

Department of Philosophy
University of Guelph
Fall 2014

PHIL*2030-01 Syllabus

Course Lecture Time: 14:30-15:20 MW
Course Lecture Location: ALEX 100
Lecturer: Dr. Victoria I. Burke
Office Location: 339 Mackinnon (office wing)
Office Hours: 16:00-17:00 PM MW + by appointment
Email: vburke@uoguelph.ca

Philosophy of Medicine

The philosophical area of bioethics is concerned with applied ethical issues that arise out of the practice of medicine and research on the physiology of human beings. This introduction to bioethics will ask ethical questions concerning such issues as abortion (including selective abortion), active and passive euthanasia, research on human subjects, the physician-patient relationship and medical confidentiality (including issues that arise in multicultural societies), decisions concerning the allocation of life sustaining treatment, informed consent, truth-telling, conflicts of interest, the role of the family in medical decision-making, embryonic stem cell research, genetic screening, genetic enhancement, human cloning, and issues concerning justice in health care distribution, patient rights, and societal obligations in the practice of medicine. In the course of examining each issue, we will also discuss such theoretical issues as the scope and limits of autonomy and individual liberty, the ethics of cost/benefit analyses, and the difference between rule and act utilitarianism. This is a course in ethics, not biology, but in the course of our study, we will discuss human physiology to the extent that it is required to understand the ethical issues. We will also examine selected case studies. In the course of our study, we will discuss specifically Canadian legal precedents and the ethical justification for a single-payer government-sponsored health care system.

Required Text:

Biomedical Ethics: A Canadian Focus, Second Edition. Ed. Johnna Fisher, Oxford University Press ISBN 078-0-19-544688-3 (All readings on the syllabus are from this textbook, except where noted items are in the public domain of the WWW or on e-reserve)

Obtaining Course Texts:

The textbook is available at the university bookstore.

Course Requirements: Students will be assessed on the basis of two Analysis papers (5-6 pages each), tutorial participation, and a Final Examination.

Distribution:

1st Analysis (5-6 pages): 25%

2nd Analysis (5-6 pages): 25%

Tutorial Participation: 20%

Final Examination: 30%

Guidelines for submitting written work: The essays must be submitted on white 8.5 x 11 paper, typed and double-spaced. Students must keep a copy of their work for their own files in case the paper should become lost. If the paper becomes lost (by the student, the department secretary, the T.A. or the Instructor), it is the student's responsibility to be able to replace it.

Course Objectives: The objectives of PHIL*2030-01 are: 1.) to acquaint students with an array of ideas in applied ethics as they pertain to the practice of medicine; 2.) to encourage students to think critically about such issues; 3.) to provide students with the opportunity to formulate and write about their own original interpretations of ethical concepts, as they pertain to the practice of medicine; and 4.) to gain experience in employing their reading comprehension and capacity for self-expression in discussions with other course members on the course topics.

A Note on the Powerpoint Presentations: The powerpoint presentations are not meant to be exhaustive of the content of the lectures. They provide “at a glance” sketches of the content to be covered. They are posted in advance of the lectures with the intention that students can bring the printouts of these slides to lecture, and/or tutorial and take notes by annotating them. It is to be recognized that the lectures and tutorials will provide a great deal more content than is on the slides. They are a basis only, and are meant to assist students who for whatever reason cannot attend that week’s class/tutorials. Students who rely only on these powerpoints will be disadvantaged when their work is compared to students who have attended.. Lectures and tutorials also provide a forum for spontaneous interaction among students, through questions, comments, and the observations of all participants, that is pedagogically valuable, but which cannot be replicated on the PPT. The PPTs provide an avenue for keeping track of what is going on in class “at a glance”, but which is just a small portion of what is actually going on in the class. Students’ live exposure to each other’s comments is an important, irreplaceable part of the educational process.

Participation Marks: Participation points are awarded for students who actively make themselves known in tutorials and lectures through verbal contributions and questions. Participation marks will be awarded on the basis of the level of student engagement with the tutorial and lecture sessions. Generally, students who make regular class contributions have a good chance of getting full marks. Students who display a capacity to engage with others (students, lectures) dialogically (and who display a capacity to listen) will generally be given greater credit than students whose social orientation is one-sided or aggressive. Other factors include: level of insight into readings, level of currency with present states of affairs, reading comprehension, consideration of others and productive engagement. If you are concerned about your mark, you can ask your tutorial leader at 2/3 point in the term what your expected participation grade will be, and he or she will give you an estimate at that point.

Deadlines: Deadlines for the two essays are the week of October 6, 2014, and the week of November 3, 2014. Essays are to be submitted in tutorials during the designated week. Late assignments beyond the

three allotted will incur a penalty of 5% per day for every day the assignment is late. Students should reserve their late days for an emergency. Assignments will not be accepted via email or fax, and university regulations regarding late work during the final exam period will be strictly observed.

Ecologically friendly writing assignments and Citation Style: In the interest of maintaining an ecologically sound course, cover sheets are not required on the assignments. Put your name and student number at the top of the first page and start the essay one quarter of the way down the page. Use the MLA, APA, or *Chicago Manual of Style* as a style guide for citations. It is not important which style sheet you use: what is important is that you are consistent and correct. Do not include a separate bibliography page, use footnotes at the bottom of each page, or parenthetical citations: example (Fraser, *Rethinking Recognition*, 230). I will post a style guide for your convenience on the courselink site. Do not send emails to the instructor inquiring about citation style. Citation of Lectures and Powerpoints (Burke, March 6, 2014). Common knowledge does not need to be cited.

Late Days: Students are allotted three free late days for the term that they may use at any time with or without the lecturer's or the tutorial leader's permission. Late penalties will accrue at 5% per day late after the two free days have all been used up. You need to save the late days for an emergency. Your tutorial leader will keep a record of late days used, and will have authority to judge whether particular instances of late work warrant a penalty after all the late days have been used.

Late Assignments: Late assignments may be handed in to the tutorial leader directly or to their department mailbox. Do not attempt to give assignments to the lecturer. Assignments are not to be submitted to front office staff at the philosophy department. The TA will have an office and mailbox. Write the date and time you drop the paper off on the paper. If the date and time you indicate is inconsistent with what we know about the time we pick the paper up, and the dates and times we check the mailbox, the late penalty will be assessed on the basis of the time we pick the paper up. Put the paper directly into the mailbox without disturbing the office staff. To avoid confusion, it is advisable to upload your late assignment into the designated folder in the courselink site dropbox, which time-stamps the date and time of submission (but it is not a substitute for handing in the hard copy for marking).

Dropbox: The dropbox is intended for *late* assignments only. Assignments are due in *hardcopy* form in tutorials the week of the deadline. This is to facilitate grading by the TAs, who will need to annotate the comments and marks directly on the paper, and calculate the grade from there. If you have a late assignment, you can upload it to the dropbox for the purpose of a time-stamp, but you will still need to submit it in hardcopy for to the TAs for marking.

Email: Philosophical questions about content will not be answered on email by either the lecturer or the TA.. Students must avail themselves of lecture and tutorial time, or office hours in order to have their questions about content answered. TAs are not paid for email time with students, and they are not required to answer student questions on email. Only short administrative questions will be answered on email by the lecturer. You can expect a response in 48 hours.

Office Hours: My office hours are 16:00-17:00 PM MW + by appointment (Office Location: Mack 339 (office wing)). These are free and open hours when you can simply drop in to discuss material, and to ask questions of any sort. Students do not need to advise me in advance that they are coming to visit during office hours. The poster on the office door does not designate my office hours. It designates the hours I am occupying the office. Do not knock on the office door at any time other than my designated office hours, unless you have an appointment.

Desire2Learn Site: This class will have a Desire2Learn website, where all powerpoint presentations, handouts, and assignments will be posted. Students may access the site through Courselink, and are required to check the site regularly for announcements. Student grades for the assignments will also be posted on the courselink site.

Readings and Lectures: Students should read the assigned material prior to class, and should bring the texts to class as class may involve careful and close examination of the readings.

Course Schedule

WEEK :1

September 8: Course Introduction, the Changing Role of Doctors

Reading:

Optional Reading: Imber, *Trusting Doctors* [on physical reserve at the reserve desk in the main McLaughlin Library]

Required Reading: Hafner. "Father, Doctor, Role Model: 'The Good Doctor': A Son's Look at an Earlier Generation". *New York Times* [on e-reserve]

September 10: Abortion

Reading:; Warren, "On the Moral and Legal Status of Abortion," pp. 146-152; Thompson, "A Defense of Abortion," pp. 152-161

Optional Reading: Noonan, "An Almost Absolute Value in History" [on physical reserve at the reserve desk in the main McLaughlin Library]

Optional Reading: Houle, Karen. *Responsibility, Complexity, Abortion: Toward a New Image of Ethical Thought* [on physical reserve at the reserve desk in the main McLaughlin Library]

*No tutorials week September 8

WEEK 2:

September 15: Abortion, continued

Reading: Don Marquis, "Why Abortion is Immoral," pp. 136-146; Discussion of Noonan

September 17: Terminating Treatment in Pregnant Women, Disabled Newborns

Reading: Seymour, "Pregnant Women's Decision to Decline Treatment: How Should the Law Respond?" pp. 169-175; Mahowald, "Decisions Regarding Disabled Newborns," pp. 175-184

*Tutorials begin week September 15: Tutorial Discussion Topic: "Late-Term" Abortion

WEEK 3:

September 22: Stem Cell Research

Reading: Devolder, "Creating and Sacrificing Embryos for Stem Cells," pp. 298-304

September 24: Euthanasia (different types of euthanasia)

Reading: Rachels, "Active and Passive Euthanasia," pp. 216-219; Brock, "Voluntary Active Euthanasia," pp. 204-216

*Tutorial Discussion Topic: Stem Cells

WEEK 4:

September 29: Euthanasia and Decisions Concerning Life Sustaining Treatment

Reading: "When Self-Determination Runs Amok," pp. 22-226; Velleman, "Against the Right to Die" (in the public domain on the WWW): download from the author's website:

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2088349

October 1: Euthanasia and Decision Concerning Life-Sustaining Treatment

Reading: Boyle, "Medical Ethics and Double Effect: The Case of Terminal Sedation," pp. 199-204;

Wicclair, "Medical Futility: A Conceptual and Ethical Analysis," pp. 196-199

*Tutorial Discussion Topic: Types of Euthanasia (discussion also of withdrawal of hydration and nutrition as a perfectly legal alternative to other forms of euthanasia)

WEEK 5:

October 6: Standards of Competence and Advanced Directives

Reading: "Buchanan & Brock, "Standards of Competence," pp. 26-29; Canadian Medical Association, "Advanced Directives for Resuscitation," pp. 33-34; Sherwin, "A Relational Approach to Autonomy in Health Care," pp. 34-44

*1st Analysis Due in Tutorials

October 8: Genetics and Human Reproduction

Reading: Kass, "Implications of Prenatal Diagnosis for the Human Right to Life," pp. 332-335; Glover, "Eugenics: Lessons from the Nazi Experience," pp. 274-279

*Tutorial Discussion Topic: Who Decides? & Nancy Cruzan & Terri Shaivo Cases [reliable information, for the purposes of this course, on these two cases can be found in the Public Domain on the WWW on Wikipedia.]

WEEK 6:

October 13: Thanksgiving Day (university closed & no lecture or tutorials)

October 15: Genetics and Human Reproduction

Reading: Purdy, "Genetics and Reproductive Risk: Can Having Children Be Immoral?" pp. 326-332; Lippman, "Prenatal Genetic Testing and Screening: Constructing Needs and Reinforcing Inequalities," pp. 332-335

Optional Reading: Dunsford, *Spelling Love with an X: a Mother, a Son, and the Gene that Binds Them* [On physical reserve at the McLaughlin Library Reserve Desk]

*Tutorial Discussion Topic: Selective Abortion (including due to female fetus)

WEEK 7

October 20: Genetics and Human Reproduction; Cloning

Reading: Glannon, "Genetic Enhancement," pp. 305-309; Brock, "Genetic Engineering," pp. 309-313; Kass, "Cloning of Human Beings," pp. 294-296

October 22: Confidentiality, Informed Consent, and Medical Information

Reading: Canadian AIDS/HIV Network, "Privacy, Human Rights, Public Policy and Law," pp. 80-90; Fleck and Angell, "Please Don't Tell: A Case about HIV and Confidentiality," pp. 97-111

*Tutorial Discussion Topic: Designer Babies (cloned and otherwise)

WEEK 8

October 27: Truth-Telling & Informed Consent; Information

Reading: Thomasma, "Telling the Truth to Patients," pp. 119-122; ; Singer, "When a Health Plan Knows How You Shop". *New York Times* [e-reserve]; Siegler, "Confidentiality in Medicine: A Decrepit Concept," pp. 111-113

October 29: Definitions of Competence & Informed Consent

Reading: Faden & Beauchamp, "The Concept of Informed Consent," pp. 44-47

*Tutorial Discussion Topic: When a Health Plan (OHIP?) Knows Your Shopping Habits (privacy and medical information)

WEEK 9

November 3: Research on Human Beings

Reading: Pence, "The Tusgekee Study," pp. 435-442; Ross, "Dr. Ewen Cameron," pp. 442-446

*Second Analysis Due in Tutorials

November 5: Research on Human Beings

Reading: Schafer, "Biomedical Conflicts of Interest: A Defense of the Sequestration Thesis," pp. 556-442

*Tutorial Discussion Topic: Informed Consent, Truth-Telling, Communication, Information

WEEK 10

November 10: Allocation of Scarce Resources

Reading: Veatch, "Allocating Resources to the Elderly," pp. 405-417; "Rationing Services to an Elder Who is Responsible for his Own Health Condition," p. 428; "Having an Estate Sale of One's Organs," 428; "Buying a Kidney in India and Seeking Canadian After Care," 428

November 12: Allocation of Scarce Resources

Reading: Kishore, "Human Organs, Scarcities, and Sale: Morality Revisited," pp. 417-422

*Tutorial Discussion Topic: Research on Human Beings: The Letrozole Clinical Trial

WEEK 11

November 17: The Family and Health Care in Multicultural Societies

Reading: Kipnis, "Quality Care and the Wounds of Diversity," pp. 62-65; Macklin, "Ethical Relativism in a Multicultural Society," pp. 65-73

November 19: The Family and Health Care in Multicultural Societies

Reading: Mappes and Zembaty, "Patient Choices, Family Interests, and Physician Obligations," pp. 80-88

*Tutorial Discussion Topic: Allocation of Resources & Should There Be Some Things That Are Never For Sale (Organs?)?

WEEK 12:

November 24: Social Justice and Health-Care Policy

Reading: Nielson, "Equality, Autonomy, and a Just Health Care System," pp. 381-386

November 26: Social Justice and Health-Care Policy

Reading: Armstrong, "Managing Care the Canadian Way," pp. 358-360; Nocera. "The \$300,000 Drug". *New York Times* [e-reserve]; "Belinda Stronach Travels to California for Health Care," 386; "Failure to

Fund a Beneficial Drug.” 387; Olfri, :”Adventures in ‘Prior Authorization’,” *New York Times* [e-reserve]; Goldenberg, “Perspectives in Evidence-Based Women’s Health,” *Journal of Women’s Health* 19:7 (July 2010): 1235-1238. In the Public Domain on the WWW: download from the authors’ website:
https://www.uoguelph.ca/philosophy/people/maya_j_goldenberg

Friday, November 28: Rescheduled make-up day for October 13 Holiday

*Review for Final Exam

*Last Day of Class

*Tutorial Discussion Topic: Medicine as Business (Belinda Stronach, Susan Sontag, medical tourism, personalized medicine as the “holy grail”; the family’s wishes)

Comprehensive Final Examination scheduled during the registrar’s scheduled exam period. The final exam for PHIL*2030-01 F14 is scheduled for **19:00-21:00 on Thursday, December 4, 2014** (Location TBA)

UNDERGRADUATE CALENDAR: “Students are advised that the Final Examination schedules are available for Fall Semester by mid-August, for Winter Semester by mid-December, and for Summer Semester by mid-April. Students are required to consult the final examination timetable in order to avoid conflicts in examination times when adding courses. Written approval must be obtained from the dean or director and the instructor-in-charge of the course to register in courses that have conflicting examination times.”

The Final Exam for PHIL*2030-01 will not be re-scheduled or given at an alternative time; students may not ask the professor or the TA to invigilate the exam for them at an alternative time and date

Physical Reserve List (items available at the McLaughlin Library Reserve Desk)

Morality of Abortion: Legal and Historical Perspectives. “Almost Absolute Value in History”. Noonan, J.T., J
 Guelph McLaughlin Book Stacks (HQ 767.15.M67)

Imber, Jonathan. *Trusting Doctors: The Decline of Moral Authority in American Medicine*. Waterloo: UW Porter. Book Stacks. 6th-10th Floors. (R724 .I5446 2008

Houle, Karen. *Responsibility, Complexity, Abortion: Toward a New Image of Ethical Thought*

Dunsford, Clare. *Spelling love with an X : a mother, a son, and the gene that binds them* (Boston : Beacon Press, 2007) (RJ506.F73 D86 2007)

E-Reserve Listing (available on the E-Reserve Section of the library website)

[NATASHA SINGER](#). “When a Health Plan Knows How You Shop”. *New York Times*. JUNE 28, 2014

KATIE HAFNER. “Father, Doctor, Role Model: ‘The Good Doctor’: A Son’s Look at an Earlier Generation”. *New York Times*. JUNE 16, 2014

JOE NOCERA. The \$300,000 Drug. *New York Times*. JULY 18, 2014

DANIELLE OFRI. Adventures in 'Prior Authorization'. *New York Times*. August 3, 2014

Email communication

As per university regulations, all students are required to check their uoguelph.ca email account regularly: email is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and email contact. See the Undergraduate Calendar's [information on regulations and procedures for Academic Consideration](#).

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, October 31, 2014. See the Undergraduate Calendar's [regulations and procedures for Dropping Courses](#).

Copies of out-of-class assignments

Keep paper and/or other reliable backup copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or go to [their website](#).

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is [detailed in the Undergraduate Calendar](#).

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs:

<http://www.uoguelph.ca/registrar/calendars>

Learning resources for first-year students at the Library

The Library and Learning Commons offer free services to help you succeed at the University of Guelph. At the Library, you can:

- > get feedback on your writing
- > get assistance finding journal articles and books
- > fine-tune your time management skills
- > develop new study strategies
- > attend Supported Learning Groups (SLGs)
- > learn about citation and reference styles
- > and more

Visit the **Library website** to learn more about our workshops, online guides, individual appointments, and other services: www.lib.uoguelph.ca