

Ethics in Medicine

Phil 20602- Spring 2018
Instructor: Ting Cho Lau
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Office Hours: Tuesday 2-3 Malloy 301
Meeting Time: TR 12:30 PM-01:45 PM
Classroom: DeBartolo 203

§1 Course Description and Objectives

Description: This course will examine ethical issues in medicine and the biomedical sciences. The course will be divided into roughly four units. The first unit covers major ethical traditions and explores ethical issues in the profession of medicine. The second unit covers the ethics of life and death: abortion and euthanasia. The third unit covers issues concerning justice in health care. The fourth unit contains suggested topics that will be explored depending on class interest.

Objectives:

- Grasp the strengths and weaknesses of several moral theories
- Grasp the strengths and weaknesses of several political philosophical theories
- Be able to apply moral and political theories to concrete issues in medicine
- Develop a basic understanding of the American healthcare system and the provisions of the ACA
- Develop philosophical skills in writing, reading, and speaking

§2 Materials

- Mark Timmons *Moral Theory: An Introduction* 2nd Edition
- Ezekiel J. Emanuel *Reinventing American Health Care*
- Will Kymlicka *Contemporary Political Philosophy*
- Other reading materials provided on Sakai

§3 Assessment and Grading

Your final grade is determined by the following components:

Participation (10%)

- This course is discussion based. The easiest way to gain participation points is to simply prepare the materials before class and be ready to speak once class starts. Quality of participation does not have to correlate with quantity of participation.
- If discussion is difficult for you for whatever reason, e-mail me or meet me in office hours. We can work out non-discussion based ways of participation.
- I aim to provide hand-outs that summarize the reading materials **after** we have covered it in class. Thus, you must read beforehand.

Two Papers (20%, 30%)

- The first paper worth 20% is 3-4 pages (**due 3/1**)
- The second paper worth 30% is 5-7 pages (**due 5/1**)
- Double-spaced, Times New Roman/Garamond, standard one-inch margins.

- Please e-mail me a copy of your paper along with a hard copy in class. Prepare for blind grading by inputting your student number rather than your name.
- Papers topics will be given. Papers will require you to either assess and critique an argument or to come up with your own argument for a position. Paper grading rubrics will be provided.

Project (40%)

- Either:
 - A 8-10 page paper on assigned topic + 15 minute presentation and Q+A in class
 - A 25-30 min project to be presented in class. Options include:
 - Leading discussion on an instructor-approved article
 - Organizing and leading an in-class debate on an instructor-approved topic
 - Creating and presenting a podcast or video that explains and defends a position

Additional Point

- I suspect an average grade of a B+, but I am not aiming for a curve. Do good work and you'll get a good grade.
- Participation generally works to your advantage. If your participation is excellent, I will bump your grade as determined by your papers and final project by 1/3. If your participation is particularly poor, I will dock you 1/3 of a grade. If your participation is adequate, then your grade will reflect your non-participation assessments.

§4 Policies

Mutual Respect:

- Please show mutual respect and cordiality. Try not to interrupt and seek to listen to others before speaking.
- I aim to give your papers back to you within two weeks. If you wish to challenge a grade, wait until at least the next session we meet. Advice: These meetings go best for you if you have an attitude open to improvement.
- We will discuss sensitive topics and I will try to provide warnings ahead of time. If you have any concerns before, during, or after a class session, feel free to contact me.

Academic Integrity:

- Do not plagiarize or cheat!
 - First, we're taking an ethics course! I want all of you to become good persons. It is an act of intellectual theft and dishonest to represent another's work as your own.
 - Second, if you do, you will be punished to the full extent of the honor code.
 - Third, I won't penalize you if your paper is a day or two late.
 - Fourth, **an accurately cited but totally unoriginal paper can get a C**. Cs are better than Fs.
- Avoiding plagiarism: (1) When borrowing an idea from a source, first paraphrase it in your own language and be sure to give a parenthetical citation (e.g. Smith (2004)). There is no penalty for "overciting". (2) When using a direct quotation, make sure that I have enough information to track it down if needed (e.g. website link, page number etc.)

Late Policy:

- Due dates are given to help facilitate grading and feedback. Aim to turn in papers by those dates. I will not be penalizing students if they miss these suggested deadlines. The one hard deadline is that final papers must be turned in by 5/1 so that I have sufficient time to input grades.

Attendance Policy

- Excused absences will not entail automatic reductions but frequent absences will affect your participation grade.

§5 Schedule of Readings

Some Comments

- Recommended readings are made available to students who want to learn more about the topic. Familiarity with them will not be assumed in class. However, if you want to lead a class discussion or write papers on a topic, you should do the recommended readings.
- I try to keep readings within 35 pages per meeting. If the reading goes beyond that, I will tell you where to focus and will also provide a summary or overview in class.
- MT = Timmons *Moral Theory*, CPP = Kymlicka *Contemporary Political Philosophy*

Week 1 Traditions in Moral Reasoning (Part 1)	<p>1/16 Syllabus, Intro to Moral Theory Required:</p> <ul style="list-style-type: none"> MT Chapter 1 <p>1/18 Natural Law Theory Required:</p> <ul style="list-style-type: none"> MT Chapter 4 <p>Recommended: SEP Doctrine of Double Effect</p>
Week 2 Traditions in Moral Reasoning (Part 2)	<p>1/23 Kant’s Moral Theory Required:</p> <ul style="list-style-type: none"> MT Chapter 8 <p>Recommended: Kant <i>Groundwork</i>, Velleman “A Brief Introduction to Kantian Ethics”</p> <p>1/25 Consequentialism Required:</p> <ul style="list-style-type: none"> MT Chapter 5 <p>Recommended: MT Chapter 6, Mill <i>Utilitarianism</i></p>
Week 3 Traditions in Moral Reasoning (Part 3)	<p>1/30 Virtue Ethics Required:</p> <ul style="list-style-type: none"> MT Chapter 10 <p>Recommended: Aristotle, <i>Nicomachean Ethics</i> I-V, Gilligan, <i>In a Different Voice</i></p> <p>2/1 Review and Application Short case studies will be assigned</p>
Week 4 Medicine and the Doctor-Patient Relationship	<p>2/6 The Aim of Medicine Required:</p> <ul style="list-style-type: none"> Kukla, “Medicalization, ‘Normal Function’, and the Definition of Health.” <p>Recommended: Daniels, “The Genome Project, Individual Differences, and Just Health Care”</p> <p>2/8 The Doctor-Patient Relationship: Paternalism and Consent Required:</p> <ul style="list-style-type: none"> Ackerman, “Why Doctors Should Intervene.” Kaba, “The Evolution of the Doctor-Patient Relationship” <p>Recommended: Corrigan, “Empty Ethics: The Problem with Informed Consent”</p>
Week 5: Truth-Telling and Medical Experimentation	<p>2/13 Confidentiality and Truth-Telling Required:</p> <ul style="list-style-type: none"> Fan, “Truth Telling in Medicine-The Confucian View” Bok, “Lies to the Sick and Dying” <p>2/15 Medical Experimentation and Research</p>

	<p>Required:</p> <ul style="list-style-type: none"> • McMahan, “Killing Embryos for Stem Cell Research” • New Yorker, “Guinea Pigging” <p>Recommended: Freedman, “Lies, Damned Lies, and Medical Science”</p>
<p>Week 6: Choose your own adventure week (Articles not chosen by the class can be used for student presentations)</p>	<p>2/20-2/22 Students will choose two or three topics to cover this week</p> <ul style="list-style-type: none"> • Race-Based Medicine <ul style="list-style-type: none"> ○ Roberts “What’s Wrong with Race-Based Medicine?: Genes, Drugs, and Health Disparities” • Organ Donation <ul style="list-style-type: none"> ○ SEP on Organ Donation https://plato.stanford.edu/entries/organs-sale/ ○ This American Life: “Here’s Looking at You, Kidney” https://www.thisamericanlife.org/580/thats-one-way-to-do-it • Rationing Healthcare? <ul style="list-style-type: none"> ○ Gopal Sreenivasan, “Why Justice Requires Rationing in Health Care” ○ Vice Documentary: “The Boyfriend Experience” https://www.youtube.com/watch?v=aLEu1lx8bg&t=29s • Feminism in Bioethics <ul style="list-style-type: none"> ○ Little, “Why a Feminist Approach to Bioethics?” • Right to Healthcare? <ul style="list-style-type: none"> ○ Risse, “Is There a Human Right to Essential Pharmaceuticals?” • Research and the Replication Crisis <ul style="list-style-type: none"> ○ Ioannidis, “Why Most Published Research Findings are False” ○ Radiolab - Stereothreat http://www.radiolab.org/story/stereothreat/
<p>Week 7: Euthanasia (First Paper Due 3/1)</p>	<p>2/27 Euthanasia and the Law</p> <p>Required:</p> <ul style="list-style-type: none"> • Dworkin, The Philosophers’ Brief • Practical Ethics Bites: https://podcasts.ox.ac.uk/should-euthanasia-be-legal <p>3/1 Consequentialist and Kantian Arguments</p> <p>Required:</p> <ul style="list-style-type: none"> • Singer “Voluntary Euthanasia” • Velleman, “A Right of Self-Termination?” • 60 Minutes “‘Dr.’ Death and His Accomplish.” https://www.cbsnews.com/video/death-by-doctor/
<p>Week 8: Abortion</p>	<p>3/6 Abortion</p> <p>Required:</p> <ul style="list-style-type: none"> • Summary of Roe v. Wade Oral Arguments https://scrutinypod.com/episodes/2017/3/3/episode-1-roe-v-wade-1 • Thomson “A Defense of Abortion” <p>Further Research: McMahan, <i>The Ethics of Killing: Problems at the Margin of Life</i> (267-423)</p> <p>3/8 Rights and the Law</p> <p>Required:</p> <ul style="list-style-type: none"> • Hursthouse “Virtue Theory and Abortion” • Singer, Chapter 6 <i>Practical Ethics</i> • John Oliver, <i>Last Week Tonight</i> “Abortion Laws”
<p>Spring Break</p>	<p>3/13-3/15 No Class</p>
<p>Week 9: Student Presentations</p>	<p>3/20-3/22 Slots for nine students</p>
<p>Week 10 Justice and the Health Care System (Part 1)</p>	<p>3/27 Rawls and Liberal Democracy</p> <p>Required:</p> <ul style="list-style-type: none"> • CPP Chapter 3 Liberal Equality

	<ul style="list-style-type: none"> • Luvelt Anderson, “Political: Original Position” https://www.youtube.com/watch?v=nO5me_5c8dM • PBS Digital Studios, “How Do You Design a Just Society?” “https://www.youtube.com/watch?v=P3gWGtf_w_s” <p>Recommended: SEP Rawls 3/29 Nozick and Libertarianism Required:</p> <ul style="list-style-type: none"> • CPP Chapter 4 Libertarianism <p>Recommended: Huemer <i>Problem of Political Authority</i> Chapter 1, Brennan, <i>Against Democracy</i> Chapter 1</p>
Week 11 Justice and the Health Care System (Part 2)	<p>4/3 American Healthcare Part 1 Required:</p> <ul style="list-style-type: none"> • Emmanuel, <i>Reinventing American Healthcare</i>, Chapters 8-9 <p>Recommended: Emmanuel Chapters 1-4 4/5 American Healthcare Part 2 Required:</p> <ul style="list-style-type: none"> • Daniels, “Justice, Health, and Health Care.” • Sreenivasan “Healthcare and Equality of Opportunity.”
Week 12 Disability and Biotechnology	<p>4/10 What is a Disability? Required:</p> <ul style="list-style-type: none"> • Barnes, “Valuing Disability, Causing Disability.” <p>4/12 Human Enhancement? Required:</p> <ul style="list-style-type: none"> • Sandel, “The Case Against Perfection” • Savulescu and Bostrom “Human Enhancement Ethics.”
Week 13: Born this way?	<p>4/17 Gender and Race Required:</p> <ul style="list-style-type: none"> • Haslanger, “Gender and race: (What) are they? (What) do we want them to be?” <p>4/19 Sexual Orientation Required:</p> <ul style="list-style-type: none"> • Dembroff, “What is Sexual Orientation?”
Week 14: Student presentations	4/26-4/28 Slots for nine students
Week 15: Wrap-up (Paper 2 Due)	5/1 Class Summary