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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<tr>
<td>Essay #1</td>
<td>Thesis Meeting: <strong>February 5</strong></td>
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<td>Essay Due: <strong>February 19</strong></td>
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<td>Essay #2</td>
<td>Thesis and Summaries: <strong>March 26</strong></td>
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<td>Essay Due: <strong>April 9</strong></td>
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<td>Revisions Due: <strong>May 1</strong></td>
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<tr>
<td>Final Exam</td>
<td><strong>May 1</strong></td>
<td>25%</td>
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All grades are entered as numbers. The number values of final letter grades are:
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 February 5 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 February 19.

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 March 26 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 April 9. You will have the opportunity to revise by May 1. 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 **May 1**. 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**
- **January 13: Medical Ethics and Philosophy**
  - Savulescu- Bioethics- Why Philosophy is Essential for Progress
- **January 15: Paternalism**
  - Buchanan, “Medical Paternalism”
  - Hippocratic Oaths

**Week 2- Competence and Paternalism**
- **January 20: Consent through time**
  - Davis, Precedent Autonomy and Subsequent Consent *(Reading Response A1)*
  - Dare- Parental Rights and Medical Decisions '
  - Optional Background: AAP- Informed Consent, Parental Permission, and Assent
- **January 22: Class Canceled :('*

**Week 3- Voluntary Euthanasia**
- **January 27: Death By Choice**
  - Peter Singer: Voluntary Euthanasia: A Utilitarian Perspective
  - Fisher- Swiss Right to Die Clinics
- **January 29: Escapist Suicide**
  - Velleman- A Right to Self Termination? *(Reading Response B1)*
  - Wallace- Infinite Jest on Suicide

**Week 4- Defining Death**
- **February 3: Survival**
  - Parfit- Why Our Identity is Not What Matters *(Reading Response B2)*
- **February 5: Non-Voluntary Suicide**
  - McMahan- Brain Death, Cortical Death, and PVS *(Reading Response A2)*
  - Thesis Meeting Due

**PART 2- HEALTH POLICY**

**Week 5- Providing Health Care**
- **February 10: Allocating Clinical Services**
  - Persad- Principles of Allocation of Scarce Interventions *(Reading Response A3)*
  - Harris- QALYfying the Value of Life
February 12- Arguments for Health Care
Daniels- Health Care Needs and Distributive Justice
Cochrane: After the ACA (Reading Response B3)
Essay #1 Thesis and Outline Due

Week 6- Impairment and Addiction
February 17- Impairment
Bayne and Levy- Amputees by Choice
Savulescu- Disability: A Welfarist Approach
February 19- Addiction
Foddy- Addiction and Autonomy
Essay #1 Due

Week 7- Organs, Tissue, and Markets
February 24- Organ Markets
McGrath “Organ Procurement, Altruism, and Autonomy”
Satz “The Moral Limits of Markets: The Case of Human Kidneys” (Reading Response B4)
February 26- Organ Confiscation
Fabre- Organ Confiscation (Reading Response A4)
Coons- Dead Donor Rule

Week 8- Public Health and Paternalism
March 3- Health Policy
Wilson, “Why It's Time to Stop Worrying About Paternalism in Health Policy” (Reading Response B5)
March 5- Experimental Medicine
Flanigan- Doing, Allowing, Regulating (Reading Response A5)

Week 9- SPRING BREAK

PART III- Procreative Ethics
Week 10- Future People
March 17- The non-identity problem
Parfit- The Non-Identity Problem (Reading Response A6)
March 19- A Solution to the Problem
Shiffrin- Wrongful Life, Procreative Responsibility, and the Significance of Harm (Reading Response B6)

Week 11-Enhancement
March 24- Immortality and Enhancement
Bostrom, “The Fable of the Dragon Tyrant”
Bostrom, The Reversal Test (Reading Response B7)
March 26- Moral Enhancement
Douglas- Moral Enhancement (Reading Response A7)
Earp- Love and Other Drugs
Week 12- Making New People
  March 31- Procreative Autonomy and Beneficence
    Savulescu- Procreative Beneficence  (Reading Response A8)
    Sandel- The Case Against Perfection
  April 2- Transhumanism and Equality
    Buchanan- Moral Status and Human Enhancement (Reading Response B8)

Week 13- Pregnancy and Rights
  April 7- Assisted Reproduction
    McLachlan and Swales- Babies, Child Bearers, and Commodification (Reading Response B9)
    Anderson- Commercial Surrogate Motherhood
  April 9- Maternal Rights
    Thomson- “A Defense of Abortion” (Reading Response A9)
    Essay #2 Due

Week 14- Abortion and Moral Status
  April 14 Possible Futures
    Marquis- Why Abortion is Immoral  (Reading Response B10)
    Bradley- The Worst Time to Die
  April 16- Actual Futures
    Harman- Creation Ethics

Week 15- Procreative Decision Making
  April 21- Moral Risk
    Moller- Abortion and Moral Risk  (Reading Response A10)
  April 23- Late Abortion and Infanticide
    Warren- The Moral Significance of Birth
    Tooley- Abortion and Infanticide

Final Exam
Essay #2 Revisions Due
SYLLABUS INSERTS

INSERT REGARDING ACADEMIC AND PERSONAL SUPPORT SERVICES

Hope N. Walton, Director Academic Skills Center

Below is a boxed statement that describes the services available from a myriad of resources. We recommend that you consider including this boxed statement in your course syllabus, on Blackboard, or perhaps on a separate handout. Of course, other support services that relate specifically to your course can also be added.

Staff members from the resources below are available for consultations about concerns related to students as well as issues related to services.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

**Career Services** ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

**Counseling and Psychological Services** ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

**Speech Center** ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Assist students with identifying and locating resources for class assignments,
research papers and other course projects. Librarians also assist students with questions about evaluating and citing sources. Students can email, text or IM a librarian, or schedule a personal research appointment to meet with a librarian in the first floor Research and Collaborative Study area.

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

Title IX insert

- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate by contacting Kerry Albright Fankhauser, Deputy Title IX Coordinator and Associate Dean for Westhampton College at (804) 287-6646, or Dan Fabian, Deputy Title IX Coordinator and Associate Dean for Richmond College at (804) 289-8835 or Beth Simonds, Assistant Chief of Police, University Police, at (804) 829-8722.
• For more information see: http://studentdevelopment.richmond.edu/student-concerns/sexual-misconduct/reporting.html