science, technology, and clinical practice. Topics we will explore include reproductive technologies, genetics, disability, cyborgs and human enhancement, pharmaceuticals, medical practice, and end-of-life care. The course will prepare students to think critically about scientific and medical knowledge, to thoughtfully examine the relationships between science, technology and culture at large, and to consider the ways that new medical technologies shape and re-shape our understandings of illness, health, and the human body. Weekly course meetings will implement a blend of lectures, discussions, and in-class exercises. Offered as BETH 319 and BETH 419.

**BETH 421. Research Ethics Practicum. 1.5 Unit.**

The Research Ethics Practicum (80 hours, 1.5 CREDITS) is designed to complement the theoretical and conceptual training received in the course, Critical Issues in Research Ethics. By way of a series of campus-wide rotations, students learn about the practical, everyday side of research administration, compliance, and scientific review. Students will work with key staff in research ethics centers, and observe their day-to-day operations, as well as attend institutional review board (IRB) and Institutional Animal Care and Use Committee (IACUC) meetings. They will become familiar with human subjects, animal, and tissue research regulations and policies as these are applied in an institutional/academic research context. Students will also spend time in a clinical trials unit and tour animal care facilities. The practicum has the following overall objectives: (1) students will be able to identify, analyze, and understand research ethics issues as they develop in the context of actual institutional research governance (2) students will gain an understanding of methods of ethical research design and implementation.
BETH 422. Clinical Ethics: Theory & Practice. 3 Units.
This course will focus on both theoretical and practical issues in clinical ethics. Clinical ethics will be distinguished from other areas of bioethics by highlighting distinctive features of the clinical context which must be taken into account in clinical ethics policy and practice. Fundamental moral and political foundations of clinical ethics will be examined, as will the role of bioethical theory and method in the clinical context. Topical issues to be considered may include informed consent; decision capacity; end of life decision making; confidentiality and privacy; the role and function of ethics committees; ethics consultation; the role of the clinical ethicist; decision making in various pediatric settings (from neonatal through adolescent); the role of personal values in professional life (e.g., rights of conscience issues, self disclosure and boundary issues); dealing with the chronically non-adherent patient; ethical issues in organ donation and transplant; health professional-patient communication; medical mistakes; and other ethical issues that emerge in clinical settings.

BETH 423. Neuroethics. 3 Units.
This course is designed to provide an overview of ethical issues related to current and future neurotechnologies as they are applied clinical and research settings. We will cover many topics related to medical care for patients with neurological disorders, including cognitive vulnerability, neurodiversity, stigma and biases in mental health, brain implants, consciousness, selfhood in neurodegenerative disease, and enhancement. Classroom activities will primarily consist of discussion of selected readings related to a topic in neuroethics, moderated by the instructor. In addition, experts will be invited to visit the classroom to assist in the dialogue. Students will actively participate in discussion, debate, written scholarship and presentation to peers. Evaluation will be based on classroom participation, short writing assignments, and an independent project that will be designed in collaboration with the instructor culminate in both a written and oral presentation.

BETH 430. Bioethics in Literature. 1 Unit.
This course complements the Foundation course in the MA bioethics program by introducing students to narrative literature (fiction, nonfiction and poetry) that addresses ethical issues in medicine. The material is frequently the work of physicians and patients who narrate their respective experiences. As such, narrative provides direct insights into the practice of medicine tested against both accepted and controversial moral norms and serves as a vehicle for discussion and analysis of ethical issues. These issues involve topics such as death and dying, reproduction, pediatrics, women as patients and clinicians, public health and medicine as a profession and its practice as a privilege. Students will sample the work, among others, of William Carlos Williams, Lewis Thomas, Toni Morrison, Margaret Atwood, John Donne, Dylan Thomas and Abraham Verghese.

BETH 436. Reproductive Ethics and Justice. 3 Units.
Reproductive ethics deals not only with pregnancy and birth, but also with the broader social, biological, and ethical contexts in which reproductive health lives. Principles of autonomy and justice will guide this course as we examine the ways that people have children, avoid having them, and make parenting decisions, and the contexts in which these actions and decisions happen. We will meet weekly for seminar-style discussion.

BETH 440. Science and Society Through Literature. 3 Units.
This course will examine the interaction of scientific investigation and discovery with the society it occurred in. What is the effect of science on society and, as importantly, what is the effect of society on science? An introduction will consider the heliocentric controversy with focus on Galileo. Two broad areas, tuberculosis and the Frankenstein myth, will then be discussed covering the period 1800-present. With tuberculosis, fiction, art and music will be examined to understand the changing views of society towards the disease, how society’s perception of tuberculosis victims changed, and how this influenced their treatments and research. With Frankenstein, the original novel in its historical context will be examined. Using fiction and film, the transformation of the original story into myth with different connotations and implications will be discussed. Most classes will be extensive discussions coupled with student presentations of assigned materials. Offered as PHRM 340, BETH 440, PHRM 440, and HSTY 440.

BETH 455. Research Ethics Journal Club. 1 Unit.
This seminar course will discuss current topics in biomedical research ethics via recently published articles in both the scholarly literature and the popular science press. For each session, students will choose articles with instructor’s guidance, prepare discussion questions, and lead discussion. Prereq: Enrolled in the M.A. in Bioethics and Medical Humanities program.

BETH 456. Research Ethics Journal Club. 5 Unit.
This in-person seminar course will discuss current topics in biomedical research ethics via recently published articles in both the scholarly literature and the popular science press. For each session, students will choose articles with Dr. Michie’s guidance, prepare discussion questions, and lead discussion.

BETH 460. Science and Society. 3 Units.
This course examines the complex ethical and other value relationships that exist between science and society. Students will be encouraged to question the simplistic view that science proceeds independently of societal values and contentious ethical commitments. A range of other social factors, such as ethical belief systems, political forces, and large-scale financial interests all influence new scientific and technological developments. In order to illuminate each of these larger themes, this course focuses on three exciting areas of scientific inquiry: stem cell research; synthetic biology; and nanotechnology. Each of these contentious scientific fields provides an excellent view into the challenging ethical, cultural, social, political, and economic issues that will face students, both as scholars and as citizens. No prior technical knowledge is necessary for any of these scientific areas. All relevant scientific information will be provided during the course by the professor. Offered as BETH 360, BETH 460 and PHIL 360.

BETH 466. Promoting Health Across Boundaries. 3 Units.
This course examines the concepts of health and boundary spanning and how the synergy of the two can produce new, effective approaches to promoting health. Students will explore and analyze examples of individuals and organizations boundary spanning for health to identify practice features affecting health, compare and contrast practices and approaches, and evaluate features and context that promote or inhibit boundary spanning and promoting health. Offered as MPH 466, PQHS 466, SOCI 466, NURS 466 and BETH 466. Prereq: Graduate student status or instructor consent.
BETH 501. Advanced Study in Bioethics. 1.5 Unit.
The focus and content of this course rotates each semester that it is offered. The course provides students with an opportunity to examine in greater depth a particular issue or dimension of bioethics and/or a particular event with significant bioethical implications. Prereq: Graduate Standing.

BETH 503. Research Ethics and Regulation. 1.5 - 3 Units.
This course will introduce students to key ethical requirements and issues that arise in the design and implementation of scientific research. Historical developments leading to the establishment of national and international guidelines for ethical conduct in research with human subjects will be addressed. Specific international and national guidelines for ethically responsible research will be explored with attention to their merits and limitations in the conduct of research. Informed consent, a fundamental requirement for ethical research will be examined. The function and role of institutional review boards (IRBs) will be described with attention to challenges faced by investigators in adhering to regulatory requirements. Ethical issues associated with risk assessment and recruitment strategies will be examined. Ethical issues that arise in the implementation of biobanks and stem cell research will be discussed. Challenges associated with the development and production of pharmaceuticals will be assessed. The importance of scientific integrity in the conduct of research will be examined with special attention to conflicts of interest and scientific misconduct such as research fraud. The role of advocacy in promoting research will be addressed. Research ethics and human rights will be explored. The course will end with a discussion of emerging issues in research ethics. Case examples will be used to illustrate ethical complexities surrounding the topics discussed. Offered as BETH 503, CRSP 603 and LAWS 5225.

BETH 505. Methods Normative Bioethics. 3 Units.
The purpose of this intensive graduate seminar is to master and to critique core philosophical concepts that are implicit in a wide array of bioethical issues. We will critically examine in a range of contemporary ethical theories beginning with modern conceptions of individual autonomy and concluding with theories of ethical justification. While no advanced knowledge of ethical theories is presupposed, students are expected to come to class prepared with the course readings and to engage in rigorous philosophical discussions with one another and the professor.

BETH 507. Research Design in Bioethics I. 3 Units.
The first of two empirical research courses will introduce students to theoretical and methodological approaches in the design and implementation of empirical research on topics in biomedical ethics. Students will be provided with a comprehensive and robust exploration of empirical models for the development of bioethics research and the skills for critically assessing the optimal methods for designing studies relevant to ethical issues in biomedicine.

BETH 508. Research Design in Bioethics II. 3 Units.
The second of two empirical research courses will introduce students to theoretical and methodological approaches in the design and implementation of empirical research on topics in biomedical ethics. Students will be provided with a comprehensive and robust exploration of empirical models for the development of bioethics research and the skills for critically assessing the optimal methods for designing studies relevant to ethical issues in biomedicine. Prereq: BETH 507.

BETH 511. Grant Writing. 3 Units.
This course will teach students the fundamentals of writing a grant proposal. We will concentrate on NIH-style applications, although the principals of grant writing can be applied to any venue. In the process of working through devising a research question and study design, students will be encouraged to use this as an opportunity to think about their dissertation topic. In addition to applying theoretical and research design knowledge gained through their other core course work, the course will also teach students how to complete application forms and to create a budget. We will also familiarize students with the peer review process. Each student will produce a draft grant application. The students will form a mock peer review section and will critique the grants.

BETH 512. Clinical Ethics Rotation - Ph.D.. 1.5 Unit.
In this course students will become familiar with the clinical, psychological, social, professional, and institutional context in which ethical problems arise. This course exposes students to clinical cases, to hospital ethics committees and ethics consultation programs, to institutional review boards (IRB), and to hospital policies covering the “do not resuscitate” orders (DNR), advance directives, withdrawal of artificial feeding, organ procurement and transplantation, and medical futility. Requires minimum of 10 total hours of rotation experience per week during two semester 10-week rotations. Locations for this course include: MetroHealth Medical Center, University Hospitals of Cleveland, and the Hospice of the Western Reserve. Recommended preparation: BETH 520/BETH 521 or concurrent enrollment.

BETH 602. Special Topics in Bioethics. 1 - 3 Units.
Students will explore particular issues and themes in biomedical ethics in depth through independent study and research under the direction of a faculty member.

BETH 603. Bioethics Research. 6 Units.
Research leading toward the MD/MA degree is Bioethics.

BETH 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.