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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<thead>
<tr>
<th>Grade</th>
<th>Deadline</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>--</td>
<td>10%</td>
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<tr>
<td>Reading Responses</td>
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<tr>
<td>Essay #1</td>
<td>Thesis Meeting: <strong>September 26</strong> Essay Due: <strong>October 3</strong></td>
<td>20%</td>
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<tr>
<td>Essay #2</td>
<td>Thesis and Summaries: <strong>November 12</strong> Essay Due: <strong>November 21</strong> Revisions Due: <strong>December 15</strong></td>
<td>35%</td>
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<tr>
<td>Final Exam</td>
<td><strong>December 15</strong></td>
<td>25%</td>
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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. A template will be posted on Blackboard for each response. Responses will be scored as a 1, 0.5, or 0. Each response is 1% of your final grade. Email your responses before class starts. Late responses will not be accepted.

**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 26 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 3.

**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 12 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 21. You will have the opportunity to revise by December 15. 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 15. It will test you on the whole semester. The exam is 20 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 27- Do No Harm
  Bradley- Doing Away with Harm
  The Hippocratic Oath
  August 29- Paternalism
  Buchanan, "Medical Paternalism"

Week 2- Competence and Paternalism
  September 3- Consent through time
  Davis, Precedent Autonomy and Subsequent Consent (Reading Response #1)
  Veatch- Implied, Presumed and Waived Consent (Background only)
  September 5- Who Should Decide?
  Dare- Parental Rights and Medical Decisions
  AAP- Informed Consent, Parental Permission, and Assent
  Holder- Minors' Rights

Week 3- Voluntary Euthanasia
  September 10- Death By Choice
  Peter Singer: Voluntary Euthanasia: A Utilitarian Perspective
  Fisher- Swiss Right to Die Clinics
  September 12- Escapist Suicide
  Velleman- A Right to Self Termination? (Reading Response #2)
  Wallace- Infinite Jest on Suicide

Week 4- Defining Death
  September 17- Survival
  Parfit- Why Our Identity is Not What Matters (Reading Response #3)
  September 19- Non-Voluntary Suicide
  McMahan- Brain Death, Cortical Death, and PVS

PART 2- HEALTH POLICY

Week 5- Providing Health Care
  September 24- Allocating Clinical Services
  Persad- Principles of Allocation of Scarce Interventions
  Harris- QALYfying the Value of Life
  September 26- 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 1 - Impairment
Bayne and Levy- Amputees by Choice
Savulescu- Disability: A Welfarist Approach

October 3- Addiction
Foddy- Addiction and Autonomy

Essay #1 Due

Week 7- Organs, Tissue, and Markets
October 8- Organ Markets
McGrath “Organ Procurement, Altruism, and Autonomy”
Satz “The Moral Limits of Markets: The Case of Human Kidneys”

October 10- Organ Confiscation
Fabre- Organ Confiscation  (Reading Response #4)
Coons- Dead Donor Rule

Week 8- Public Health and Paternalism
October 15- Health Policy
Wilson, “Why It's Time to Stop Worrying About Paternalism in Health Policy”

October 17- Experimental Medicine
Volokh- Abigail Alliance  (Reading Response #5)

PART III- Procreative Ethics
Week 9- Future People
October 22- The non-identity problem
Parfit- The Non-Identity Problem  (Reading Response #6)

October 24- A Solution to the Problem
Shiffrin- Wrongful Life, Procreative Responsibility, and the Significance of Harm

Week 10-
October 29- Immortality and Enhancement
Bostrom, “The Fable of the Dragon Tyrant”
Bostrom, The Reversal Test  (Reading Response #7)

October 31 – ILA: Happy Halloween!

Week 11- Making New People
November 5- Procreative Autonomy and Beneficence
Savulescu- Procreative Beneficence  (Reading Response #8)

Sandel- The Case Against Perfection

November 7- Transhumanism and Equality
Buchanan- Moral Status and Human Enhancement

Week 12- Pregnancy and Rights
November 12- Assisted Reproduction
McLachlan and Swales- Babies, Child Bearers, and Commodification
Anderson- Commercial Surrogate Motherhood
November 14- Maternal Rights
Thomson- “A Defense of Abortion” (Reading Response #9)

Week 13- Abortion and Moral Status
November 19- Possible Futures
Marquis- Why Abortion is Immoral
Bradley- The Worst Time to Die

November 21- Actual Futures
Harman- Creation Ethics
Essay #2 Due

Week 14- Thanksgiving

Week 15- Procreative Decision Making
December 3- Moral Risk
Moller- Abortion and Moral Risk (Reading Response #10)

December 5- Late Abortion and Infanticide
Warren- The Moral Significance of Birth
Tooley- Abortion and Infanticide

December 15: Final Exam
Essay #2 Revisions Due
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