

**SYLLABUS**

**Class logistics: Monday 6-8:30pm; 208B CL**

**Instructor: Zina Ward**

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**Office: 901M Cathedral of Learning**

**Office hours: Mon. 4:30-5:30pm, Tues. 11am-noon, and by appointment**

**Course description:** Ethical dilemmas in the practice of health care continue to proliferate and receive increasing attention from members of the health care profession, ethicists, policy makers, and the general public as health care consumers. 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 typically include the physician-patient relationship; informed consent; medical experimentation; termination of treatment; genetics; reproductive technologies; euthanasia; resource allocation; and health care reform. Students who successfully complete this course will be able to identify and analyze different philosophical approaches to selected issues in medical ethics; have gained insight into how to read and critically interpret philosophical arguments; and have developed skills that will enable them to think clearly about ethical questions as future or current health care providers, policy makers, and consumers. This course is part of a core sequence leading to certification in the Conceptual Foundations of Medicine Certificate Program, and is a companion course to HPS 0612 (Mind and Medicine) but may be taken independently.

**Class expectations:** Students are expected to come to class prepared and ready to engage with the material! For this course, this means:

- (i) *reading the assigned readings ahead of time.* I have done my best to limit the number of pages I've assigned to give you time to read them carefully and critically. You may need to read the more challenging papers twice to try to understand them before coming to class or doing your reading response.
- (ii) *bringing a copy of the reading to class.* It is crucial that you have the text that we are discussing in front of you for each class. We will be doing some close readings, so you will frequently need to refer to particular passages or arguments.
- (iii) *bringing paper and something to write with.* Each week, I will ask you to write something to hand in to me (see below). You may also want to take notes, and it has been shown that students who take notes with pen and paper retain more information than those who type! (See Mueller & Oppenheimer 2014, "The pen is mightier than the keyboard," in *Psychological Science*.)
- (iv) *being ready for discussion.* This class will be largely discussion-based, so as you are reading, it's highly recommended that you write notes to yourself about things that you don't understand or disagree with.

**Classroom inclusivity:** We will often discuss very controversial topics in class, sometimes challenging some of your most deeply held beliefs and values. Course topics include abortion, suicide, death, and disability. Class is intended to be a safer space to discuss such topics, but they should always be discussed respectfully. Personal attacks are not allowed.

Our ability to understand and grapple with difficult bioethical topics is improved by civil engagement with a variety of diverse viewpoints and perspectives. Each of us brings a unique set of experiences and knowledge into the classroom. I hope that you will always feel comfortable offering opinions, asking questions, and engaging with your classmates. If you feel uncomfortable in class, please come talk to me about it.

**Reading:** The required textbook for this class is:

Kuhse, Schüklenk, and Singer (2016) *Bioethics: An Anthology*. 3rd Ed. Wiley Blackwell. This anthology is available as a free eBook from the Pitt library, though I suggest you get a hard copy, which is available for \$35-75 online and in the bookstore. I also recommend that you purchase the following book, which we will be using for case studies throughout the term:

Veatch, Haddad, and English (2015) *Case Studies in Biomedical Ethics: Decision-Making, Principles, and Cases*. 2nd Ed. Oxford University Press.

**Listening:** The schedule contains links to a variety of short podcasts and radio stories related to each week's topic. Many of them put a human face on the issues that we will be discussing (sometimes abstractly) in class. Others provide background to the week's material or present it in a different way. Listening is *entirely optional*, but I encourage you to download the podcasts and stories week-by-week, and perhaps listen to them on your way to class!

**Office hours:** My office hours are times when I will be in my office to answer questions, discuss topics that especially interest you, or help you with assignments. I will not read drafts of your term paper or case study analysis, but I would be happy to discuss them or help you outline.

**Grading:** Your grade for this course will reflect the following components.

10%	<b>Participation</b>
25%	<b>Reading Responses</b>
35%	<b>Term Paper</b>
30%	<b>Case Study Analysis</b>

**Participation:** Every week, we will finish class with a 5-minute written reflection. I will collect these and grade them for completion. These will comprise your participation grade, so make sure you come to class! If you do not come to class, you will not be able to earn these 10 points. I will allow you 1 "freebie," no-questions-asked absence, so you can miss one reflection and still get full credit. After 1 unexcused absence (i.e. 1 missed reflection), each further absence will reduce your score on the participation component by 1/10, and therefore will lower your final grade by 1%. I will only excuse absences for illness (if documentation or a doctor's note can be provided), family emergencies, and reasonable academic conflicts.

**Reading Responses:** Each week, I will ask you to answer a specific question based on the reading(s) for that week. You will be required to bring a hard copy of your answer to the question and hand it in at the beginning of class. The questions for these reading responses will be posted on CourseWeb at least one week before they are due. The questions are intended to be answerable in *one paragraph*. You must write your answer *entirely* in your own words. I am going to be a stickler about this, since the purpose of the reading responses is to assess your comprehension of the texts. Paraphrase; do not rely on quotations from the text.

Reading responses will be graded out of 5 points. You must do 7 of these responses, but you may do more if you wish, and I will count your best 7. There will be 11 total opportunities for reading

responses, *including* the days when you have other assignments due (i.e. term paper, thesis statement, or outline), so plan ahead! Your responses may be typed or handwritten.

**Term Paper:** In the middle of term, you will write a paper dealing with a topic in bioethics that demonstrates your ability to make a philosophical argument. More details will be provided about this later in the semester. Since it is worth a large portion of your grade, your papers should be strong and polished. To that end, we will be doing a multi-week “term paper workshop.” You will be required to bring in intermediate assignments, to be workshopped in class, in the weeks leading up to the deadline. The term paper counts for 35% of your final grade. 5 points out of those 35 will be awarded based on your participation in the term paper workshop. If you complete all of the intermediate assignments by the following deadlines, you will get full credit for the workshop:

3/19 Term paper thesis statement  
3/26 Term paper outline  
4/2 Term paper

You will also have the opportunity to revise your term paper based on the feedback I give you. Revisions – which are optional – will be due on April 23. Students who submit a revised term paper must also submit a 1-page summary of evidence and justification for the changes they made in light of the feedback they received on the original draft. Feedback will often be substantial and may require extensive changes to the original paper to incorporate; it will not simply be a matter of improving spelling and grammar.

**Case Study Analysis:** The final assignment of the term will be a case study analysis. For this assignment, I will ask you to choose a case study that we have not discussed in class and analyze it using the philosophical concepts and moral theories that have been introduced throughout the term. To allow you to play to your strengths, I will be extremely flexible about the final form that this assignment takes. If you are a confident writer, you may submit a written analysis; if you are a strong speaker, you may set up a time to meet with me to present your project orally; if you are journalistically inclined, you may make a podcast; if you are artistic, you may create a dramatic or narrative presentation. I will ask you to submit a project proposal describing the case you have in mind and the format you intend to use on Friday, April 13 (to CourseWeb). I will return the proposals with feedback in class on Monday, April 16. Your final analysis is due on April 27.

I will present more details about this assignment later in the semester. In the meantime, take note of case studies that intrigue you and start thinking about what format would work best for you.

**Late policy:** I will not accept late reading responses or participation reflections. The components of the term paper workshop also must be handed in on time (i.e. there will be no partial credit for late work), since we will be using them in class on the day they are due. If you do not hand in your term paper or case study analysis on time, I will deduct 5% for each day late, including weekends. If there is a good reason that you cannot hand in an assignment on time, come talk to me *before* the due date. I will be much more accommodating if you explain the situation to me ahead of time rather than after you miss a deadline.

**Anonymous grading:** I will grade your reading responses, term papers, and case studies anonymously. Please put your Peoplesoft number at the top *instead of* your name. One reason to grade anonymously is to eliminate the effects of implicit biases, which may plague a large majority of people, including those who do not hold explicitly prejudiced beliefs. I also do not want my personal impression of you (positive or negative!) to affect my assessment of your work.

You may put your name on the participation reflections, since I will primarily be grading these for completion.

**Writing Center:** Effective written communication is critical to philosophy and to academic discourse. You are strongly encouraged to trade drafts of your papers with your classmates for editing and to make use of the Writing Center:

412.624.6556  
317B O'Hara Student Center  
www.writingcenter.pitt.edu

**Plagiarism:** Students are expected to comply with the University policy on academic integrity. Any student suspected of violating this policy will be required to participate in the procedural process, as outlined in the University Guidelines on Academic Integrity (<http://www.pitt.edu/~provost/ai.html>). There will be no tolerance for plagiarism; any violation will result in a minimum sanction of a zero score on the assignment. If you have any questions about how to properly use, cite, or paraphrase sources, I will be more than happy to help you.

**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 and advance these values consistent with the University's mission.

**Disability accommodation:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and Disability Resources and Services (<http://www.studentaffairs.pitt.edu/drswelcome>) at 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

HPS 0613 ♦ **Morality & Medicine** ♦ Spring 2018

**SCHEDULE AND READINGS**

BA = Reading in Bioethics Anthology (eds. Kühse, Schuklenk, & Singer)

CW = Reading posted on CourseWeb

Date	Topic	Reading (required)	Listening (optional)
Jan. 8	Syllabus, Introduction to Principles of Bioethics		
Jan. 15	No class: MLK Jr. Day		
Jan. 22	Ethical Frameworks	Steinbock et al. 2012, “Moral Reasoning in the Medical Context” (CW, pp. 1-41)	A philosophy <a href="#">podcast</a> about Kantian ethics. (Heads up: it ends early, but just listen to what is there.)
Jan. 29	Autonomy and Informed Consent	Mill (1859), Selection from <i>On Liberty</i> (BA, pp. 631-633) Beauchamp (2011), “Informed Consent: Its History, Meaning, and Present Challenges” (BA, pp. 635- 641) Jones (2008), “Case study: The Tuskegee Syphilis Experiment” (CW, pp. 721-733)	A <a href="#">BBC</a> story featuring the daughter of a participant in the Tuskegee study, or a longer <a href="#">Stuff You Missed in History Class</a> podcast with excellent historical context. A <a href="#">NEJM interview</a> with a doctor about limitations on informed consent.
Feb. 5	Randomized Clinical Trials and Human Experiments	Hellman & Hellman (1991), “Of Mice But Not Men: Problems of the Randomized Clinical Trial” (CW, pp. 1585-1589) Harris (2005), “Scientific Research is a Moral Duty” (BA, pp. 471-480)	An <a href="#">NPR story</a> about injecting volunteers with Zika virus. A <a href="#">NEJM interview</a> about the origins and history of RCTs.
Feb. 12	Abortion	Thomson (1971), “A Defense of Abortion” (BA, pp. 38-47) Marquis (1989), “Why Abortion is Immoral” (BA, pp. 49-60)	A <a href="#">Science Vs.</a> podcast on the facts of abortion. An <a href="#">Abortion Diary</a> interview with a woman who has had an abortion (like <a href="#">this one</a> ). Warning: these are heavy.

<b>Feb. 19</b>	Genetic Testing and Selective Abortion	Ethics Committee of the ASRM (1999), "Sex Selection and Preimplantation Genetic Diagnosis" (BA, pp. 136-140) LaFollette (2005), "Living on a Slippery Slope" (CW, pp. 475-499)	An <a href="#">NPR story</a> about how and how much sex selection occurs in the US today.  A brief <a href="#">NPR interview</a> with a bioethicist about what he calls the "new eugenics" of genetic testing.
<b>Feb. 26</b>	Disability	Barnes (2014), "Valuing Disability, Causing Disability" (CW, pp. 88-113) Asch (2016), "Prenatal Diagnosis and Selective Abortion: a Challenge to Practice & Policy" (BA, pp. 112-124)	A <a href="#">Modern Love</a> essay about gradually losing one's sight.  An <a href="#">UnMute</a> interview with Elizabeth Barnes, the author we're reading for today, on disability and well-being.
<b>Mar. 5</b>	No class: Spring Break		
<b>Mar. 12</b>	Organ Donation and Resource Allocation	Satz (2010), "Ethical Issues in the Supply and Demand of Human Kidneys" (BA, pp. 425-434) Persad et al. (2009), "Principles for Allocation of Scarce Medical Interventions" (CW, pp. 423-429) Moss & Siegler (1991), "Should Alcoholics Compete Equally for Liver Transplantation?" (BA, pp. 390-395)	A <a href="#">Philosophy Bites</a> interview with philosopher Tim Lewens on organ sale.  A <a href="#">NEJM interview</a> about whether cognitive function should be considered in organ allocation.
<b>Mar. 19</b>	Voluntary Euthanasia & Physician-Assisted Death  <i>Term Paper Workshop I: thesis statement due</i>	American College of Physicians (2017), "Appendix and Expanded Rationale: Ethics and the Legalization of Physician-Assisted Suicide" (CW, pp 1-8) Brock (1992), "Voluntary Active Euthanasia" (CW, pp. 10-21) Tulsky et al. (2000), "Responding to Legal Requests for Physician-Assisted Suicide" (CW, pp. 1-7)	An <a href="#">NPR story</a> about a family struggling with a father's wish to die.  A <a href="#">JAMA interview</a> with a doctor who changed his mind about medical assistance in dying.
<b>Mar. 26</b>	Competence and Dementia  <i>Term Paper Workshop II: outline due</i>	Dworkin (1993), "Life Past Reason" (BA, pp. 333-339) Dresser (1995), "Dworkin on Dementia: Elegant Theory, Questionable Policy" (BA, pp. 341-348)	A short <a href="#">TED talk</a> about a daughter's experience with her father's dementia.  A <a href="#">Modern Love</a> essay by the husband of a wife with dementia, who discusses promise-keeping.

<b>Apr. 2</b>	Death and Dying: Guest Lecture by Dr. Zail Berry, MD  <i>Term paper due</i>	(No readings assigned; focus on your term paper!)	
<b>Apr. 9</b>	Health Care Justice?	Buchanan (1984), "The Right to a Decent Minimum of Health Care" (CW, pp. 55-78) O'Neill (2002), "Public Health or Clinical Ethics: Thinking Beyond Borders" (CW, pp. 35-45)	A <a href="#">Philosophy Bites</a> interview with philosopher Jonathan Wolff on the distribution of health care resources and the role of philosophers in bioethics.  A <a href="#">Cross Examined Life</a> debate on health care as a human right.
<b>Apr. 13</b>	<i>Case Study Analysis Proposal Due</i>		
<b>Apr. 16</b>	Reflections on Bioethics	Rachels (1998), "Ethical Theory and Bioethics" (CW, pp. 1-8) Walker (1993), "Keeping Moral Space Open: New Images of Ethics Consulting" (CW, pp. 33-40)	An <a href="#">AMA podcast</a> about the work of ethics committees and consultations.
<b>Apr. 23</b>	<i>*Optional* Final Paper Revision Due</i>		
<b>Apr. 27</b>	<i>Case Study Analysis Due</i>		