

Philosophy 242 – Medical Ethics

Summer 2012 (A Term) – M-F 9.40-11.50 **(three different classrooms – see Catalyst for details)**

Instructor: Amy Reed-Sandoval

Office: Savery Hall 378

Office Hours: Monday and Wednesday 1.00-2.00 and by appointment

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Brief Description

This course explores a number of challenging moral problems that arise within the biomedical context. Through carefully analyzing assigned readings and engaging in classroom discussion and debate, students will delve philosophically into some of the main areas of bioethics, including reproductive ethics, definitions of health, disease and disability, and end-of-life care (advance directives, physician assisted suicide and euthanasia). Students will be challenged to develop and question their own views on many bioethical challenges, consider carefully the views of others, and also to express those views philosophically in written and verbal form. Throughout this course emphasis will be placed on developing philosophical writing and argumentation skills. Students should come to each class having completed the assigned readings for that day, and prepared to contribute to a rich philosophical dialogue.

Required Texts

Ronald Munson *Intervention and Reflection: Basic Issues in Medical Ethics* (Eighth Edition)
Belmont, California: Thomson Wadsworth, 2008.

Michael Berube *Life as We Know It: A Father, a Family and an Exceptional Child* New York:
Vintage Books, 1996.

Requirements Overview (More Specific Details to Follow)

Class Participation (in the form of daily in-class exercises):	15%
In-class Quizzes:	30%
Essay 1 (first version – 3-4 pages)	10%
Essay 1 (with revisions incorporated – 4-5 pages)	10%
Essay 2 (4-5 pages)	20%
Final Exam	15%

Class Participation

Given that this is such an intensive course, class participation will comprise a significant part of your grade. To get a perfect grade on participation you should miss no more than one class throughout the quarter, and you must complete all (but one) in-class activities that are to be

turned in at the completion of each session. Once you have missed one class (the one for which you have a “free pass”) you will begin losing points for each additional missed session/in-class activity in terms of the following:

1. **90% of all possible points** – student has missed two classes/failed to complete two in-class exercises
2. **80% of all possible points** – student has missed three classes/failed to complete three in-class exercises
3. **70% of all possible points** - student has missed four classes/failed to complete four in-class exercises
4. **60% of all possible points** - student has missed five classes/failed to complete five in-class exercises
5. **50% of all possible points** - student has missed six classes/failed to complete six in-class exercises
6. **After having missed six classes/in-class exercises, student will receive 0 points for class participation**

In-class quizzes

There will be three short quizzes per week (generally Mondays, Wednesdays and Fridays). Students can take all three quizzes, and only the top two quiz scores from each week will count for the final grade. Quizzes may contain multiple choice, short answer and essay questions. To do well on the quizzes you should carefully complete and reflect upon the readings for each class prior to the day they were assigned. You should also be attentive during class discussions, as quiz questions may involve themes that emerged during previous philosophical dialogues. Quizzes will only be administered in class and cannot be made up.

Essays and Final Exam

You will receive in-class support prior to writing Essay 1, and you will also be given the opportunity to revise that particular essay. Your grade for the revised version of Essay 1 will be a reflection of how well you do with incorporating the feedback and revisions I will suggest to you after reading your first draft. For Essay 2, you will be expected to prepare a polished piece of philosophical work somewhat more independently (e.g., there will be no points given for revisions at this stage).

The final exam will be held on the last day of class and will consist primarily of multiple choice and short answer questions.

Classroom Behavior

- Please make every effort to arrive in class on time. Please do not leave the class before the period is over. Please wait for the class to end before you pack up your bag to leave.

- Turn off your cell phones and other hand-held electronic devices for the classroom period. If a cell phone goes off in class or if you are found texting or using a hand-held electronic device for other purposes, I will ask you to leave the class.
- Treat your fellow students with respect. Do not demean, shout at, or interrupt other people.
- Always bring your course materials to class so that we can refer to them during class discussion.
- Laptop use is permitted in class for note-taking purposes only. If you are found using your laptop for other purposes (email, Facebook, etc.) you will not be permitted to use it in future classes.
- Please note that these are not exhaustive guidelines. Other forms of disruptive behavior will not be tolerated.

Topics and Readings

Introduction to Moral Reasoning in the Medical Context

Monday, June 18

1. “Foundations of Bioethics: Ethical Theories, Moral Principles, and Medical Decisions,” *Intervention and Reflection* pp. 741-756 and 782-791.

Patient Autonomy and the Right to Refuse Treatment

Tuesday, June 19

1. Review key principles (Autonomy and Paternalism), *Intervention and Reflection* pp. 102-113
2. Case Presentation: “Donald (Dax) Cowart Rejects Treatment—and Is Ignored,” *Intervention and Reflection* pp. 98-101
3. “Confronting Death: Who Chooses, Who Controls? A Dialogue,” Dax Cowart and Robert Burt, *Intervention and Reflection* pp. 134-138
4. Review discussion scenarios (*Intervention and Reflection* pp. 169-173) and come to class prepared to dialogue about the critical questions

In-class film: Dax’s Case: Who Should Decide?

Ethical Challenges of Scarce Medical Resources

Wednesday, June 20

1. Case Presentation: “The Prisoner Who Needed a Heart,” *Intervention and Reflection* pp. 455-456

2. Review "Briefing Session" on scarce medical resources, *Intervention and Reflection* pp. 462-469
3. John Harris, "The Survival Lottery," in Sharespace

Contested Therapies

Thursday, June 21

1. Bayne and Levy, "Amputees by Choice: Body Integrity Disorder and the Ethics of Amputation," in Sharespace

Friday, June 22

1. Miller, Brody and Chung, "Cosmetic Surgery and the Internal Morality of Medicine," in Sharespace
2. Sheldon and Wilkinson, "Female Genital Mutilation and Cosmetic Surgery: Regulating Non-Therapeutic Body Modification," in Sharespace

Essay 1 Topic Distributed in Class

Abortion

Monday, June 25

A. Introduction to Philosophical Positions on Abortion

1. Case Presentation: "The Conflict Begins: Roe v. Wade," *Intervention and Reflection* pp. 547-548
2. Review Briefing Session on Abortion, *Intervention and Reflection* pp. 548-559
3. Thomson, "A Defense of Abortion," *Intervention and Reflection* pp. 576-585
4. Marquis, "Why Abortion is Immoral," *Intervention and Reflection* pp. 594-598
5. Warren, "On the Moral and Legal Status of Abortion," *Intervention and Reflection* pp. 586-593

Tuesday, June 26

B. Abortion and Feminist Philosophy

1. Sherwin, "Abortion Through a Feminist Ethic Lens," *Intervention and Reflection* pp. 602-605
2. Callahan, "A Case for Pro-Life Feminism," *Intervention and Reflection* pp. 605-611
3. Jaggard, "Regendering the US Abortion Debate," in Sharespace

The Tuskegee Syphilis Study and Its Legacy

Wednesday, June 27

1. Case Presentation: "Bad Blood, Bad Faith: The Tuskegee Syphilis Study," *Intervention and Reflection* pp. 212-214
2. Review Briefing Session on Race and Medicine: *Intervention and Reflection* pp. 215-227
3. Review Briefing Session on Research Ethics and Informed Consent, *Intervention and Reflection* (Chapter 1) pp. 6-29
4. King, "The Dangers of Difference: The Legacy of the Tuskegee Syphilis Study," *Intervention and Reflection* pp. 238-241

In-class film: The Deadly Deception

Justice and Health Care

Thursday, June 28

1. Review "Rawls' Theory of Justice in the Medical Context," *Intervention and Reflection* pp. 761-763
2. Review Case Presentations in Chapter 8: "Robert Ingram: Dilemma of the Working Poor," "Massachusetts Takes the Lead," and "The Canadian System as a Model for the United States"
3. Briefing Session on Paying for Health Care, *Intervention and Reflection* pp. 511-514
4. Reinhart, "Wanted: A Clearly Articulated Social Ethic for American Health Care," *Intervention and Reflection* pp. 530-532
5. Paul Krugman, "Health Economics 101," *Intervention and Reflection* pp. 533-534
6. Cluster et al, "Why We Should Keep the Employment-Based Health Insurance System," *Intervention and Reflection* pp. 534-536
7. Emanuel, "Health Care Reform: Still Possible," *Intervention and Reflection* pp. 538-540
8. Review Wikipedia summary of the Patient Protection and Affordable Care Act at http://en.wikipedia.org/wiki/Patient_Protection_and_Affordable_Care_Act

In-class film: In Sickness and in Wealth

Friday, June 29

No class - spend the day completing Essay 1 due at 10PM today.

Disability and the Disability Rights Critique

Monday, July 2

A. Introduction to Key Ideas

1. Asch, "Distracted by Disability," Sharespace
2. *Life As We Know It* Introduction and Chapters 1 and 2

Tuesday, July 3

B. Prenatal Diagnosis and Selective Abortion

1. Asch, "Prenatal Diagnosis and Selective Abortion: A Challenge to Public Policy," Sharespace
2. Lindemann-Nelson, "The Meaning of the Act," Sharespace

Wednesday, July 4

Fourth of July Holiday – No Class

Thursday, July 5

C. Feminist Philosophy and Disability

1. Wendell, "Toward a Feminist Theory of Disability," Sharespace
2. *Life as We Know It* Chapters 3 and 4

Friday, July 6

D. Deaf Culture and Cochlear Implants/Wrap-Up of Section

1. Crouch, "Letting the Deaf Be Deaf: Reconsidering the Use of Cochlear Implants in Prelinguistically Deaf Children," Sharespace
2. *Life as We Know It* Chapter 5

Essay 1 Revision Due in Class; Essay 2 Topic Distributed in Class

Physician Assistance in Dying

Monday, July 9

A. Advance Directives and Decisional Incapacity

1. Robertson, "Second Thoughts on Living Wills" in Sharespace

Tuesday, July 10

B. Introduction to the Debate

1. Read Case Presentations: "Terri Shiavo," "Karen Quinlan: The Debate Begins," "The Cruzan Case: The Supreme Court Upholds the Right to Die," and "Dr. Jack Kevorkian: Activist and Convicted Felon," *Intervention and Reflection* (various; Chapter 11)
2. Review Briefing Session on Euthanasia and Physician-Assisted Suicide, *Intervention and Reflection* pp. 682-687
3. Gay-Williams, "The Wrongfulness of Euthanasia," *Intervention and Reflection* pp. 703-706
4. Callahan, "When Self-Determination Runs Amok," *Intervention and Reflection* pp. 706-711
5. Lachs, "When Abstract Moralizing Runs Amok," *Intervention and Reflection* pp. 711-714
6. Singer, "Voluntary Euthanasia: A Utilitarian Perspective," *Intervention and Reflection* pp. 715-722

Wednesday, July 11

C. The Killing-Letting Die Distinction and

D. Deciding for the Incompetent

1. Rachels, "Active and Passive Euthanasia," *Intervention and Reflection* pp. 725-729
2. Nesbitt, "Is Killing No Worse than Letting Die?" *Intervention and Reflection* pp. 729-733
3. "Supreme Court of New Jersey: In the Matter of Karen Quinlan, and Alleged Incompetent," *Intervention and Reflection* pp. 733-735
4. Review Decision Scenarios from 735

Thursday, July 12

E. Physician-Assisted Suicide and At-Risk Populations

1. Silvers, "Protecting the Innocents: People with Disabilities and Physician-Assisted Dying" in Sharespace
2. Drake, "Euthanasia is Out of Control In the Netherlands" in Sharespace
3. Battin et al, "Legal Physician Assisted Dying in Oregon and the Netherlands: Evidence Concerning the Impact on Patients in 'Vulnerable Groups'" in Sharespace
4. Listen to "Assisted Suicide and the Rights of the Disabled" on NPR's *All Things Considered*: <http://www.npr.org/templates/story/story.php?storyId=4866181>

Genetic Control

Friday, July 13

A. Introducing the Debates

1. Review Case Presentation "Stem Cells: Promises and Problems," *Intervention and Reflection* pp. 271-276

2. Review Briefing Session on Genetic Control, *Intervention and Reflection* pp. 276-312 (including Social Contexts 'Genetic Testing and Screening', 'Genetic Testing: Too Much Prevention', 'Huntington's Disease: Genetic Testing and Ethical Dilemmas', 'Gene Therapy' and 'The Human Genome Project')
3. "Cloning and Stem Cells" from the President's Council on Bioethics, *Intervention and Reflection* pp. 312-316
4. Sandel, "The Moral Status of Human Embryos," *Intervention and Reflection* pp. 318-319

Essay 2 Due in Class Today

Monday, July 16

B. Genetic Dilemmas in Having/Raising Children

1. Davis, "Genetic Dilemmas and the Child's Right to an Open Future," *Intervention and Reflection* pp. 337-346
2. Purdy, "Genetics and Reproductive Risk: Can Having Children Be Immoral?" *Intervention and Reflection* pp. 346-357
3. Savulescu, "Procreative Beneficence: Why We Should Select the Best Children," *Intervention and Reflection* pp. 320-326
4. Goering, "Gene Therapies and the Pursuit of a Better Human" in Sharespace

Tuesday, July 17

No assigned reading. Class devoted to course wrap-up and review for Final Exam.

Wednesday, July 18

Final Exam