Overview: In this class we will discuss ethical decision-making in healthcare from the perspective of patients, physicians, researchers, and policymakers. In Part 1, we will mainly address clinical ethics. For example, what can physicians permissibly do and what are patients entitled to request? In Part 2, we turn to health policy. Do medical innovations like human enhancement and radical life extension threaten our moral equality? What about kidney taxes and organ markets? Is paternalism appropriate in public health or research contexts? Does everyone have a right to healthcare, and if so, how much? Part 3 addresses procreative ethics. What do we owe future people? Are there any ethical principles that should inform the kinds of people we create? Is abortion permissible? Is commercial surrogacy permissible? Together, these readings and discussions will provide an introduction to the range of ethical questions that arise in modern medicine.

Objectives: Students in this class will develop three skills: charitable reading, critical thinking, and clear writing. In class we will reconstruct the best version of the arguments presented in the readings by discussing objections and carefully considering alternative points of view. Students will also learn how to put arguments in premise-conclusion form, use thought experiments and cases to test an intuition, and state a view precisely. We will also discuss good writing, in and outside of class, and by the end of the term students will write an original philosophical essay about the ethics of a particular healthcare decision.

Grading:

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<tr>
<th>Grade</th>
<th>Deadline</th>
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<tr>
<td>Participation</td>
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<tr>
<td>Reading Responses</td>
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| Essay #1      | Thesis Meeting: **September 27**
                 Essay Due: **October 4** | 15%    |
| Midterm       | **October 18**           | 15%    |
| Essay #2      | Thesis and Summaries: **November 11**
                 Essay Due: **November 29**
                 Revisions Due: **December 12** | 30%    |
| Final Exam    | **December 6**           | 20%    |

All grades are entered as numbers. The number values of final letter grades are:

A+ 100-97     A 96-94     A- 93-90     B+ 89-87     B 86-84     B- 83-80
C+ 79-77     C 77-74     C- 73-70     D+ 69-67     D 66-63
Please submit your essays in .doc or .docx formats. I will write comments using the commenting function in Word and email them back to you with grades.

**Due Dates:** Papers and outlines are due on my inbox by 11:59 pm on their due dates. You will get a confirmation from me within 24 hours to verify that I received it. Each assignment will be marked down by 1/3 of a letter grade for every late day.

**Participation**
Your participation grade is based on how well you contributed to class discussion and how often you attended class. I have posted participation guidelines on blackboard to give you a rough sense of the standards for each grade.

**Reading Responses:**
There are ten reading responses assigned. For each response write 300 words about the reading. In each response, state the author’s thesis and one potential objection to that thesis. Responses will be scored as a 1, 0.5, or 0. Each response is 1% of your final grade. Print each response and bring it to class or email responses before class starts. Late responses will not be accepted.

**Talks on Campus:**
This semester there are many talks on campus that relate to ethics and you are encouraged to attend as many as you can. If you attend any of the talks in the Ethics and Economics of Healthcare speaker series and write 300 words on the talk, these can substitute for a missed reading response. Talks will not be counted as extra credit beyond the ten reading responses that are due.

**Essay #1:**
One of our goals in this course will be to further develop your writing abilities. I will distribute handouts on writing in week 2 and then I would like to meet with everyone by **September 27** to talk about the first paper. Bring your thesis and outline to this meeting. The essay topic will cover readings from weeks 1-4. If you do not meet with me by September 27 then I will deduct 2/3 of a letter grade from your score on essay #1 (e.g., a B+ paper will become a B-). Essay #1 is due on **October 4**.

**Midterm Exam:**
The midterm is on **October 18**. It will test you on the first half semester. The exam is 10 short answer questions and it will cover the readings, classroom discussions, and handouts.

**Essay #2:**
This essay is your chance to show off how much you have learned in the class! You will have a choice of topics that address real-world leadership questions. Additional research and an original philosophical argument are expected. Meetings with me are not required, but you must send me a thesis, outline, and summaries of at least four other philosophical readings on your topic by **November 11** and if I am worried about your plan I may request a meeting that week. If you do not send a thesis, outline, and reading summaries to me by November 11 then I will deduct 2/3 of a letter grade from your score on essay #2. It’s a good idea to come to office hours, talk over email, or schedule a meeting before you commit.
to a thesis. Essay #2 is due by **November 29**. I will return the graded essays by **December 6** and you will have the opportunity to revise by **December 12**. If you choose to revise, please send in a new clean copy, a ‘track changes’ copy, and a cover letter explaining your revisions and responses to comments. I will then consider revising the final essay grade in light of revisions by up to 2/3 of a letter grade.

**Final Exam:**
The final is on **December 6**. It will test you on the whole semester. The exam is 10 short answer questions and it will cover the readings, classroom discussions, and handouts.

**Materials:**
All readings are on Blackboard. Please print the readings and bring them to class. E-readers are also acceptable, but laptops and ipads are not permitted in class.

**Readings**

**PART 1- CLINICAL ETHICS**

**Week 1: Harm and Paternalism**
- **August 28- Do No Harm**
  - *Bradley- Doing Away with Harm*
  - *The Hippocratic Oath*
- **August 30- Paternalism**
  - *Buchanan, “Medical Paternalism”*

**Week 2- Competence and Paternalism**
- **September 4- Consent through time**
  - *Davis, Precedent Autonomy and Subsequent Consent (Reading Response #1)*
- **September 6- Who Should Decide?**
  - *Dare- Parental Rights and Medical Decisions*
  - *AAP- Informed Consent, Parental Permission, and Assent*
  - *Holder- Minors’ Rights*

**Week 3- Voluntary Euthanasia**
- **September 11- Death By Choice**
  - *Peter Singer: Voluntary Euthanasia: A Utilitarian Perspective*
  - *Fisher- Swiss Right to Die Clinics*
- **September 13- Escapist Suicide**
  - *Velleman- A Right to Self Termination? (Reading Response #2)*
  - *Wallace- Infinite Jest on Suicide*

**Week 4- Defining Death**
- **September 18- Survival**
  - *Parfit- Why Our Identity is Not What Matters (Reading Response #3)*
- **September 20- Non-Voluntary Suicide**
  - *McMahan- Brain Death, Cortical Death, and PVS*
PART 2- HEALTH POLICY

Week 5- Providing Health Care
- September 25- Allocating Clinical Services
  Persad- Principles of Allocation of Scarce Interventions
  Harris- QALYfying the Value of Life
- September 27- Arguments for Health Care
  Daniels- Health Care Needs and Distributive Justice
  Cochrane: After the ACA
  Essay #1 Thesis and Outline Due

Week 6- Impairment and Addiction
- October 2- Impairment
  Bayne and Levy- Amputees by Choice
  Savulescu- Disability: A Welfarist Approach
- October 4- Addiction
  Foddy- Addiction and Autonomy
  Essay #1 Due

Week 7- Organs, Tissue, and Markets
- October 9- Organ Markets
  McGrath “Organ Procurement, Altruism, and Autonomy”
  Satz “The Moral Limits of Markets: The Case of Human Kidneys”
- October 11- Organ Confiscation
  Fabre- Organ Confiscation  (Reading Response #4)
  Coons- Dead Donor Rule

Week 8- Public Health and Paternalism
- October 16- Health Policy
  Wilson, “Why It’s Time to Stop Worrying About Paternalism in Health Policy”
  Volokh- Abigail Alliance
- October 18- Midterm

Week 9- Policy and Enhancement
- October 23- Immortality and Enhancement
  Bostrom, “The Fable of the Dragon Tyrant”
  Bostrom, The Reversal Test  (Reading Response #5)
- October 25- Transhumanism and Equality
  Buchanan- Moral Status and Human Enhancement

PART III- Procreative Ethics
Week 10- Future People
- October 30- The non-identity problem
  Parfit- The Non-Identity Problem  (Reading Response #6)
- November 1 - A Solution to the Problem
Shiffrin- Wrongful Life, Procreative Responsibility, and the Significance of Harm

Week 11- Making New People
November 6- Procreative Autonomy and Beneficence
Savulescu- Procreative Beneficence  (Reading Response #7)
Sandel- The Case Against Perfection
November 8- Assisted Reproduction
McLachlan and Swales- Babies, Child Bearers, and Commodification
Anderson- Commercial Surrogate Motherhood

Week 12- Abortion and Moral Status
November 11: Essay #2 Thesis, Outline, and Summaries Due
November 13- Possible Futures
Marquis- Why Abortion is Immoral
Bradley- The Worst Time to Die
November 15- Actual Futures
Harman- Creation Ethics  (Reading Response #8)

Week 13- Maternal Decision Making
November 20- Maternal Rights
Thomson- “A Defense of Abortion”
November 22- Moral Risk
Moller- Abortion and Moral Risk  (Reading Response #9)

Week 14- Thanksgiving
November 27-
November 29 – Essay #2 Due

Week 15-Infanticide
December 4- Late Abortion and Infanticide
Warren- The Moral Significance of Birth
Tooley- Abortion and Infanticide  (Reading Response #10)
December 6- Final Exam
December 12- Essay #2 Revisions Due
Jepson School of Leadership Studies

Common Syllabus Insert

Awarding of Credit
To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations
Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System
The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance
Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html