

PHI 398: Medical Ethics

Spring 2022

Time: T-Th 3:30–4:50pm
Location: Sims Hall 337
Instructor: Augie Faller
Office: 529 HL
Office Hours: TBA
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Course Description

This course covers ethical issues in medicine and health policy such as consent, confidentiality, genetic engineering, cosmetic pharmacology, and equity in access to health care. We will read a variety of sources, and students will be invited to contribute additional perspectives as the course proceeds. This course will be thoroughly collaborative: students will help run the discussion and will work together on assignments. Note that credit cannot be given for both PHI 398 and REL 252.

Learning Outcomes

1. Achieve familiarity with some basic ethical frameworks and understand how these ethical frameworks can help us think through contemporary issues in medical ethics.
2. Think clearly and carefully through your own positions on important questions in medical ethics and the compatibility of these positions with broader principles (i.e., what is a person, what rights do persons have, what constitutes human flourishing etc.).
3. Express your own views clearly in class discussion and respectfully engage with the views of your classmates.
4. Craft well-argued, well-written papers that show understanding of and analytical engagement with the subject matter.

Evaluation

Participation 10% of grade.

Students will be awarded participation points based on regularly attending and participating in class.

Discussion Leaders 20% of grade

Starting in the second week, each class two (sometimes three) students will be student discussion leaders. Each student will lead discussion twice over the course of the semester. Discussion leaders should:

- Come up with 4 to 5 quality discussion questions on the reading and send them out at least 24 hours before class.

- Give a short (about 5–10) presentation on the major ideas of the reading.
- Help guide discussion that day.

Short Assignments: 40% of grade

You will be given two short analytical writing assignments (20% of final grade each). These assignments will have a collaborative element, such as group brainstorming and peer review.

Final paper: 30% of grade

Students will write a 6–8 page paper on a topic of their choice (suggested topics will be provided).

Grades

Grade	Grade Points	Percentage Range
A	4.00	94–100%
A-	3.667	90–93%
B+	3.333	87–89%
B	3.000	83–86%
B-	2.667	80–82%
C+	2.333	77–79%
C	2.000	73–76%
C-	1.667	70–72%
D	1.000	60–69%
F	0	0–59%

Inclusiveness Guidelines

Racially inclusive behavior avoids assuming someone’s racial or ethnic identity as well as knowledge or characteristics based on identity. Race- and gender-inclusive language uses words that recognize and affirm how people describe, express, and experience their race and gender. Gender-inclusive language avoids assuming a male speaker (‘freshman’, ‘upperclassman’, ‘mankind’, etc.), erasing non-binary gender identifications (‘men and women’; do use ‘Latinx’ instead of ‘Latino/a’), and conflating biological sex with gender expression (‘women have a uterus’). Race-inclusive language avoids using racially-loaded terms except when explicitly discussing the term itself (and even then please be mindful of how your speech affects other students).

Here are some helpful guidelines for how to be more inclusive in our speech and writing:

<https://content-guide.18f.gov/our-style/inclusive-language/>

Following these guidelines is essential to fostering an inclusive environment at Syracuse.

Students with a Disability

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit their website at <https://disabilityresources.syr.edu>. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Tutoring

Syracuse University is committed to your success. To that end, there are several tutoring centers on campus, including the Tutoring & Study Center (TSC), the Writing Center, and the Athletics Academic Services Center. I encourage you to use these services. All schedules and locations are posted on the TSC website: <http://tutoring.syr.edu>.

Religious Observation

SU's religious observances policy recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. SU does not have non-instructional days for any religious holidays; however, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes.

Notes on Academic Integrity

Plagiarism: Any work you submit must be wholly your own. If you are unsure whether something you've done might count as plagiarism, please consult one of your instructors.

This class will use the plagiarism detection and prevention system **Turnitin**. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Course Materials

All readings will be available through the Blackboard site.

Tentative Schedule of Readings

Readings and assignments should be completed by the day at which they are listed.

Week 1

Tues 1/25: Introduction

The Hippocratic Oath
AMA Code of Medical Ethics, "Principles of Medical Ethics"

Thurs 1/27: Ethical theories

W. David Solomon, "Normative Ethical Theories", *Encyclopedia of Bioethics*

Week 2

Tues 2/1: Consequentialism

Russ Shafer-Landau, *The Fundamentals of Ethics*, Chapter 9 and 10
George J. Annas, "The Prostitute, the Playboy, and the Poet: Rationing Schemes for Organ Transplantation"

Thurs 2/3: Consent

AMA Code of Medical Ethics, "Informed Consent: When and Why"
Onora O'Neill, "Between Consenting Adults" (Final section optional)

Week 3

Tues 2/8: Consent cont.

AAP Committee on Bioethics, "Informed Consent"
Gerald Dworkin, "Autonomy and Informed Consent"
Daniela Testoni et al., "Sports Medicine and Ethics"

Thurs 2/10: Euthanasia

John Robinson, "End of Life Legal Issues in the US"
Ronald Dworkin et al., "Assisted Suicide: The Philosophers' Brief"

Week 4

Tues 2/15: Euthanasia cont.

Francis Kamm, "Problems with 'The Philosopher's Brief'"
Leon Kass, "Why Doctors Must Not Kill"

Thurs 2/17: Truth telling

AMA Code of Medical Ethics, "Truth Telling"
Immanuel Kant, "On the Supposed Right to Lie From Benevolent Motives"
Christine Korsgaard, "The Right to Lie" Excerpt

Week 5

Tues 2/22: Truth telling cont.

Sissela Bok, "Lies to the Sick and Dying"
Ruiping Fan and Benfu Li, "Truth Telling in Medicine—The Confucian View"

Thurs 2/24: Workshop

Short assignment 1 workshop

***** Short Assignment 1 Due 2/27 *****

Week 6

Tues 3/1: Privacy and confidentiality

AMA Code of Medical Ethics, "Confidentiality"
James Rachels, "Why Privacy Is Important"

Thurs 3/3: Privacy and psychiatry

Paul Applebaum, "Privacy in Psychiatric Treatment"

Week 7

Tues 3/8: Medical experimentation

BBC, "Covid-19: World's first human challenge trials to start in UK"
Hans Jonas, "Philosophical Reflections on Experimenting with Human Subjects"

Thurs 3/10: Medical experimentation

The Nuremberg Code
Marcia Angell, "The Ethics of Clinical Research in the Third World"

Week 8: SPRING BREAK

Tues 3/15

No class

Thurs 3/17

No class

Week 9

Tues 3/22: Human enhancement

Sandel, "The Case Against Perfection"
Huxley, *Brave New World*, Chapter 1 and 2

Thurs 3/24: Human enhancement cont.

Brock, "Is Selection of Children Wrong?"

Week 10

Tues 3/29: Emotional enhancement

Elliott, "The Tyranny of Happiness: Ethics and Cosmetic Psychopharmacology"
Film: *Brave New World* (1980)
OR
Aldous Huxley, *Brave New World* (We will discuss a scene in Chapter 15)

Thurs 3/31: Emotional enhancement

Degrazia, "Prozac, Enhancement, and Self-Creation"

***** Short Assignment 2 Due 4/3 *****

Week 11

Tues 4/5: Abortion

Roe v. Wade and Doe v. Bolton — Abridged
AMA, Statements on Abortion
Judith Jarvis Thomson, "A Defense of Abortion"

Thurs 4/7: Abortion

Barbara Ehrenreich, "Owning Up to Abortion"
Don Marquis, "Why Abortion is Immoral"

Week 12

Tues 4/12: Gender bias in fertility medicine

Emily Martin, "The Egg and the Sperm"

Thurs 4/14: Gender bias in biology

Kathleen Okruhlik, "Gender and the Biological Sciences"

Week 13

Tues 4/19: Trans healthcare and gender dysphoria

American Psychiatric Association, "What is Gender Dysphoria?"

Dean Spade, "Resisting Medicine, Re/modeling Gender"

Austin et al., "Common barriers to healthcare for transgender people in the U.S. Southeast"

Thurs 4/21: Intersex health

Alice Domurat Dreger, "Ambiguous Sex—or Ambivalent Medicine?"

Week 14

Tues 4/26: Systemic disbelief

Miranda Fricker, *Epistemic Injustice*, Chapter 1

Thurs 4/28: Epistemic injustice in medicine

Diane Hoffman and Anita Tarzian, "The Girl Who Cried Pain"

Mari Mikkola, "Sex in Medicine: What Stands in the Way of Credibility?"

Week 15: Final Week

Tues 5/3:

Final paper workshop

***** Final paper due 5/12 *****