

PA/PHIL 321: Medical Ethics

(Syllabus subject to revision—always check updated version on D2L)

Meeting Time and Location: MW 4-5:15pm in Saguaro Hall, Room 114

Instructor: Sarah Raskoff (sraskoff@email.arizona.edu)

Office: Social Sciences 130

Office Hours: TTh, 11-12:15, or by appointment

Course Site (updated syllabus, links to readings): <https://d2l.arizona.edu/d2l/home/644354>

Course Description: The course begins with a presentation of basic moral principles and moral theories that are useful in bioethics. After this introduction, we will look at 6 topics within the field of bioethics. A main aim of the course is to provide an introduction to the field of bioethics. The course also aims to develop your critical reasoning abilities. In each of the topics we discuss, we will look at a number of opposing viewpoints. Both in lecture and on the exams/final paper, an emphasis will be placed on understanding the arguments that each author makes for his or her position, and assessing the merits of these arguments. Finally, the course aims to develop your ability to apply moral principles to real life cases. In each section of the course we will examine a number of hard cases, in which various moral principles seem to conflict, and we will discuss how these conflicts might be resolved.

Readings: All the readings for this course are available for download on the course page on D2L.

Assessment

Pop quizzes	10%
Mid-term exam	20% Wednesday Feb 28, 4pm
Final exam	20% Wednesday May 2, 4pm
First paper draft (1500 words)	5% Wednesday Feb 7, 4pm
First paper final (1500 words)	20% Wednesday Feb 14, 4pm
Second paper draft (2000 words)	5% Friday April 27, 4pm
Second paper (2000 words)	20% Friday May 4, 4pm

Rules

- Electronics will be banned in the classroom. You know you're on Facebook; I know you're on Facebook. Everybody is better off if you're not tempted.
- I will not be taking attendance in this class. Instead, there will be six pop quizzes on the assigned readings. I will not give makeup quizzes, so if you miss a quiz, expect to receive a 0 for that quiz. At the end of the semester, I will drop your lowest quiz score.
- Papers are to be submitted in .doc format to the Dropbox by 4pm on the day that they are due. You may go 10% above or below the word limit. Beyond that, and you will receive a 0 for that paper. (Note: you can download Microsoft Word from the UA website for free.)
- Late papers will receive a 0, so submit them early. There will be no extra credit, so don't ask for it.
- If you cannot attend an exam, you must let me know at least a week before the exam, or you must bring me documentation of whatever emergency arises.

Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.

Grades

A = 90+ B = 80–89 C = 70–79 D = 60–69 Fail/E = 59 and below

Requests for incomplete or withdrawal must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system-incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system-Withdrawal> respectively.

Students who receive grades lower than what they desired often have knee-jerk reactions to their grade. This causes problems. Consequently, I ask that you wait 24 hours after receiving your grade before asking me to re-evaluate your grade. If you think that you have been unfairly graded, please submit a document *in writing* which explains why you have been graded unfairly. This will help me in deciding whether to change your grade, and to guide the external moderator in determining your final grade. If your paper is moderated externally, their decision is final (and your grade may be *lower* than what I gave you).

Threatening Behavior, Nondiscrimination and Anti-harassment Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Schedule of Readings

Week 1: Course Mechanics Jan 10

Week 2: Moral Reasoning and Bioethics Jan 15, Jan 17

1. Chapter 1

Week 3: Bioethics and Ethical Theories Jan 22, Jan 25

2. Chapter 2

Week 4: Paternalism and Patient Autonomy Jan 29, Jan 31

3. Gerald Dworkin, "Paternalism"
4. Alan Goldman, "The Refutation of Medical Paternalism"

Week 5: Paternalism and Patient Autonomy continued Feb 5, Feb 7

5. Terrence Ackerman, "Why Doctors Should Intervene"
6. Robert Schwartz, "Autonomy, Futility, and the Limits of Medicine"

Week 6: Paternalism and Patient Autonomy continued Feb 12, Feb 14

7. Atul Gawande, "Whose Body Is It, Anyway?"
<https://www.newyorker.com/magazine/1999/10/04/whose-body-is-it-anyway>

Week 7: Libertarian Paternalism and Healthy Eating Policy Feb 19, Feb 21

8. Richard Thaler and Cass Sunstein, *Nudge* excerpts from introduction
9. Richard Thaler and Cass Sunstein, "Libertarian Paternalism"
10. Sarah Conly, *Against Autonomy*, pp.162-169
11. David Brooks, "The Nudge Debate"
<http://www.nytimes.com/2013/08/09/opinion/brooks-the-nudge-debate.html>
12. Alva Noe, "The Value in Sweet Drinks"
<http://www.npr.org/blogs/13.7/2012/09/24/161277720/the-value-in-sweet-drinks>
13. Lauren Hunter and Kristin van Busum, "Soda 'Ban' May Actually Increase Freedom of Choice"
http://www.huffingtonpost.com/lauren-hunter/new-york-soda-ban_b_1904920.html

Week 8: Midterm Review + Midterm Exam Feb 26 Feb 28

Week 9: Informed Consent Mar 12, Mar 14

14. Jay Katz, "Informed Consent – Must It Remain a Fairy Tale?"
15. Julian Savulescu and Richard Momeyer, "Should Informed Consent Be Based on Rational Beliefs?"

Week 10: Justice and Healthcare Mar 19, Mar 21

16. Jeff McMahan, "The Morality of Screening for Disability"
17. Norman Daniels, "Is There a Right to Health Care and, If So, What Does It Encompass?"

Week 11: Justice and Healthcare continued Mar 26, Mar 28

18. Allen Buchanan, "The Right to a Decent Minimum of Care"
19. Tristram Engelhardt, "Rights to Health Care, Social Justice, and Fairness in Health Care Allocations"

Week 12: Justice and Healthcare continued Apr 2, Apr 4

20. Atul Gawande, "Is Healthcare a Right?"
<https://www.newyorker.com/magazine/2017/10/02/is-health-care-a-right>

Week 13: Abortion Apr 9, Apr 11

21. *Roe v. Wade*, excerpt
22. Lee and George, "The Wrong of Abortion"
23. Warren, "On the Moral and Legal Status of Abortion"

Week 14: Abortion continued Apr 16, Apr 18

24. Don Marquis, "Why Abortion is Immoral"
25. Judith Thompson, "A Defense of Abortion"

Week 15: Abortion continued + Disagreement, and What To Do About It Apr 23, Apr 25

26. The Economist, "How to Make Abortion Rarer"
<https://www.economist.com/news/international/21711025-bans-and-restrictions-do-not-work-superior-birth-control-does-how-make-abortion-rarer>
27. Sarah Kramer, Business Insider, "The GOP's new abortion plans could lead to some chilling consequences"
<http://www.businessinsider.com/anti-abortion-womens-health-effects-2016-7>
28. Amelia Thomson-DeVeaux, FiveThirtyEight, "It's Really Hard to Measure the Effects of Abortion Restrictions in Texas" <https://fivethirtyeight.com/features/its-really-hard-to-measure-the-effects-of-abortion-restrictions-in-texas/>
29. TBA

Week 16: Final Exam Review + Final Exam Apr 30, May 2