UDL March-April Curriculum: Bioethics (JK Dolphins!!)

Ft. YOUR FAVORITE THINKING ANIMALS, DOLPHINS

"I'm just really wondering who you're gonna be able to quote for this curriculum."-Isabelle Taft

"I fucking LOVE dolphins--they're my spirit animal"-Becca Steinberg (did not say this)

"Capitalism is inherently exploitative. I'm going to go swim free and be a dolphin in Canada's frigid waters of communism."-Chris Taylor

*****Housekeeping!!!*****

- HOLIDAY Friday the 3rd
- HALF DAY Friday the 10th
- SPRING BREAK HOLIDAY (Monday the 13th-Friday the 17th)
- HALF DAY Monday the 27th

Next tournament: THE OSTERWEIS YAY!!! That is April 12th. Please have a list of who is going by April 3 (next Friday).

Week 1: *Introduction to Bio-ethics*

1. Discussion *(25 to 35 minutes)*: Have a general discussion introducing bioethics and the controversial issues that arise in this field.
    a. **Bioethics** is the study of the typically controversial ethical issues emerging from new situations and possibilities brought about by advances in biology and medicine. It is also moral discernment as it relates to medical policy, practice, and research. Bioethicists are concerned with the ethical questions that arise in the relationships among life sciences, biotechnology, medicine, politics, law, and philosophy. It also includes the study of the more commonplace questions of values ("the ethics of the ordinary") which arise in primary care and other branches of medicine.
    b. Examples of emergent issues:
        i. With synthetic organs appearing: how do we distribute scarce and costly things like fake kidneys? what metrics do we use to gauge who deserves organs?
        ii. Say we can clone people--what new ethical issues might arise?
    c. Examples of "the ethics of the ordinary"?
        i. How long do we draw out the human lifespan with technologies that prolong life but diminish quality of life? Is it ethical to devote a lot of resources to these cases?
        ii. Are we cool with euthanasia?
        iii. How far does your right to refuse treatment go? How far does your right to determine treatment for minors dependent on you go?
2. Argument practice *(Rest of time)*
    a. Take as your motion THW legalize organ selling
    b. With your students, work through fleshing out the independent point on the OPP case
        i. I. Danger of coercion for lower-income people
    c. Be **annoyingly insistent** on your kids doing this in a claim--warrant--impact format; have them excessively flesh out and justify every single logical link until it is absurdly thorough and long
    d. Our hope is that overdoing it in this way and forcing them to think in terms of CWI will make them likelier to do it in a reasonable manner in round
    e. Especially consider getting them to think of an argument as a multi-level list, e..g
        i. I. Danger of coercion for lower-income people

1. CLAIM: Lower-income people will be most vulnerable to pressure to sell their organs
    a. WARRANT: most people probably are not super keen on selling organs, which means an organ seller will have to be proactive in procuring organs
    b. etc etc etc

f. Overall, try to set a really rigorous standard for argumentation--in terms of structure and justification.
g. Maybe have your entire class drill delivering the aforementioned point over and over again till their linkage is impeccable

Week 2: *Case practice, and a focus on the ethics of the ordinary*

1. Case Practice:
    a. This week, you will write a case together as a class. The point is that this motion is pretty heavily lopsided towards the opposition, so your kids will have to argue against their intuitions. This will be fun! and expand their mental horizons! and examine the flaws in arguments that are appealing to them! yay! debate! Aristotle and shit!
    b. THW remove the limit on the amount of money researchers can offer to participants in a research study.
        i. "Info Slide":
            1. Studies (usually clinical trials for drugs) recruit patients by financially compensating them.
                a. There's almost always a limit on the amount of money researchers can offer. (ranges from 10$ to 200$).
                b. This motion would get rid of this limit. Researchers can offer as much money as they would like (aka whatever it takes for people to participate).
                c. This will also include studies that are of "high risk". For these studies there is a potential risk of serious harm (even death).
        ii. Go to the board, and actually write out all the arguments/ideas that the kids offer. As a class, choose the 3 best arguments that you will develop further.
            1. Then use the claim-warrant-impact model for ***EACH*** argument. Write it out on the board (try to have everyone participate).
        iii. Then in a different color, write out the rebuttals for ***EACH*** argument.
    c. If you have time left over from this activity (you probably shouldn't), discuss with the kids current issues relating to bioethics.

i. **For example, have a shorter discussion about what rights we ascribe to animals and why. Are zoos ok?** (Should we let dolphins go free? Go free, dolphins! Actualize as thinking beings! Swim away into the oceans of freedom!)

Week 3: *Rebuttal workshop*

1. Rebuttal Practice
    a. Purpose of a Rebuttal Speech:
        i. Explain to them the idea of "questions" or "voter issues" ***10 minutes***
            1. i.e. a rebuttal speech should pick 2-3 questions and explain why the debate favored their side on those questions
                a. e.g. "who better protects the rights of dolphins? Our side clearly does because of the way these arguments went. You should care about the rights of dolphins in this round because it is relevant to the motion in such and such way, so we win because we are better on the question 'who better protects dolphins'?"
                b. EMPHASIZE THAT FOR THE LOVE OF GOD A REBUTTAL IS NOT A RESTATEMENT OF ARGUMENTS
                c. YOU SHOULDN'T BE SAYING "I WILL GO DOWN MY OPPONENT'S CASE AND THEN MY OWN"
    b. THW ban zoos

i. Have a regular debate. Pick 4 students etc.
    1. have the rest of the team flow (religiously) the round. Make it clear that they will have to give a speech based on this flow so it's very important that they pay attention!!
    2. **On the last speech (i.e. the rebuttal speeches) have everyone in the room (except for the debaters that you've selected for the round) give either a PMR or LOR.**