

PHIL 116 – Introduction to Bioethics

Emory University – Summer 2019

Instructor's Name:	Catherine Fullarton
Class Meeting Time & Place:	MTWRF (every weekday); Meeting Time & Classroom TBD
Office Hours:	TBD
Office Location:	TBD
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Course Description:

This course is designed to provide students with an introduction to the study of bioethics, with an emphasis on biomedical ethics and the experience of health, illness, and healthcare.

It has been conceived with the goal of equipping you with a robust sense of how moral reflection and decision-making is *already* at work in your everyday experiences – in research, clinical settings, and beyond –, and how attending to this is both important and empowering. You will be introduced to applied ethical vocabulary and frameworks that will help elucidate (and fruitfully complicate) the tensions of ethical demands you may face, and how to address them.

The course moves through three units:

1. Biomedical Ethics

What is medicine *doing*? What are – or should be – its goals and values? What obligations do health care practitioners and researchers have relative to their patients, the public, their field? In this first unit, we'll consider and discuss the values underlying and guiding medical research and health care.

2. Core Theory

In the second section of the course, we'll examine several ethical theories relevant for bioethical considerations, including deontological (Kantian) ethics, consequentialism (utilitarianism), virtue ethics, and (feminist) care ethics. Our goal will be to develop a nuanced understanding of these frameworks – including what concerns they privilege and why. We'll also consider case studies that challenge these frameworks. Once we apply a bit of pressure, where do these ethical frameworks excel or falter? What, if anything, is worth retaining or rehabilitating?

3. Bioethics, More Broadly

In the final section, we'll consider current issues in bioethics *beyond* medicine. Food deserts, ecological sustainability and social justice, animal extinction and conservation efforts, selective abortion, physician-assisted suicide... The scope of bioethical issues is wide, and the list of considerations is long. Your own questions and research interests will help determine where we focus our attention in the final week, leading up to your final project for the course.

Our goal will be to develop a nuanced understanding of the texts and issues we study, and to see how they can help us make sense of our relations and responsibilities to ourselves and others. Doing so will require close reading, thoughtful preparation, active in-class engagement, and a commitment to engaging thoughtfully and respectfully with others. This is reflected in the evaluation structure.

This course is open to all students at all levels. Students outside of philosophy – including students in health sciences, medicine, law, etc. – should find this course to be relevant and rewarding. No background in or familiarity with philosophy is expected or required.

Required Texts:

The following course texts are required. To acquire them, I encourage you to consult local independent bookstores (like Eagle Eye Bookstore, on the corner of North Decatur Rd. and Clairmont Ave., and Charon Books, in Little 5 Points). Copies of these books should be readily available in used condition, and/or for free through Emory’s library system.

- Siddhartha Mukherjee, *The Laws of Medicine*, 2015 (ISBN: 9781476784847)
- Beauchamp & Childress, *Principles of Biomedical Ethics*, 7th Edition, 2013 (ISBN: 9780199924585)
- Ivan Illich, *Medical Nemesis: The Expropriation of Health*, 2000 (ISBN: 071452512X)

Please pay special attention to editions/translations.

Recommended [but not required] Texts:

- Julia Driver, Ed., *Ethics: The Fundamentals*. (ISBN: 9781405111546)

Additional readings will be available through Emory’s Library Databases.

Evaluations:

Response Papers (x5) 25%

Each week, students will be required to submit a short (2-3 page) expository paper addressing the key ideas of the readings for the upcoming week. Prompts will be provided.

Peer-Feedback 20%

Each week, students will be required to read and to respond to a peer’s response paper, posing questions and offering feedback to help further the work. More details will be provided in-class.

In-Class Presentation 10%

Each student will give one 2-3min presentation of an assigned case study relevant to the course topic on the day of their presentation. The presenting student will also be required to answer questions from their peers, pose a discussion question, and moderate a short class discussion.

Final Project – Case Study 30%

In the final week, students will be grouped into small teams and assigned a complex case study. Working together and drawing on insights developed over the course of the term, you will consider all you have learned to draft a proposal *thoughtfully* responding to the case study prompt.

As a team, students will present their proposal during an assigned time-slot on the day of the final exam (7min presentation + 5min for Q&A). *Individually*, students will submit 1-2page write-ups justifying their approach on ethical grounds, drawing on course readings.

Grade breakdown: 25% for group work & presentation + 5% for individual write-ups.

Attendance & Engagement 15%

To get the full grade, your peers must be able to count on you as a reliable and thoughtful interlocutor who will contribute to their understanding of the material under discussion.

Critical Thinking Component REQUIRED

This is a four-credit class. Attendance and participation, writing assignments, presentations and the final paper will comprise three out of the four credits. Students will earn their fourth credit by completing a mandatory online component designed to equip them with basic critical thinking skills. All students in introductory philosophy courses are required to complete this online component. It is a self-guided course, located on the course's Canvas site, which focuses on informal logic. It has 13 short online tests, all of which must be passed by the end of Week 6. While this component is not graded, it is a condition of passing the course as a whole. In other words, *failure to complete this component will result in the student not passing the course, regardless of grades earned on other course requirements.*

Grading:

Weekly Response Papers	25%
Peer Feedback	20%
In-Class Presentation	10%
Group Case Study Project	30%
Engagement	15%
Critical Thinking Module	Required
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TOTAL	100%

These grade weightings should be considered guidelines rather than fixed values; I reserve the right to adjust for performance improvement (or diminishment of effort) over the course of the term. Students *must complete all required assignments* in order to complete the course.

Other Important Policies

Attendance & Participation

Students are expected to attend every class, and to engage thoughtfully with each other and with the course ideas. As such, only one unexcused absence will be permitted, following which students will be docked marks for unexcused absences. Students who miss class for a legitimate academic or personal reason should visit the Office of Undergraduate Education (OUE) to have the absence documented. Absences without a note from OUE will be considered unexcused.

Paper Extensions

The goal of this course is to have students engage thoughtfully with difficult philosophical material. As such, students are highly encouraged to plan ahead to ensure sufficient time to complete their assignments to the best of their ability.

Extensions may be provided in the case of unforeseen hardships. To request an extension, the student must email *at least* 48hrs before the assignment deadline and include in their email *both*: (1) the reason for the request, and (2) the proposed new submission deadline. Students will receive email confirmation if the request is granted.

Accessibility Information

Please contact the Access, Disability Services and Resources Center (contact information below) as soon as possible if particular accommodations would be supportive of your learning.

For ADA accommodation requests, please contact Access, Disability Services, and Resources at 404-727-9877 (voice) or 404-712-2049 (TDD).

Plagiarism

Plagiarism is a serious academic misconduct that could result in expulsion from the university. If you are *at all* uncertain about or unfamiliar with this term, it is *imperative* that you review the Emory University Code of Conduct on this subject. Ignorance of the policy is *not* an excuse for plagiarism.

Student Code of Conduct

All students should familiarize themselves with the Emory University Undergraduate Code of Conduct. Enrollment in this class constitutes agreement with that document.

Reading Schedule & Due Dates

WEEK 1: BIOMEDICAL ETHICS

<p>T May 21st Course Introduction</p>	<p>Reading: Syllabus</p> <p>Recommended Reading: <i>Hippocratic Oath</i> – Ancient & contemporary [PDF on Canvas]</p>
<p>W May 22nd What Constitutes Medical <i>Expertise</i>?</p>	<p>Readings: Plato, <i>Alcibiades I</i>* [excerpt on Canvas]</p> <p>Assignment Due: Introductory Questionnaire due in-class.</p> <p>*Apocryphal</p>
<p>R May 23rd Is Medicine a Science?</p>	<p>Reading: Siddhartha Mukherjee, <i>The Laws of Medicine</i></p>
<p>F May 24th</p>	<p>Reading:</p>

Is Medicine an Art?	<p>Richard Kearney, “Wounded Healers,” <i>The Japan Mission Journal</i> Vol. 70, no. 1 (Spring 2016): 15-25.</p> <p>Assignment Due: Reading Response #1 due in-class.</p>
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WEEK 2: CORE THEORY

<p>M May 27th Deontology & Rights-based Approaches</p>	<p>Reading: Immanuel Kant, <i>Groundwork for the Metaphysics of Morals</i>, Chapter 1</p> <p><i>WHO – Declaration of Helsinki</i> [PDF on Canvas]</p> <p>Assignment Due: Peer Feedback #1 due in-class</p>
<p>T May 28th Autonomy & Justice</p>	<p>Reading: Beauchamp & Childress, <i>Principles of Biomedical Ethics</i>, “Autonomy,” and “Justice”</p> <p>Re-read: Immanuel Kant, <i>Groundwork</i>, Chapter 1</p> <p>Recommended: <i>The Belmont Report</i> [PDF on Canvas]</p>
<p>W May 29th Beneficence & Nonmaleficence</p>	<p>Reading: Beauchamp & Childress, <i>Principles</i>, “Beneficence,” and “Nonmaleficence”</p> <p>Siddhartha Mukherjee, <i>The Emperor of All Maladies</i> [excerpt on Canvas]</p>
<p>R 30th Utilitarianism</p>	<p>Reading: J.S. Mill, <i>Utilitarianism</i>, Chapters 1 & 2</p> <p>Recommended: Jeremy Bentham, <i>An Introduction to the Principles of Morals and Legislation</i>, Chapters 1-4</p>
<p>F May 31st Maximizing Utility as Doing Good</p>	<p>Reading: Ian Parker, “The Gift,” <i>New Yorker</i> (2 Aug. 2004) [PDF on Canvas] Peter Singer, <i>The Most Good You Can Do</i> [selections on Canvas]</p> <p>Assignment Due: Reading Response #2 due in-class.</p>

WEEK 3:

M June 3rd The Havasupai Case	Reading: Nanibaa' A. Garrison, "Genomic Justice for Native Americans: Impact of the Havasupai Case on Genetic Research," <i>Science, Technology, and Human Values</i> Vol. 38, no. 2 (2013): 201-223. Recommended: Amy Harmon, "Indian Tribe Wins Fight to Limit Research of Its DNA" <i>New York Times</i> 21 Apr. 2010) [PDF on Canvas] Amy Harmon, "Where'd You Go With My DNA?" <i>New York Times</i> (24 Apr. 2010) [PDF on Canvas] Assignment Due: Peer Feedback #2 due in-class
T June 4th Markets & Morals	Reading: Michael Sandel, <i>What Money Can't Buy</i> [excerpt on Canvas]
W June 5th Virtue Ethics	Reading: Aristotle, <i>Nicomachean Ethics</i> [excerpt on Canvas] Rebecca L. Walker, "Virtue Ethics and Medicine," <i>Medical Ethics</i> Vol. 17, no. 3 (Fall 2010): 1-2.
R June 6th Care Ethics	Reading: Nel Noddings, <i>Caring: A Feminist Approach to Ethics & Moral Education</i> [excerpt on Canvas]
F June 7th Care Ethics, Cont.	Reading: Gail Weiss, "Sex-Selective Abortion: A Relational Approach," <i>Hypatia</i> Vol. 10, no. 1 (Winter 1995): 202-217. Assignment Due: Reading Response #3 due in-class.

WEEK 4:

M June 10th The History of "Normal"	Readings: Lennard J. Davis, "Constructing Normalcy: The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century" [PDF on Canvas]
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	<p>Tom Shakespeare, “The Social Model of Disability,” <i>The Disability Studies Reader</i>, 4th Ed. (2013): 460-484. [PDF on Canvas]</p> <p>Assignment Due: Peer Feedback #3 due in-class</p>
<p>T June 11th Therapy vs. Enhancement & Genetic Manipulation</p>	<p>Readings: Adrienne Asch, “Prenatal Diagnosis and Selective Abortion: A Challenge to Practice and Policy”</p> <p>David Perry, “We’re Failing Our Test Run for the Age of CRISP-R”</p> <p>Recommended: David B. Resnick, “The Moral Significance of the Therapy-Enhancement Distinction in Human Genetics,” <i>Cambridge Quarterly of Healthcare Ethics</i> Vol. 9 (2000): 365-377.</p>
<p>W June 12th Iatrogenesis</p>	<p>Reading: Ivan Illich, <i>Medical Nemesis</i>, “Part I: Clinical Iatrogenesis”</p>
<p>T June 13th Iatrogenesis</p>	<p>Reading: Ivan Illich, <i>Medical Nemesis</i>, Part III: Cultural Iatrogenesis”</p>
<p>F June 14th Iatrogenesis</p>	<p>Reading: Ivan Illich, <i>Medical Nemesis</i>, Part IV: The Politics of Health”</p> <p>Assignment Due: Reading Response #4 due in-class.</p>

WEEK 5: BIOETHICS MORE BROADLY

<p>M June 17th Atlanta Food Deserts & Social Justice</p>	<p>Reading: Staples, “Chronic Disease Often Linked to Poor Diet” [PDF on Canvas]</p> <p>Staples, “Starving for Nutrition” [PDF on Canvas]</p> <p>Olga Khazan, “Food Swamps Are the New Food Deserts,” <i>The Atlantic</i> (28 Dec. 2017) [PDF on Canvas]</p> <p>Assignment Due: Peer Feedback #4 due in-class.</p>
<p>T June 18th Refugee Health</p>	<p>Readings: TBD</p>
<p>W June 19th</p>	<p>Reading:</p>

Profiting from Illness?	[Film] <i>Pink Ribbons Inc.</i>
T June 20th Opioid Crisis	Reading: Casey Ford, “The Opioid Crisis and America’s Homegrown Cartels,” <i>The Prindle Post</i> (23 Jul. 2018) [PDF on Canvas]
F June 21st Climate Change & Social Justice	Reading: TBD Assignment Due: Reading Response #5 due in-class.

WEEK 6: BIOETHICS MORE BROADLY

M June 24th [Topics of student interest]	Reading: TBD during first week in consultation with student research interests Assignment Due: Peer Feedback #5 due in-class [Case Study released in-class]
T June 25th [Topics of student interest]	Reading: TBD during first week in consultation with student research interests
W June 26th [Topics of student interest]	Reading: TBD during first week in consultation with student research interests
T June 27th Course review & case study work day	Reading: None – come to class prepared with the resources you’ll need to continue your case study group work.
F June 28th	Final “Exam” Group Case Study Presentations & Reports Due

Grading Scale:

93.0 – 100.0	A	77.0 – 79.9	C+
90.0 – 92.9	A-	73.0 – 76.9	C
87.0 – 89.9	B+	70.0 – 72.9	C-
83.0 – 86.9	B	67.0 – 69.9	D+
80.0 – 82.9	B-	60.0 – 66.9	D
		Below 60.0	F
Critical Thinking Module	P/NP		

Final Disclaimer:

This syllabus should be considered provisional. The instructor reserves the right to make changes to the syllabus at any time, as the course progresses. Such changes will be reflected in the version of the syllabus available through Canvas.