

## BIOMEDICAL ETHICS

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PHIL XXXXX · Semester Year · Class Time · Class Meeting Place

**Instructor:** Joe Ulatowski  
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**Office Hours:** TBA

**Course Description:** The aim of this course is to introduce you to fundamental ethical issues that arise in health care. Some of the topics we will explore include: the physician-patient relationship, allocation of scarce medical resources, reproductive rights, medical decisions at the end of life, and medical research on humans. We will critically examine each of these issues. The class will discuss the nature of normative ethical theories with the expectation of developing a system or methodology for moral decision making in the context of health care. Our primary goal will be to apply the decision making skills we learn through an exploration of normative ethical theory to the practical problems that arise in health care. The content of the class presumes neither knowledge of nor a passing acquaintance with philosophy.

Check the course webpage frequently for updated information about this course: [enter course website here]

**Required Text:** Steinbock, Bonnie, John D. Arras, and Alex John London, eds. (2003). *Ethical Issues in Modern Medicine*. 6<sup>th</sup> edition. New York: McGraw-Hill.

More suggested texts citations are available on the course website.

**Requirements:** Actually doing philosophy involves class discussion, in which students dialogue back and forth with the instructor and with each other. This class will be a seminar style course that places a premium on class discussion. Since this is the case, attendance is vital for success in the course.

**Participation (15%).** You should come to class prepared to talk about the article(s) you read for that day. By raising a question, a comment, or criticism of the reading, you earn participation points. The participation grade will be based on the extent to which you participate in discussion and the quality of your comments.

**Presentation (15%).** You will be expected to present one/two articles to the class. A presentation consists in outlining at least the main argument of the reading. You may also include some of the auxiliary arguments if they are important components of the main argument of the paper. An exceptional presentation will include a few criticisms of the main argument. You need to demonstrate that you have command of the argument. If you are too

confused by the argument, then summarize what you think the main argument of the reading is and present a few questions.

**Mini-papers (30%).** You will be responsible for completing two mini-papers of no more than 5 pages (strict limit). The first paper is due DUE DATE, and the second paper is due DUE DATE. For each of them, I will prepare a few questions for you to use as a guide for writing the paper. If you want to create your own topic to write about, then please make an appointment with me to discuss it.

**Final Paper (40%).** The student will be expected to complete one 10-12 page paper on a topic of the student's choice. More information, i.e., suggested topics, will be distributed sometime toward the middle of the semester. The student must submit a brief prospectus of the paper by DUE DATE, a bibliography by DUE DATE, and a detailed outline by DUE DATE.

*Failure to complete any of these requirements will severely effect your grade.*

**Policies:**

*Cheating.* Cheating on any course requirement shall not be tolerated. Cheating includes, but is not limited to, copying from one's own clandestine notes, from someone else's paper, or quoting or paraphrasing an author without crediting the source (plagiarism). If the student is caught cheating, then s/he will receive a 0 on the work and will be subject to disciplinary action.

*Students with Disabilities Act.* The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning, and psychiatric impairments. Please contact the instructor at the beginning of the course to discuss any such accommodations that you may require for this course. For more information, the student should contact the Center for Disability Services.

*Notice.* The student is advised. All material contained herein, including course design, content, lectures, correspondence, Internet content, and written material, is the intellectual property of the instructor. In addition, the instructor reserves the right to change, revise, or alter any portion of this syllabus at any time, at his sole discretion, for any reason, without further notification to the student. This syllabus is in accordance with the [university or college handbook].

**Grading:**

There are no averages in this class, so put your calculators away. Grades will be determined according to a linear point scale. The more points you accumulate the higher your grade. In-class participation is worth a total of 100 points, each presentation is worth 50 points (100 total points available), each mini paper is worth 100 points (200 points total), and the final paper is worth a total of 250 points. The total number of points available equals 650.

The grading scale is as follows: 585 for an A-, 520 for a B-, 455 for a C-, 390 for a D-. Anyone who fails to earn 390 points fails the class.

**Course Schedule & Assignments:** The course schedule is available online at the class website. Since this is an advanced philosophy class that emphasizes discussion in the classroom (and outside the classroom) the schedule may change frequently. The class website and blog will be the primary forms of communication with the student, and the student should check these website regularly.

Reading Assignments	Homework Assignments (TBD)
<p><b>Introduction to Normative Ethics and Applied Ethics:</b> Read the Introduction of <i>Ethical Issues in Modern Medicine</i>; supplemental readings will be available on reserve in the library</p> <p><b>The Health Care Provider-Patient Relationship:</b> The Hippocratic Oath; Alan Goldman, “The Refutation of Medical Paternalism;” Ezekiel J. Emanuel and Linda L. Emanuel, “Four Models of the Physician Patient Relationship”</p>	Week 1
<p><b>Informed Consent and the Health Care Provider-Patient Relationship:</b> John D. Arras, “Antihypertensives and the Risk of Temporary Impotence: A Case Study in Informed Consent;” Howard Brody, “Transparency: Informed Consent in Primary Care”</p> <p><b>Conflicting Professional Roles and Responsibilities:</b> Tarasoff v. Regents of the University of California; Françoise Baylis, “Error in Medicine: Nurturing Truthfulness;” Lainie Friedman Ross, “Disclosing Misattributed Paternity”</p>	Week 2
<p><b>Allocation of Scarce Medical Resources:</b> President’s Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research, “An Ethical Framework for Securing Access to Health Care”</p> <p><b>Allocation of Scarce Medical Resources Continued:</b> Norman Daniels, “Equal Opportunity and Health Care”</p>	Week 3
<p><b>Reproductive Rights:</b> Pope John Paul II, “The Unspeakable Crime of Abortion”</p> <p><b>Reproductive Rights Continued:</b> Don</p>	Week 4

Marquis, "Why Abortion is Immoral"	
<b>Reproductive Rights Continued:</b> Bonnie Steinbock, "Why Most Abortions are not Wrong"	Week 5
<b>Reproductive Rights Continued:</b> Judith Jarvis Thomson, "A Defense of Abortion"	
<b>Medical Decisions at the End of Life:</b> President's Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research, "Defining Death;" Robert M. Veatch, "The Impending Collapse of the Whole-Brain Definition of Death."	Week 6
<b>Advance Directives:</b> Stuart J. Eisenrath and Albert R. Jonsen, "The Living Will: Help or Hindrance?" George J. Annas, "The Health Care Proxy and the Living Will."	Week 7
<b>Euthanasia and Physician Assisted Suicide:</b> Timothy E. Quill, "Death and Dignity: A Case of Individualized Decision Making;"	Week 8
<b>Euthanasia and Physician Assisted Suicide Continued:</b> Ronald Dworkin, "Assisted Suicide: The Philosophers' Brief, Introduction;" Ronald Dworkin, Thomas Nagel, Robert Nozick, John Rawls, Thomas Scanlon, and Judith Jarvis Thomson, "The Philosophers' Brief."	
<b>Euthanasia and Physician Assisted Suicide Continued:</b> John D. Arras, "Physician-Assisted Suicide: A Tragic View;"	Week 9
<b>Euthanasia and Physician Assisted Suicide Continued:</b> Margaret Battin, "Euthanasia: The Way We Do It, The Way They Do It"	
<b>Medical Research on Humans:</b> The Nuremberg Code; Jay Katz, "The Jewish Chronicle Disease Hospital Case;" David J. Rothman and Sheila M. Rothman, "The Willowbrook Hepatitis Studies;"	Week 10
<b>Medical Research on Humans Continued:</b> Saul Krugman, "The Willowbrook Hepatitis Studies Revisited: Ethical Aspects."	
<b>The Tuskegee Syphilis Study:</b> Allan M. Brandt, "Racism and Research: The Case of the Tuskegee Syphilis Study;"	Week 11

<p><b>Response to The Tuskegee Syphilis Study:</b> The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, “The Belmont Report.”</p>	
<p><b>Ethical Issues in International Research:</b> Peter Lurie and Sidney M. Wolfe, “Unethical Trials of Interventions to Reduce Perinatal Transmission of the Human Immunodeficiency Virus in Developing Countries;”</p> <p><b>Ethical Issues in International Research Continued:</b> Robert A. Crouch and John D. Arras, “AZT Trials and Tribulations.”</p>	Week 12
<p><b>Ethical Issues in International Research Continued:</b> Alex John London, “The Ambiguity and the Exigency: Clarifying “Standards of Care” Arguments in International Research;”</p> <p><b>Ethical Issues in International Research Continued:</b> Leonard H. Glanz, George J. Annas, Michael A. Grodin, and Wendy K. Mariner, “Research in Developing Countries: Taking “Benefit” Seriously.”</p>	Week 13
<p><b>Human Cloning and Stem Cell Research:</b> Dan W. Brock, “Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con”</p> <p><b>Human Cloning and Stem Cell Research Continued:</b> Leon Kass, “Preventing a Brave New World: Why We Should Ban Human Cloning Now”</p>	Week 14
<p><b>Human Cloning and Stem Cell Research Continued:</b> Mark Elbert, “Human Cloning: Myths, Medical Benefits, and Constitutional Rights”</p> <p><b>Human Cloning and Stem Cell Research Continued:</b> Bonnie Steinbock, “Respect for Embryos;” Maura A. Ryan, “Creating Embryos for Research: On Weighing Symbolic Costs”</p>	Week 15