

SAN FRANCISCO STATE UNIVERSITY
DEPARTMENT OF PHILOSOPHY
Sumer 2017

PHIL 383: Ethics in Medicine

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CLASS DESCRIPTION:

This course is an introduction to some of the contemporary ethical problems in medicine. In a general sense, medical ethics is the rational attempt to understand, analyze, and address complicated ethical questions that arise in the context of contemporary medicine. We will consider and analyze several major disputed issues in medical practice, such as the appropriate role of physicians, physician-assisted suicide, abortion, assisted reproduction, disability, and healthcare justice. The purpose of this course is to familiarize students to major issues and thought in medical ethics, improve their abilities to think critically about these issues, develop their own ideas about them, and express these ideas clearly and persuasively in writing.

COURSE GOALS:

- To provide students with an understanding of some of the live, major ethical issues in medicine and the philosophical arguments developed in response to them.
- To provide students with the conceptual tools to engage in the discourse of medical ethics. Students should have a high degree of fluency with the ethical theories and concepts that are relevant to some of the contemporary ethical issues in medicine so that they can grapple with them effectively.
- To improve students' critical thinking and writing skills. Students should be able to effectively identify, evaluate and formulate arguments. Also, this course should help students be able to express their ideas in writing that is clear and rationally persuasive.
- To improve students' independent thinking. This course does not aim to "convert" minds to adopt certain positions. Instead, it is to help students develop their own ideas that are responsive to reason and relevant moral considerations.

TEXT:

All assigned readings will be available on iLearn.

COURSE REQUIREMENTS:

Critical Reading Assignments

This class involves a lot of reading and discussion. The readings are usually not long, but they are often dense and abstract. The purpose of critical reading assignments is to help engage and comprehend the assigned readings by answering questions raised in the texts. It therefore demands you to pay close attention to the texts in order for you to respond to these questions. Each reading assignment will consist of short answer questions about the assigned texts. The length of each answer should range from a few sentences to a paragraph. You are expected to turn in 18 critical reading assignments. You can turn in more, but only the top 18 scores will count. Each reading assignment is

due at 5pm on the scheduled day of the readings. Late work will not be accepted, except in cases of advanced instructor permission or extraordinary circumstances.

Paper Assignments

Students are expected to write two rationally persuasive argumentative papers for this class. The first paper should be between 3 – 4 pages. The second paper should be between 4 – 5 pages. You will take a position on an important case discussed in class. They should directly address or be informed by the class readings and defended according to the principles of good reasoning. The dues dates will be the following:

- Paper #1 – Monday, July 24th at 10:00 am
- Paper #2 – Friday, August 11th at 11:59 pm

Late papers will be penalized 10% each day of the total points. For your second paper, late work will not be accepted after Tuesday, August 15th, except in cases of advanced instructor permission or extraordinary circumstances.

EVALUATION/GRADING

Critical Reading Assignments (18 total)	450 points (18 x 25 pts. each)	45%
Paper #1 (3 – 4 pages)	250 points	25%
Paper #2 (4 – 5 pages)	300 points	30%
	Total: 1000 points	100%

EXPECTED DAILY CLASS STRUCTURE:

1. Complete that day's assigned readings. The readings are posted on iLearn.
2. Complete and submit to that day's critical reading assignment on iLearn by 5:00 pm.
3. Post your own view on that day's discussion question on that day's online forum by 5:00 pm.
4. Powerpoint lecture on today's topic and readings will be posted on iLearn by 7:00 pm.
5. Post a response to a peer's post on that day's online forum by 11:59 pm.

LEARNING ASSISTANCE

Students who require assistance with reading and/or writing are more than welcome to attend my office hours or set up an appointment at the earliest convenience. I strongly recommend students to visit me regularly during office hours for any questions, clarifications, or assistance with the material in order to encourage the learning process. Further aid is also provided by the University's LEARNING ASSISTANCE CENTER located in HUM 348. For more information, visit <http://www.sfsu.edu/~lac/>

STUDENTS WITH DISABILITIES

Students with documented disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Students Service Building and can be reached by phone (415-338-2472) or by email (dprc@sfsu.edu).

PLAGARISM AND CHEATING

Maintain personal integrity by avoiding plagiarism (representing another's work as your own), cheating (altering the conditions of an examination to create unfair personal advantage), and other forms of academic dishonesty. Any academic dishonesty on any assignment or exam may result in an F on the assignment and a second infraction will result in an F for the course. Plagiarism and cheating are serious academic offenses and will be treated as such. For more details, see <http://www.sfsu.edu/~collhum/plarlarism.html>

COURSE SCHEDULE

(This calendar is subject to revision. Major changes will be discussed with the students.)

Week I: The Moral Responsibilities of Medical Professionals

- Mon. Jul. 10:** **Moral Reasoning in the Medical Context**
- Bioethics: An Introduction to the Discipline
- Tues. Jul. 11:** **The Obligations of Doctors to Their Patients**
- Markel: 'I Swear by Apollo': On Taking the Hippocratic Oath
 - Lasagna: Hippocratic Oath, Modern Version
 - Beauchamp & Childress: Respect for Autonomy
- Wed. Jul. 12:** **Medical Paternalism versus Patient Autonomy**
- Case Study: Beneficence Today, or Autonomy (Maybe) Tomorrow?
 - Goldman: The Refutation of Medical Paternalism
- Thu. Jul. 13:** **Medical Paternalism versus Patient Autonomy**
- Ackerman: Why Doctors Should Intervene
- Fri. Jul. 14:** **Informed Consent**
- Beauchamp & Childress: The Meaning and Justification of Informed Consent
 - Fan & Li: Truth Telling in Medicine: The Confucian View

Week II: Patient Autonomy

- Mon. Jul. 17:** **Autonomy, Competency and Informed Consent**
- Buchanan & Brock: Deciding for Others (pp. 22-41)
 - Transcript of Proceedings: Testimony of Mary C. Northern
- Tue. Jul. 18:** **Advance Directives**
- Fagerlin & Schneider: Enough: The Failure of the Living Will
 - Cantor: Testing the Limits of Prospective Autonomy: Five Scenarios
- Wed. Jul. 19:** **Choosing for Once-Competent Patients**
- Video: Terri Schiavo Documentary: The Case's Enduring Legacy
 - Beauchamp & Childress: A Framework of Standards for Surrogate Decision Making

- Thu. Jul. 20: Choosing for Once-Competent Patients**
- Dresser & Robertson: Quality of Life and Non-Treatment Decisions for Incompetent Patients: A Critique of the Orthodox Approach
 - Rhoden: The Limits of Legal Objectivity

- Fri. Jul. 21: NO READINGS – Paper Writing Day**
- Work on Paper #1 (Due: Monday, Jul. 24 by 10:00am)

Week III: The Ethics of End-of-Life Choices

- Mon. Jul. 24**:** **Physician-Assisted Suicide**
- Quill: Death and Dignity: A Case of Individualized Decision Making
 - Brock: Voluntary Active Euthanasia
 - Gay-Williams: The Wrongfulness of Euthanasia
- **PAPER #1 DUE (Due by 10:00am)****

- Tue. Jul. 25:** **Physician-Assisted Suicide**
- Rachels: Active and Passive Euthanasia
 - Hardwig: Is There a Duty to Die?

- Wed. Jul 26:** **Physician-Assisted Suicide and Disability**
- Bickenbach: Disability and Life-Ending Decisions
 - Silvers: Protecting the Innocents from Physician-Assisted Suicide

- Thu: Jul 27:** **Physician-Assisted Suicide vs. Continual Sedation**
- Raus et al: Is Continuous Sedation at the End of Life an Ethically Preferable Alternative to Physician-Assisted Suicide
 - Smith & Boal: Pulling the Sheet Back Down: A Response to Battin on the Practice of Terminal Sedation

- Fri: Jul 28:** **Refusing Treatment**
- Varelius: Autonomy, Wellbeing, and the Case of the Refusing Patient

Week IV: The Ethics of Reproductive Choices

- Mon. Jul. 31:** **Abortion**
- Pope John Paul II: The Unspeakable Crime of Abortion
 - Warren: On the Moral and Legal Status of Abortion

- Tue. Aug. 01:** **Abortion**
- Marquis: Why Abortion is Immoral
 - Thomson: A Defense of Abortion

- Wed. Aug. 02:** **Selective Abortion and Disability**
- Asch: Prenatal Diagnosis and Selective Abortion: A Challenge to Practice and Policy
 - Baily: Why I Had Amniocentesis

- Thu. Aug. 03:** **Directed Reproduction and Procreative Beneficence**
- Savulescu: Procreative Beneficence: Why We Should Select the Best Children

- Parker: The Best Possible Child

Fri. Aug. 04:

Directed Reproduction and Disability

- Davis: Genetic Dilemmas and the Child's Right to an Open Future
- Sparrow: Defending Deaf Culture

Week V: Justice and Public Health

Mon. Aug. 07:

Justice and Healthcare

- Daniels: Justice, Health, and Healthcare
- Engelhardt, Jr.: Rights to Healthcare, Social Justice, and Fairness in Health Care Allocations: Frustrations in the Face of Finitude

Tue. Aug. 08:

Justice and Healthcare

- Menzel & Light: A Conservative Case for Universal Access to Health Care

Wed. Aug. 09:

Justice and Healthcare

- Dwyer: Illegal Immigrants, Healthcare, and Social Responsibility

Thu. Aug. 10:

NO READINGS – Paper Writing Day

- Work on Paper #2 (Due on Friday, August 11 by 11:59 pm)

Fri. Aug. 11:

****PAPER #2 DUE (Due by 11:59 pm)****