

HPS 613: Morality and Medicine

Fall 2017

Tuesday 6:00 – 8:30 PM

Frick Fine Arts Building 203

Instructor: Jacob Neal
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Office Hours: Wed. 1:30-2:30pm, Thu. 1:00-2:00pm, and by appointment

Student Contact 1: _____

Student Contact 2: _____
(name) (email) (phone)

- 1. Course Description.** Each of us in this course will likely be directly confronted at some point with difficult biomedical and bioethical choices concerning our own lives, the lives of family members, or the lives of patients under our care. This course is designed to improve your decision-making ability in these contexts by providing a philosophical framework in which to judge the values you find most important and determine how to apply them to specific biomedical and bioethical cases. In this course we will examine a number of ethical issues that arise in the context of contemporary medical practice and research by analyzing articles and decision scenarios. Topics to be covered include informed consent and human experimentation, selective abortion and genetic screening, end of life issues, euthanasia, race in medicine, and various ethical aspects of public health policy. Students who successfully complete this course will be able to identify and analyze different philosophical approaches to selected issues in medical ethics, and they will have gained insight into how to read and critically interpret philosophical arguments. Moreover, this course will help students develop written and oral skills that will enable them to think and express themselves clearly about ethical questions as future or current health care providers, policy makers, and consumers.
- 2. Course Objectives.** By the end of this course, students will be able to
 - Recognize, extract, and critically evaluate bioethical arguments in philosophical and popular texts.
 - Develop and defend original bioethical arguments both orally and in writing.
 - Analyze bioethical arguments and case studies using principles of bioethics, ethical frameworks, and relevant factual and conceptual distinctions.
 - Charitably and rationally evaluate multiple viewpoints and perspectives in bioethical arguments, especially those that conflict with one's initial moral intuitions or beliefs.
 - Empathize and engage in productive dialogue with others holding different ethical positions.
- 3. Prerequisites.** There are no prerequisites for this course and no background knowledge of either philosophy or medicine is assumed. A core course in the Conceptual Foundations of Medicine certificate, it is likely to be of interest to pre-medical and pre-healthcare students.

4. Texts

Required Texts:

- Kuhse, Schüklenk, and Singer (2016) *Bioethics: An Anthology*. 3rd Ed. Wiley Blackwell. (Available as a free ebook through the Hillman library and in print from the bookstore and online booksellers for \$40-80.)
- One bioethics memoir for the midterm book review assignment.

Recommended Text:

- Veatch, Haddad, and English (2015) *Case Studies in Biomedical Ethics: Decision-Making, Principles, and Cases*. 2nd Ed. Oxford University Press. (Print copies are available for \$40-65. All required readings from this text will be posted to CourseWeb.)

5. Graded Assignments

Reading Responses (20%)

Book Review Project (30%)

Book Review (20%)

Panel of Experts Presentation (10%)

Final Essay (35%)

Essay Drafting (5%)

Final Essay (30%)

Participation (15%)

Reading Quizzes (5%)

Discussion and Activity Participation (10%)

Reading Responses (20%): Students will be assigned to groups and will have to prepare and submit two 500-word responses to selected readings, which will include a presentation of one of the arguments in the reading, as well as a critical evaluation of it. Reading responses are due by 9AM on Monday prior to Tuesday class. You will be obliged to complete the two required reading responses based on your group assignment, but you may choose to complete up to two additional reading responses. Only your top two scores will count toward your final grade.

Schedule of Reading Responses

Group A: Sept. 19 (Beauchamp, 2011); Oct. 24 (Savulescu, 2007)

Group B: Sept. 26 (Harris, 2005); Nov. 7 (Brock, 1992)

Group C: Oct. 3 (Thomson, 1971); Nov. 14 (Dworkin, 1993)

Group D: Oct. 3 (Marquis, 1989); Nov. 21 (Roberts, 2012)

Group E: Oct. 17 (Asch, 1999); Nov. 28 (Venter et al., 2013)

Group F: Oct. 24 (Sandel, 2004); Dec. 5 (Selgelid, 2005)

Book Review Project (30%): Students will read a memoir or other text detailing an important historical case study or an individual's experience grappling with a bioethical dilemma. They will then produce a written book review and develop an oral presentation relating the book to the required philosophical readings.

Written Book Review (20%): Students will select an approved bioethics memoir or historical case study text and write a 1,000 to 1,200-word review of the book, which is to be uploaded to Turnitin by 11:59PM on Friday, Oct. 13.

Panel of Experts Oral Presentation (10%): Each student presenting on a given unit will produce a 3-minute oral presentation, summarizing key features of their chosen text and relating it to the philosophical issues discussed in one or more of the relevant philosophical readings. Students may either present in class or prepare a podcast of their presentation, which will then be played for the class. Students will be required to submit either an outline or transcript of their oral presentation by 9AM on the Monday immediately before our Tuesday evening class.

Final Essay (35%): Students will produce a 1,200- to 1,500-word essay addressing an important philosophical dispute in bioethics, by responding to a topic provided by the instructor. More discussion of the term paper goals, guidelines, and rubric will be provided in additional documents later in the course. Students will be graded both on the final written essay (30%) and at various stages during the essay drafting process (5%). Additionally, all students will have the opportunity to revise their final essay in light of instructor feedback to receive up to half of the points lost. (See below for specific deadlines.)

Participation (15%): Participation will be evaluated based on your performance on announced and unannounced reading quizzes (5%). A minimum of 5 reading quizzes will be given during the term covering only required readings, each worth 1% of your final grade. (If additional quizzes are given, only your top five will count toward your final grade.) The remainder of your participation score will come from a combination of end-of-class participation papers, in-class discussion, and participation during activities in both large and small groups (10%).

Deadlines & Submission Instructions

Friday, Oct. 13: Book Review, submitted to Turnitin by 11:59PM

Tuesday, Oct. 24: Five Sentence Paper, paper copy due in class

Monday, Oct. 30: Complete draft of Final Essay, submitted to Turnitin by 9AM and paper copy brought to class

Friday, Nov. 17: Final Essay, submitted to Turnitin by 11:59PM

Friday, Dec. 8: Final Essay Revisions and Summary of Justification (optional), submitted to Turnitin by 11:59PM

Monday, variable: Reading Responses, submitted to Turnitin by 9AM on Monday before class

Monday, variable: Panel of Experts Oral Presentation outline and questions, submitted to Turnitin by 9AM on Monday before class

6. Attendance and Grading Policies

Attendance. Attendance is required, but I allow two absences without penalty (after the first week). Each absence over these two will result in a 5% deduction from your final grade. This is independent of your participation grade.

Late Work. All work is due by the specified date and time. If reading responses, book reviews, or final essays are submitted late, they will be penalized by 10% for each 24h period it is late. Reading responses submitted after the beginning of class will not be accepted. Quizzes cannot be made up. Exceptions may be provided for health, familial, or religious obligations on a case-by-case basis.

Anonymous Grading. I practice anonymous grading for all written work in order to eliminate the effects of implicit bias, which have been shown to affect even those who do not hold explicitly prejudiced beliefs (<http://plato.stanford.edu/entries/implicit-bias/>). We will discuss in class how you can anonymize your submissions to Turnitin.com.

7. **Student Preparedness.** Class discussion assumes that students have read the assigned materials. Some of the readings may be challenging, and I strongly encourage you to complete the readings twice before class. Ideally, you should also review the readings after we have discussed them in class. *You are expected to bring copies of all the assigned readings, as well as your notes, to every class session.* As you prepare for each class, try to identify the author's main thesis and the arguments offered in support of it. Also consider any possible objections you might raise to those arguments. Finally, think about the position you would defend with respect to the ethical argument at issue and identify the strongest arguments you can in support of your position. While I do not expect you to fully grasp all the arguments in each reading before class, preparing to discuss each reading in this way will help you to develop your own thought and will also enable you to pinpoint the steps in the author's argument that you do not understand. You will then be able to bring up your questions about the readings and your considered opinions and arguments during class for assistance and feedback from the instructor and your peers.
8. **Classroom Environment.** We will often discuss controversial topics in class and some of the readings may present arguments that challenge your most deeply held beliefs and values. In part because of the highly charged nature of many of these issues in the current public and political domain, this course is designed to be a safer space for rational consideration, analysis, and discussion of various bioethical topics and arguments. *Class participation therefore should always be carried out in a respectful manner.* For instance, you should always listen carefully to those voicing other positions, interpret their arguments charitably, and then present any objections to their arguments civilly, without attacking them personally.
9. **Inclusivity Statement.** I am firmly committed to diversity and equality in all areas of academic life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I further believe that our ability to understand and grapple with difficult bioethical topics is improved by respectfully engaging with a variety of diverse viewpoints and perspectives. Each of us brings a unique set of experiences and knowledge into the classroom. One of the pleasures of the study of philosophy is the ability for each of us to learn from the experience and knowledge of others. I believe the responsibility for learning is distributed among all of us, so your preparation and participation in the class will be a key factor in your success and mine. I value and encourage each of your contributions, and I hope that you will always feel comfortable offering opinions, asking questions, and helping everyone get the most out of the course.

To help foster an inclusive learning environment, we begin by ensuring that our language is inclusive. In this class, we will follow the American Philosophy Association's guidelines for non-sexist language (<http://www.apaonlinecsw.org/apa-guidelines-for-non-sexist-use-of-language>). To further promote inclusion and civility, I will make every attempt to acknowledge student contributions by name, and I encourage you to learn your classmates' names and pronouns so that you can do the same.

10. **Laptop Policy.** Since much of this course is discussion-based, the use of laptops during class is strongly discouraged. Most people overestimate their ability to multi-task and underestimate the extent to which their laptop use distracts others. Further, recent studies have shown that students who take notes electronically tend to transcribe the lecture verbatim rather than processing the information. These results indicate that handwritten note takers, who have to

reframe the information in their own words, have improved recall and a better conceptual understanding of the material than electronic note takers (See: <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>). You may consult your laptops to access electronic readings during relevant class discussion or if you use it as an accessibility aid for note taking, but otherwise you should try to refrain from using your laptop during class.

- 11. Plagiarism.** Plagiarism, as well as cheating of any kind, will not be tolerated. Please refer to the University of Pittsburgh's policies on academic integrity for details on this subject (<http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>). We will discuss proper academic citations before any papers are due to help you avoid inadvertent plagiarism. All graded assignments are expected to be new for this course. It is therefore unacceptable to submit for a grade any paper you have written for another course.

Students agree that by taking this course all written assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage and Privacy Policies on the Turnitin.com site.

- 12. Writing Center.** Effective written communication is critical to philosophy and to academic discourse. You are strongly encouraged to trade drafts of your writing assignments with your classmates for editing and to make use of the Writing Center at 317B O'Hara Student Center (<http://www.writingcenter.pitt.edu>).

- 13. Disability Services and Accommodations.** Your success in this course is important to me, as I believe that every student is entitled to a meaningful and stimulating learning experience. If there are any circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting activities and assignments to meet both your needs and the requirements of the course. This includes informing me of topics that are sensitive or potentially triggering for you so we can discuss possible accommodations. If you are uncertain whether or not this statement applies to you, please err on the side of caution and arrange to speak with me. Additionally, if you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term. For further information on University policy, please visit <https://www.studentaffairs.pitt.edu/drs/>.

- 14. Non-discrimination Policy.** The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The University also prohibits and will not engage in retaliation against any person who makes a claim of discrimination or harassment or who provides information in such an investigation. Further, the University will continue to take affirmative steps to support these values consistent with the University's mission.

SCHEDULE OF READINGS*

UNIT 1: ETHICAL FRAMEWORKS		
Week 1 (Aug. 29)	Introduction to course topics, goals, and discussion norms; primer on arguments	1. No required readings
Week 2 (Sept. 5)	Ethical Frameworks & Principles of Bioethics	1. Steinbock, London, & Arras (2013), 'Moral Reasoning in the Medical Context', 1-41 (CW)**
Week 3 (Sept. 12)	Ethical Theories & Historical Context	1. Kuhse & Singer (2009), 'What is Bioethics? A Historical Introduction', pp. 3-11 (CW) 2. Normative ethical theories, primary sources, selections from Aristotle's <i>Nicomachean Ethics</i> , Kant's <i>Groundwork of the Metaphysics of Morals</i> , and Mill's <i>Utilitarianism</i> (CW) (20 pgs)
UNIT 2: CONSENT & HUMAN EXPERIMENTATION		
Week 4 (Sept. 19)	Autonomy & Informed Consent	1. VHE, "Autonomy," pp. 106-119 (CW) 2. Beauchamp (2011), 'Informed Consent: Its History, Meaning, and Present Challenges', pp. 635-641 (KSS)** – RR Group A 3. Reardon (2013), 'Should Patients Understand They Are Research Subjects?' <i>San Francisco Chronicle</i> . http://www.sfgate.com/opinion/article/Should-patients-understand-that-they-are-research-4321242.php (2 pgs)
Week 5 (Sept. 26) <i>Panel of Experts Presentations</i>	Human Experimentation	1. Hellman and Hellman (1991), 'Of Mice But Not Men: Problems of the Randomized Clinical Trial', p. 744-749 (CW) 2. Harris (2005), 'Scientific Research is a Moral Duty', pp. 471-482 (KSS) – RR Group B 3. Jones (2008), 'The Tuskegee Syphilis Experiment', pp. 721-733 (CW)
UNIT 3: BEGINNING OF LIFE		
Week 6 (Oct. 3)	Abortion	1. Thomson (1971), 'A Defense of Abortion', pp. 38-48 (KSS) – RR Group C 2. Marquis (1989), 'Why Abortion is Immoral', pp. 49-60 (KSS) – RR Group D 3. 'Thought Experiments,' Stanford Encyclopedia of Philosophy (SEP), Intro and §1, pp. 1-10 (CW)
Oct. 10	No Class (Monday Schedule)	
Week 7 (Oct. 17) <i>Panel of Experts Presentations</i>	Genetic Testing & Selective Abortion	1. Asch (1999), 'Prenatal Diagnosis and Selective Abortion', pp. 112-126 (KSS) – RR Group E 2. Chadwick and Levitt (1998), 'Genetic Technology: A Threat to Deafness', pp. 127-135 (KSS) 3. Weaver (2015), 'Applying an Ethic of Care to a Duty to Warn Genetic Relatives', pp. 1-7 (CW)
Week 8 (Oct. 24) <i>Bring Five Sentence Paper to class</i>	Enhancement & Designer Babies	1. Sandel (2004), 'Against Perfection: What's Wrong with Designer Children', pp. 51-61 (CW) – RR Group F 2. Savulescu (2007), 'Genetic Interventions and the Ethics of Enhancement', pp. 818-828 (CW) – RR Group A 3. Ledford (2015), 'CRISPR, the Disruptor', pp. 20-24 (CW)

Week 9 (Oct. 31) <i>Bring draft of Final Essay to class</i>	Writing Workshop	1. Philosophical Writing, selections (CW)
UNIT 4: DEATH & DYING		
Week 10 (Nov. 7) <i>Panel of Experts Presentations</i>	Physician Assisted Suicide	1. Veatch (2009), 'Evolution of Death and Dying Controversies', pp. 16-19 (CW) 2. Callahan (1992), 'When Self-Determination Runs Amok', pp. 357-361 (KSS) 3. Brock (1992), 'Voluntary Active Euthanasia', pp. 45-66 (CW) – RR Group B
Week 11 (Nov. 14)	Dementia & Advance Directives	1. Dworkin (1993), 'Life Past Reason', pp. 333-340 (KSS) – RR Group C 2. Dresser (1995), 'Dworkin on Dementia', pp. 341-349 (KSS) 3. VHE (2016), 'Death and Dying', selections (CW)
UNIT 5: RACE & MEDICINE		
Week 12 (Nov. 21) <i>Panel of Experts Presentations</i>	Use of Race in Medicine	1. Roberts (2012), 'Debating the Cause of Health Disparities: Implications for Bioethics and Racial Equality', pp. 332-341 (CW) – RR Group D 2. Wasserman (2011), 'Is Racial Profiling More Benign in Medicine Than Law Enforcement?', pp. 119-129 (CW)
UNIT 6: PUBLIC HEALTH POLICY		
Week 13 (Nov. 28) <i>Panel of Experts Presentations</i>	HIV/AIDS Epidemic	1. Gable, Gostin, and Hodge (2009), 'A Global Assessment of the Role of Law in the HIV/AIDS Pandemic', p. 260-264 (CW) 2. Säfken and Frewer (2007), 'The Duty to Warn and Clinical Ethics', pp. 603-610 (KSS) 3. Venter, Allais, & Richter (2013), 'Exposure Ethics: Does HIV Pre-exposure Prophylaxis Raise Ethical Problems?', 269-274 (CW) – RR Group E
Week 14 (Dec. 5)	Allocation of Healthcare and Research Resources	1. Persad, Wertheimer, and Emanuel (2009), 'Principles for the Allocation of Scarce Medical Resources', pp. 265-275 (CW) 2. Beckstead and Ord (2016), 'Bubbles Under the Wallpaper: Healthcare Rationing and Discrimination', pp. 406-412 (KSS) 3. Selgelid (2005), 'Ethics and Infectious Disease,' pp. 555-564 (KSS) – RR Group F
Dec. 12	No Final Exam	

*The instructor reserves the right to modify this schedule of readings; however, no changes will significantly alter course requirements or reading load. Any changes to the readings will be made at least three weeks in advance. Please check your University email and CourseWeb announcements regularly for any modifications or updates.

**Readings marked CW are to be found on CourseWeb and those marked KSS are to be found in the required text (Kuhse, Schüklenk, and Singer, 2016).