



DREXEL UNIVERSITY

# Health Administration

*College of Nursing and Health Professions*



DREXEL UNIVERSITY

# College of Arts and Sciences

The College of Nursing and Health Professions seeks to promote social justice and to embrace diversity. All program faculty, supervisors, staff, and students shall maintain respect for differences including, but not limited to, race, ethnicity, sexual orientation, age religion/spirituality, ability, socioeconomic status, and culture. The full statement can be viewed here: [College of Nursing and Health Professions Diversity Statement](#)

**Department/Program:** HSAD, JWST, and STS  
**[Fall 2023]**

**Course Number and Title:** HSAD T380

**Course credit hours:** 3.0

**Pre-Requisites & Co-Requisites:** ENGL 101 [Min Grade: C] or ENGL 102 [Min Grade: C] or ENGL 103 [Min Grade: C]

**Instructor/s Name:** Sharrona Pearl, PhD., Associate Teaching Professor

**Phone:** 267-359-5561

**E-mail:** [shp72@drexel.edu](mailto:shp72@drexel.edu)

**Office Hours:** Monday 12-2 pm, and by appointment. I have an open door policy. If I'm in my office, feel free to stop by. But to ensure that I am available when you need me, contact me for an appointment. Email is the quickest means to contact me – [shp72@drexel.edu](mailto:shp72@drexel.edu). Weekends are primarily family time. I do not check my e-mail on Friday night or Saturday, but do on Sunday. Emails sent after 9:00 pm will be responded to in the morning.

**Primary Contact Method:** e-mail is best: [shp72@drexel.edu](mailto:shp72@drexel.edu)

**Course Overview/Purpose in Program of Study:**

This course is cross-listed between HSAD, JWST, MENA, and STS

What is the role of the sacred in negotiating health and medicine? How do we consider Jewish religious traditions and cultural commitments in the context of the practice and business of modern health care? This course offers resources for and approaches to Jewish biomedical and health ethics. We will examine Jewish positions on such topics as abortion, medical decisions at the end of life, advance directives, transplantation, reproductive technologies, and allocation of health care resources, considering the role of Jewish texts, values, and ethics in addressing contemporary health and medicine. We will consider what role the history of antisemitism plays in modern considerations around Jewish bodies, paying particular attention to Nazi medical experimentation and the use of those studies in contemporary times. We will look at the long history of antisemitism in the depiction of Jewish bodies and Jewish practice, considering what role these depictions have played in medical considerations. The course will draw on classic and contemporary Jewish texts as well as philosophical and health humanities approaches to medicine and bioethics and consider their significance to Judaism today.

**Catalog Description:**

**Statement of Expected Learning/Course Objectives:**

At the end of this course, the student will be able to:

- 1) Describe the relationship between Judaism and medical ethics.
- 2) Discuss and present key themes in Jewish medical ethics.
- 3) Practice dialectical learning to analyze Jewish texts.
- 4) Identify and analyze primary and secondary sources.
- 5) Conduct independent research on an important issue in Jewish medical ethics.
- 6) Apply the class material in their personal and professional practice

**Required Texts/Readings:**

- Readings available on the course website

**Drexel Student Learning Priorities:**

Students graduating from Drexel University achieve competency in a field of study evidenced by achievement of a set of program-specific learning outcomes. In addition to demonstrating competency in their fields of study, students graduating from Drexel University also will demonstrate meaningful progress in six core intellectual and practical skill areas and five experiential and applied learning areas, achieving levels of competency in each core area appropriate to their program of study, their individual interests, and their abilities. Learning in these core areas supports, and is integrated with, learning in our discipline and provides the foundation for a broad education across disciplines. Available at [Provost's Website on Drexel Student Learning Priorities](#)

Core Intellectual and Practical Skill Areas	Experiential and Applied Learning Areas
<b>1. Communication</b> <b>2. Creative and Critical Thinking</b> <b>3. Ethical Reasoning</b> <b>4. Information Literacy</b> <b>5. Self-Directed Learning</b> <b>6. Technology Use</b>	<b>7. Global Competence</b> <b>8. Leadership</b> <b>9. Professional Practice</b> <b>10. Research, Scholarship and Creative Expression</b> <b>11. Responsible Citizenship</b>

\* The learning outcomes integrated with the learning objectives for this course are in bold above.

**Methods of Evaluation**

**Process for evaluating achievement of learning objectives:**

Exams /Assignments	Weight %	Course Objective(s) Met
Reaction Papers (5 at 4% each)	20.00%	1-5
Article Presentation	10.00%	1-5
Annotated bibliography and key questions	15.00%	1-3, 5, 10
Project proposal presentation	5.00%	1-5
Peer critique of proposals	5.00%	1-6
Final Project	25.00%	1-6
Final Project Presentation	5.00%	1-5

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Exams /Assignments	Weight %	Course Objective(s) Met
Attendance and Participation	15.00%	1-6

**Instructor Feedback:**

All assignment grades and feedback are provided by the faculty member in Blackboard and can be viewed in *My Grades*. Feedback on assignments is provided within 7-10 days depending on the length of the assignment or activity. Feedback may be communicated through Track Changes within Microsoft Word, the software program used to submit the written assignment. Feedback may include written, video or audio feedback.

You are expected to submit all assignments when due. Assignments submitted after the due date will result in **a loss of 5 points per day** unless prior arrangements have been made with the professor. Vacations or other pre-planned social events are not accepted for extension requests. In such cases, arrangements will need to be made by the student for submitting on-time assignments.

**Grading Scale:**

Note the numerical grade and grading policies are set by the program.

Letter Grade	Numerical Grade
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
F	<62

**Grading Criteria (Rubrics) for all assignments are located in Blackboard. Assignment guidelines are below.**

**TOPICAL OUTLINE/COURSE CALENDAR**

Calendar of learning activities and assessments due by the end of each week.

<i>Class Session</i>	<i>Preparation for Monday</i>	<i>Assignments and Graded Events (see "assignment" section for details)</i>
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<p><b>Week II: Introduction</b>          2 October 2023  <b>NB we are starting a week late due to Yom Kippur</b>          Introduction to health ethics and Jewish law and practice</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> the Syllabus</li> <li>▪ <b>Take</b> your Intellectual Honesty Statement “Quiz”</li> <li>▪ <b>Read</b> Dorff chapter 2</li> <li>▪ <b>Read</b> Kalsman bioethics resources</li> <li>▪ <b>In class:</b> case study method, chavruta method</li> <li>▪ <b>In class:</b> Hastings Center bioethics timeline activity</li> </ul>	<ol style="list-style-type: none"> <li>1. Take the CNHP Plagiarism Course on Blackboard (if you have not already done so)</li> <li>2. Sign up for your article presentation on the Wiki in week 2.</li> <li>3. Complete first day of class questionnaire</li> </ol>
<p><b>2 October 2023:</b> Last day to Add/Drop a course with Academic Advisor Assistance          Last day to secure a Closed Section Override          Last day to resolve Financial Holds</p> <p><b>2 October 2022:</b> Last day to Add/Drop a course via DrexelOne by 11:59 pm</p>		
<p><b>Week III: Abortion</b>          9 October 2023</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Vaughn on abortion</li> <li>▪ <b>Read</b> abortion handout</li> <li>▪ <b>Read NCJW</b> on abortion</li> <li>▪ <b>Read</b> Danya Ruttenberg, <i>The Atlantic</i></li> <li>▪ <b>Read</b> <i>The Conversation</i> on religious approaches to abortion</li> <li>▪ <b>Read</b> Gillian Frank in <i>Slate</i></li> <li>▪ <b>In class:</b> watch Shtisel</li> <li>▪ <b>In class:</b> watch Samantha Bee clip</li> <li>▪ <b>In class discussion:</b> is abortion a freedom of religion issue?</li> </ul>	<ol style="list-style-type: none"> <li>1. Reaction paper on one of the readings</li> <li>2. Post 2 discussion questions on BB Both due 8 October 11:59 pm EST.</li> <li>3. Article Presentation</li> </ol>
<p><b>Week IV: Religion and Natalism</b>          16 October 2023          Guest Speaker: Rabbi Mike Uram</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Shulamit Almog; Sharon Bassan, The Politics of Pro and Non Reproduction Policies in Israel, 14 J. Health &amp; Biomedical L. 27 (2018)</li> <li>▪ <b>Read</b> Warasna et. al, “Knowledge and attitude of Palestinian women to contraceptives: a cross-sectional study” <i>The Lancet</i> 398:S45 (2021)</li> </ul>	<ol style="list-style-type: none"> <li>1. Article presentation</li> </ol>
<p><b>Week V: Jewish Bodies in Death: The Case of Zaka</b>          23 October 2023</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Benjamin Gesundheit, Nachman Ash, Shraga Blazer &amp; Avraham I. Rivkind (2009) Medical Care for Terrorists—Yes to Treat!, <i>The American Journal of</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Reaction paper on one of the readings</li> <li>2. Post 2 discussion questions on BB</li> <li>3. Article Presentation</li> </ol>

	<p>Bioethics, 9:10, W3-W4, DOI: 10.1080/15265160903162725</p> <ul style="list-style-type: none"> <li>▪ <b>Read</b> Harman, D. (2014, December 28). Israeli hospital treats terrorists and victims alike. Haaretz.com.</li> <li>▪ <b>Read</b> Stadler, N. (2006). Terror, Corpse Symbolism, and Taboo Violation: The “Haredi Disaster Victim Identification Team in Israel” (Zaka). The Journal of the Royal Anthropological Institute, 12(4), 837–858. <a href="http://www.jstor.org/stable/4092568">http://www.jstor.org/stable/4092568</a></li> </ul>	<p>Both papers due on 22 October 11:59 pm EST</p>
<p><b>Week VI: Use of Data from Torture Experiments</b> 30 October 2023</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Art Caplan</li> <li>▪ <b>Read</b> Arthur Schaefer</li> <li>▪ <b>Read</b> Kristine Moe</li> <li>▪ <b>Read</b> Henry K. Beecher OR Mathias Schütz</li> <li>▪ <b>Read</b> Breeden NYTimes article</li> <li>▪ <b>Discuss</b> Henrietta Lacks movie: is ethics method?</li> </ul>	<p>1. Annotated Bibliography and Key Questions due 29 October 11:59 pm EST</p> <p>2. Article Presentation</p>
<p><b>Week VII: Hastening Death</b> 6 November 2023</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Dorff, chapter 8</li> <li>▪ <b>Read</b> My Jewish Learning on the Death Penalty</li> <li>▪ <b>Read</b> NIJH on the Death Penalty</li> <li>▪ <b>Watch</b> Ann Neumann in class</li> <li>▪ <b>Discuss:</b> are AD a bioethical issue</li> </ul>	<p>1. Project proposal presentations</p> <p>2. Peer critiques due 8 November 2023</p> <p>3. Article Presentation</p>
<p><b>Week VIII: Genetic Testing</b> 13 November 2023</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Ekstein on Dor Yesharim</li> <li>▪ <b>Read</b> Grossman on the Angelina effect</li> <li>▪ <b>Read</b> Stoll on Tay Sachs</li> <li>▪ <b>Read</b> Barron Lerner on BRCA</li> <li>▪ <b>Read</b> More and Oberle on BRCA</li> <li>▪ <b>Read</b> 2 articles on allocation of health care resources</li> <li>▪ <b>Peer Critique</b> round robin</li> </ul>	<p>1. Reaction paper on one of the readings</p> <p>2. Post 2 discussion questions on BB</p> <p>3. Article Presentation</p> <p>Both due 12 November 11:59 pm EST</p>
<p><b>13 November 2023:</b> Last day to withdraw from a course with academic advisor assistance</p>		

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<p><b>Week IX: Organ Donation and Death Work</b>  20 November 2023  Guest Speaker: Dr. Hannah Lebovits on the <i>Chevrah Kaddisha</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Dorff Chapter 9</li> <li>▪ <b>Read</b> article on Afghani organ sales</li> <li>▪ <b>Read</b> HODS website</li> <li>▪ <b>Read</b> Dr. Lebovits' article in <i>The Forward</i></li> <li>▪ <b>Read</b> material on organ donation in the Middle East</li> <li>▪ <b>In class:</b> watch <i>The God Committee</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Reaction paper on one of the readings</li> <li>2. Post 2 discussion questions on BB</li> <li>3. Article Presentation</li> </ol> <p>Both due 19 November 11:59 pm EST</p>
<p><b><i>Happy Thanksgiving!</i></b></p>		
<p><b>Week X: Reproductive Technologies</b>  27 November 2023  Trip to The Legacy Center</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> JWA article</li> <li>▪ <b>Read</b> Silber article</li> <li>▪ <b>Read</b> Makler article</li> <li>▪ <b>Read</b> Kahn chapter 3 OR chapter 5</li> <li>▪ <b>Read</b> <i>Buzzfeed</i> article</li> </ul>	<ol style="list-style-type: none"> <li>1. Reaction paper on one of the readings</li> <li>2. Post 2 discussion questions on BB</li> <li>3. Article Presentation</li> </ol> <p>Both due 26 November 11:59 pm EST</p>
<p><b>Week XI: Chimera: what is life?</b>  4 December 2023</p>	<ul style="list-style-type: none"> <li>▪ <b>Read</b> Jocelyn Kaiser</li> <li>▪ <b>Read</b> John. D Loike</li> <li>▪ <b>Read</b> John D. Loike and Moshe D. Tandler</li> </ul>	<ol style="list-style-type: none"> <li>1. Final project presentations</li> <li>2. Article Presentation</li> <li>3. Final papers due 10 December 11:59 pm EST</li> </ol>

**College of Nursing and Health Professions Diversity Statement:**

The College of Nursing and Health Professions (CNHP) believes our classrooms and curriculum are powerful platforms for social change and reduction of health disparities and health inequities. The overall goal is equity for all students. We strive to create inclusive educational climates that reflect the diversity of individuals and communities we serve. CNHP seeks to create a higher educational experience where everyone feels empowered to bring their full authentic selves to the classroom. CNHP approaches diversity, equity, and inclusion outcomes through the following principles:

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**We value** diversity in faculty, students, and professional staff.

**We welcome** unique perspectives and experiences for a rich dialogue to advance both the education and broadest view of diversity.

**We believe** students must have equal access to addressing curricular material and to resolve curricular concerns.

**We strive** to include diversity, equity, and inclusion for centrality in all academic engagements and planning.

**We commit** to applying these principles to all educational experiences for reduction of health disparities and health inequities, and with the goal of developing alumni well-versed in social change from a DEI lens.

## University Resources and Policies

### Appropriate Use of Course Materials

It is important to recognize that some or all of the course materials provided to you are the intellectual property of Drexel University, the course instructor, or others. Use of this intellectual property is governed by Drexel University policies, including the IT-1 can be found here:

[Acceptable Use Policy \(IT\)](#)

Briefly, this policy states that **all course materials including recordings** provided by the course instructor may not be copied, reproduced, distributed or re-posted, unless otherwise given prior written approval by the University. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the University's [Code of Conduct](#) and will be investigated as such.

### Recording of Class Activities:

In general, students and others should not record course interactions and course activities in lecture, lab, studio or recitation.

Students who have an approved accommodation from the Office of Disability Resources to record online lectures and discussions for note taking purposes should inform their course instructor(s) of their approved accommodation in advance. The recording of lectures and discussions may only be carried out by the students enrolled in the class who have an approved accommodation from Disability Resources with their instructors' prior knowledge and consent. Students with approved accommodations may be asked to turn off their recorder if confidential or personal information is presented.

If a student has any comments, concerns, or questions about provided class materials and/ or recording, talk to your course instructor first. If this does not resolve the issue, you can also reach out to the Department Head, and use the process described for a grade appeal to move your concern forward. The process described for grade appeals can be found in [Provost Policies](#)

**Academic Integrity:** See [Academic Integrity Policy](#), which can also be found in the [Code of Conduct](#).

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**Students with Disabilities:** [Request Accommodations](#)

**Course Add/Drop:** [Provost Add/Drop Policy](#)

**Course Withdrawal:** [Provost Course Withdrawal Policy](#)

**Initial Course Participation (ICP):** Class attendance is critical to your success as a student. Missing classes may impact your class success and your federal financial aid. For more details see: [ICP FAQs](#)

### **College and Departmental Policies and Resources**

Please note that policies and resources for the University, for the College of Nursing and Health Professions and Advanced Roles Departmental Policies and Resources can be found in the course Blackboard Shell. These policies and resources may directly affect your ability to be successful in this course. You are responsible for reviewing each document under these tabs in your course.

### **Course Change Policy:**

As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to you via written communication.

### **Mask Etiquette for the 2023 Fall Quarter**

Effective September 6, masks are recommended in all indoor public areas including classroom settings; masks remain required in all health care settings, including Drexel COVID testing sites, Student Health, and on clinical rotations. Students at the College of Medicine and College of Nursing and Health Professions may be required to mask in additional clinical instruction settings.

### **Know your IX!**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” This means that according to the laws of this country and according to the rules of Drexel University, any sex discrimination or sexual violence you may experience in the Drexel environment is illegal (and immoral and horrible – SP edit). Paul Apicella is Drexel University’s Title IX Coordinator who can be reached at oed@drexel.edu. You can also turn to me or any professor with whom you feel comfortable. There are numerous campus resources to be found at: <https://drexel.edu/oed/reporting/Title-IX/>

### **Assignment Guidelines**

All assignments should be handed in on the appropriate weekly tab in BB. I am happy to answer questions and look over drafts if they are handed in at least a week in advance.

### **Reaction Papers**

This assignment asks you to write a brief paragraph responding to one of the week’s readings. The paragraph should be a minimum of 250 words and should engage substantively with the material, including identifying your source and discussing its strengths, challenges, and what you did or did not understand and appreciate about the piece.

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**Objective:** This is to both keep you on track with the material and to help generate conversation. There are 5 reactions papers due over the course of the term.

#### **Article Presentations**

Students will sign up for a reading to present with a slide deck on the presentation wiki in week 1 of the BB shell. In 5-10 minutes, you will present the main points of your reading, the key arguments, the strengths and weaknesses, and its connection to course material. You may want to consider what kind of scholarly work it is, what kinds of evidence it uses, and the approach it takes. You should prepare at least 2 discussion questions based on your presentation to ensure audience participation. You must e-mail me your presentation prior to class so that I can have it queued and available for you.

**Objective:** This assignment develops your critical thinking and analysis skills, helping you to determine the key points in a text. It will also help you develop vital public speaking and presentation skills. All presentations will be available for the class to keep an archive of the material we have covered.

#### **Key Questions and Annotated Bibliography**

You will identify the key questions you wish to cover in your final paper, and assemble a preliminary list of annotated sources to help you tackle your project. You should offer at least 3 sentences on each source, and you should have at least 1 primary and 5 secondary sources in your bibliography.

**Objective:** This is to help you plan your final paper and identify what you know and what you need to know, as well as to determine the viability of the research questions you wish to tackle.

#### **Project Proposals**

This will expand on your key questions and annotated bibliography by presenting the direction for your final paper. You will present your questions and material as well as your potential arguments and evidence. This should be about 5-7 minutes long.

**Objective:** This is to help you further plan your final paper as well as give you the opportunity to receive guidance and feedback from your colleagues.

#### **Peer Critique of Proposals**

As a class, we will respond to our colleagues' presentations with both oral and written feedback. Students will each be asked to make one suggestion to their colleagues, as well as to offer a brief paragraph reflecting either this suggestion or additional ones. This will be graded on participation and respectful communication.

**Objective:** This is to both help improve everyone's projects and work on giving grounded and thoughtful feedback.

#### **Final Paper and Presentation**

This is the big one. Students will present their 5-8 page final essay and discuss:

- What their key idea and argument is
- What bioethical issue is at stake
- What sources they drew on
- The relationship to Jewish bioethics
- Implications for the future
- Next steps for this topic

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- Bibliography and further readings

The papers should be between 5-8 pages and assess a key issue in Jewish bioethics. It should comprise original analysis and research into the topic, and should include a brief self-assessment of the student's work and contributions at the end of the essay. Note: I am open to alternative formats and creative assignments. Be sure to consult with me first. You are welcome to bring in other traditions in addition to Judaism.

**Objective:** This is designed to develop independent research and writing skills that will call upon students to identify primary and secondary sources, engage in analysis and discussion, and present a clear and compelling argument with evidentiary support. The presentation will build upon the public speaking skills we are developing over the course of the term. Self-assessment is an important skill and will help students to critically consider their own effort and contributions.

### **Attendance and Participation**

As this course meets only once a week, your attendance is vital. The required discussion questions will be graded as part of participation, and are designed to help generate discussion as well as help me check-in and see what is working for you and what might be a challenge. You can use those questions to share an insight; express frustration with a reading; discuss how a particular text relates to your own interests; highlight a topic that you think we should follow up on in class; or to challenge your colleagues on a difficult topic. I look forward to thinking with you!