

PHIL 116 – Introduction to Bioethics

Emory University – Fall 2020

Instructor's Name: Catherine Fullarton
Class Meeting Time & Place: T/Th/F TBD
Office Hours: TBD
Office Location: Bowden Hall 109
Contact Information: cfullar@emory.edu

Course Description:

What is the relationship between health care and justice? What ethical responsibilities or obligations do patients and medical practitioners have to each other and to other people? Is healthcare value-neutral? In this course, we'll consider core moral theory and socio-historical considerations that have shaped health care – what it *is* and *entails*, *who* provides it, and *how* – in order to reflect upon what medicine and medical research is doing, and how well it is doing it.

Together, we'll read, analyze and discuss philosophical texts in which ethical questions about how to live well with others have been central. Our goal will be to develop a nuanced understanding of the texts we study and the ideas they raise, to see how they can help us make sense of our responsibilities to ourselves and others. We will develop strategies for teaching these challenging philosophical ideas to high school ethics students, and then develop and facilitate a community-engaged learning project: a Bioethics Case Competition between local high school students.

This course is open to all students at all levels and in all fields of study. No background in or familiarity with philosophy is expected or required. Excelling in this course will require close, careful reading; thoughtful preparation; active engagement in class; and a commitment to fruitful and respectful exchange with others. This is reflected in the evaluation structure.

Please note: This is a 4-credit hour course. Each week, we'll meet for three hours of lecture/class time. The additional hour will be fulfilled by the Engaged Philosophy Project. The schedule for this work will be determined in the first few weeks of the course.

Required Texts:

The following course texts are required. I encourage you to consult local independent bookstores (like Eagle Eye Bookstore and Charon Books), as many should be readily available in used condition. They may also be available free of charge through Emory's library system. If acquiring course texts constitutes a financial hardship, please speak with me; alternate arrangements may be possible. Other readings will be available on Canvas, as noted in the syllabus.

- Beauchamp & Childress, *Principles of Biomedical Ethics*, 7th Ed., 2013 [ISBN: 9780199924585]
- Immanuel Kant, *Grounding for the Metaphysics of Morals*, Translated by James Ellington, Hackett Publishing [ISBN: 9780872201668]
- Ivan Illich, *Medical Nemesis*, Pantheon Books, 1976 [ISBN: 9780394402253]
- Havi Carel, *Illness: The Cry of the Flesh*, Routledge, 2008 [ISBN: 9781844651528]

Evaluations:

<u>Deliverables (x7)</u>	<u>25%</u>
--------------------------	------------

Each week for the first seven weeks, you will be required to submit a short (1-2 page) written “deliverable,” explaining *one* core concept from the reading in such a way that a non-specialist could understand it. These assignments have been developed to support you in building and practicing the skills you need to succeed in the course and in the Engaged Philosophy Project. Prompts and further instructions will be provided on Canvas.

Deliverables are due every other Monday by 9pm, as noted in the syllabus.

<u>Peer-Feedback (x7)</u>	<u>5%</u>
---------------------------	-----------

Each week for the first seven weeks, students will be required to respond to a peer’s “deliverable,” posing questions and offering feedback to help clarify and enhance their explanations. The grade for this portion will consider the thoughtfulness and supportiveness of the feedback provided. Further instructions will be provided on Canvas.

Peer-feedback is due on Friday, by class time (i.e., 8am) on weeks when a Deliverable is due.

<u>Mid-Term Paper</u>	<u>25%</u>
-----------------------	------------

For the mid-term paper assignment, you have two options: you may (1) revise and extend one of your bi-weekly deliverables; or you may (2) write a new paper. In each case, you will be required to engage *at least* one course text *in a substantial way*. Papers should be 3-4 pages long, double-spaced, with normal (1") margins and standard font (e.g., Times New Roman, Garamond, Arial).

Further instructions will be provided in class, closer to the deadline.

Mid-Term Papers are due Saturday October 24th by 9pm.

<u>Engaged Philosophy Project* & Reflection Paper</u>	<u>40%</u>
---	------------

As part of this course, Emory students will plan and then facilitate a Bioethics Case Competition to be held at a local high school. In our class time, Emory students will learn core ethical concepts and practice explaining and teaching them to others. They will subsequently *teach* these concepts to high school students in weekly or bi-weekly classroom visits. Concurrently, Emory students will plan and facilitate a Bioethics Case Competition for the high school students – researching and devising the case study, and then either mentoring a team of high school students *or* serving as a judge, evaluating teams’ work and determining the winners.

The grade for this portion will consider students’ involvement in the community engagement project itself (30%) *and* a short paper they will write reflecting on the value of applied ethics study (10%). Further details will be provided in-class and in Canvas, closer to the due-date.

*[*Please see the Appendices at the end of this document for further information.]*

<u>Attendance & Engagement</u>	<u>5%</u>
------------------------------------	-----------

This grade considers attendance and meaningful contributions to in-class discussions. To get the full grade, your peers must be able to count on you as a reliable interlocutor who will listen thoughtfully, and enhance their understanding of the material under discussion.

Full attendance is expected. Students are expected to attend every class, and to engage thoughtfully with each other and with the course ideas. As such, only one unexcused absence will be permitted. After one unexcused absence, students will lose 1% of their final grade for each subsequent unexcused absence. Please see the “Attendance” section under “Important Policies” for more.

Grading:

“Deliverables”	25%
Peer Feedback	5%
Mid-Term Paper	25%
Engaged Philosophy Project & Reflection Paper	40%
<u>Attendance & Engagement</u>	5%
 TOTAL	100%

*These grade weightings should be considered guidelines rather than fixed values; I reserve the right to adjust for performance improvement (or diminishment of effort) over the course of the term. Students *must complete all required assignments* in order to complete the course.

A Note on Writing...

In this class, you'll have many opportunities to develop and enhance your writing abilities *and* your critical thinking. You are also *highly* encouraged to make an appointment with the [Emory Writing Center](#) for further assistance with brainstorming, writing, and essay development.

If writing (in general, or in English, specifically) is a particular challenge for you, please don't wait to seek support. Consult the Writing Center and/or come see me during office hours to discuss your specific concerns *before* the first assignment.

Other Important Policies

Attendance & Participation

Students are expected to attend every class, and to engage thoughtfully with each other and with the course ideas. As such, only one unexcused absence will be permitted. After one unexcused absence, students will lose 1% of their final grade for each subsequent unexcused absence. Students who miss class for a legitimate academic, athletic or personal reason should visit the Office of Undergraduate Education (OUE) to have the absence documented. Absences without a note from OUE will be considered unexcused.

Examples of acceptable reasons for missing class: documented illness or exceptional personal circumstances. Examples of *unacceptable* reasons for missing class: extended travel plans, slept in.

Paper Extensions

The goal of this course is to have students engage thoughtfully with difficult philosophical material. As such, students should plan ahead to ensure sufficient time to complete work to the best of their ability. Requests for extensions must be made by email *at least* 48hrs before the assignment deadline and the email must include *both*: (1) the reason for the request, and (2) the proposed new submission deadline. You will receive email confirmation if the request is granted.

Because they involve peer-reviews that are automatically assigned by Canvas, extensions cannot be granted for weekly writing assignments. Late submissions may incur grade deductions up to the full grade value of the work.

Accessibility Information

My goal is to support you, as best I can, in your learning. If particular accommodations would be helpful for you, I encourage you to contact the [Office of Accessibility Services \(OAS\)](#), who will work with you to determine reasonable pedagogical accommodations. Once you've registered with them, please meet with me (during office hours, or by requesting an appointment) to discuss a protocol that will allow you best to meet the course learning goals.

Office of Accessibility Services: (404) 727-9877 or accessibility@emory.edu

Technology Policy

Learning with and from others is central to this course. Accordingly, use of cell phones and personal computers is not permitted in class.

Reasonable accommodations will be made for students with documented need of technology. Please refer to the policies outlined in “Accessibility Information,” above, for more information.

Plagiarism

Plagiarism is a serious academic misconduct that could result in expulsion from the university. If you are *at all* uncertain about or unfamiliar with this term, it is *imperative* that you review Emory’s [Honor Code](#) on this subject. Ignorance of the policy is *not* an excuse for plagiarism.

Emory Honor Code

“Emory’s [Honor Code](#) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.”
(Excerpted from Emory’s *Office of Undergraduate Education*)

Reading Schedule & Due Dates

WEEK 1: INTRODUCTION & THE EXPERIENCE OF ILLNESS

R Aug. 27th	Syllabus & Emory’s Honor Code
F Aug. 28th	van den Berg, “The Meaning of Being Ill,” from <i>Psychology of the Sickbed</i> [PDF on Canvas]
4th Credit Hr	S. Kay Toombs, “The Temporality of Illness: Four Levels of Experience,” <i>Theoretical Medicine</i> 11 (1990): 227-241.

WEEK 2: CASES IN THE HISTORY OF BIOMEDICAL RESEARCH

T Sept. 1st	Allan M. Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study,” <i>The Hastings Center Report</i> , Vol. 8, No. 6 (Dec., 1978): 21-29.
R Sept. 3rd	Nanibaa; A. Garrison, “Genomic Justice for Native Americans: Impact of the Havasupai Case on Genetic Research,” <i>Science, Technology and Human Values</i> , Vol. 38, No. 2 (2013): 201-223.
F Sept. 4th	Siddhartha Mukherjee, <i>The Emperor of All Maladies</i> , selection on radical mastectomy [PDF on Canvas]
4th Credit Hr	[Film] <i>W;t</i> (2001) [*On course reserves at Woodruff library]

WEEK 3: VIRTUE ETHICS

T Sept. 8th	Aristotle, <i>Nicomachean Ethics</i> , Book I, Selections [PDF on Canvas]
R Sept. 10th	Rosalind Hursthouse, <i>On Virtue Ethics</i> , Selections [PDF on Canvas]
F Sept. 11th	Ronald Sandler, “Ethical Theory and the Problem of Inconsequentialism: Why Environmental Ethicists Should be Virtue-Oriented Ethicists,” <i>Journal of Agricultural and Environmental Ethics</i> , Vol. 23, No. 1/2 (March 2010).
4th Credit Hr	Julia Driver, <i>Uneasy Virtue</i> , Chapter 1 [PDF on Canvas]

WEEK 4: DEONTOLOGICAL ETHICS

T Sept. 15th	Immanuel Kant, <i>Grounding for the Metaphysics of Morals</i> , Part I
R Sept. 17th	Immanuel Kant, <i>Grounding for the Metaphysics of Morals</i> , Part II
F Sept. 18th	Christian Säfken and Andreas Frewer, “The Duty to Warn and Clinical Ethics: Legal and Ethical Aspects of Confidentiality and HIV/AIDS,” <i>HEC Forum</i> (Dec. 2004) Vol. 19.4: 313-26.
4th Credit Hr	<i>Declaration of Helsinki</i> , Selections [PDF on Canvas] <i>The Belmont Report</i> [PDF on Canvas]

WEEK 5: UTILITARIAN ETHICS

T Sept. 22nd	Jeremy Bentham, <i>The Principles of Moral Legislation</i> , Selections [PDF on Canvas]
R Sept. 24th	John Stuart Mill, <i>Utilitarianism</i> , Selections [PDF on Canvas]
F Sept. 25th	Peter Singer, “Famine, Affluence, and Morality,” <i>Philosophy and Public Affairs</i> Vol. 1, No. 3 (Spring 1972): 229-243.
4th Credit Hr	Ian Parker, “The Gift,” <i>New Yorker</i> , 25 July 2004 [PDF on Canvas]

WEEK 6: CARE ETHICS

T Sept. 29th	Nel Noddings, <i>Caring: A Feminine Approach to Ethics & Moral Education</i> Selection [PDF on Canvas]
R Oct. 1st	Virginia Held, <i>The Ethics of Care: Personal, Political, Global</i> , Introduction & Chapter 1
F Oct. 2nd	Erinn Cunniff Gilson, “Vulnerability, Relationality, and Dependency: Feminist Conceptual Resources for Food Justice” [PDF on Canvas]

4th Credit Hr	Alison Reinheld, “With All Due Caution: Global Anti-Obesity Campaigns and the Individuation of Responsibility” [PDF on Canvas]
---------------------------------	--

WEEK 7: PRINCIPLES OF BIOMEDICAL ETHICS

T Oct. 6th	Bauchamp & Childress, <i>Principles of Biomedical Ethics</i> , Chapter 4: “Respect for Autonomy” + Case Studies [PDF on Canvas]
R Oct. 8th	Bauchamp & Childress, <i>Principles of Biomedical Ethics</i> , Chapter 5: “Non-Maleficence” + Case Studies [PDF on Canvas]
F Oct. 9th	Bauchamp & Childress, <i>Principles of Biomedical Ethics</i> , Chapter 6: “Beneficence” + Case Studies [PDF on Canvas]
4th Credit Hr	Case Studies [PDF on Canvas]

WEEK 8: DIFFERENT MODELS OF PATIENT-PHYSICIAN RELATIONS

T Oct. 13th	(1) Bauchamp & Childress, <i>Principles of Biomedical Ethics</i> , Chapter 7: “Justice” + Case Studies [PDF on Canvas] (2) Atul Gawande, “Is Health Care a Right?” <i>The New Yorker</i> (2 October 2017) [PDF on Canvas].
R Oct. 15th	Emmanuel & Emmanuel, “Four Models of the Physician-Patient Relationship,” <i>Journal of the American Medical Association</i> , Vol. 267, No. 16 (April 22/29): 2221-2226.
F Oct. 16th	Drew Leder & Mitchell W. Krucoff, “The Touch that Heals: The Uses and Meanings of Touch in the Clinical Encounter,” <i>The Journal of Alternative and Complementary Medicine</i> , Vol. 14, No. 3 (2008): 321-327.
4th Credit Hr	Case Studies [PDF on Canvas]

WEEK 9: CRITIQUES OF MEDICALIZATION

T Oct. 20th	Ivan Illich, <i>Medical Nemesis</i> , Introduction & Part 1
R Oct. 22nd	Ivan Illich, <i>Medical Nemesis</i> , Part 3
F Oct. 23rd	Ivan Illich, <i>Medical Nemesis</i> , Part 4
4th Credit Hr	Barbara Ehrenreich, “Why I’m Giving Up on Preventative Care,” <i>Literary Hub</i> (9 April 2018) [PDF on Canvas]

WEEK 10: THE EXPERIENCE OF ILLNESS

T Oct. 27th	Havi Carel, <i>Illness: The Cry of the Flesh</i> , Introduction
R Oct. 29th	Havi Carel, <i>Illness: The Cry of the Flesh</i> , Chapter 1
F Oct. 30th	S. Kay Toombs, “The Meaning of Illness: A Theoretical Approach to the Patient-Physician Relationship,” <i>Journal of Medicine and Philosophy</i> 12 (1987): 219-240.
4th Credit Hr	Havi Carel, <i>Illness: The Cry of the Flesh</i> , Chapter 2

WEEK 11: THE EXPERIENCE OF DISABILITY

T Nov. 3rd	S. Kay Toombs, “The Lived Experience of Disability,” <i>Human Studies</i> 18:1 (1995).
R Nov. 5th	Havi Carel, <i>Illness: The Cry of the Flesh</i> , Chapter 4
F Nov. 6th	Elizabeth Lindsey, “Health Within Illness: The Experiences of Chronically Ill/Disabled People,” <i>Journal of Advanced Nursing</i> 24 (1996): 465-472.
4th Credit Hr	Havi Carel, “Can I Be Will and Happy?” [PDF on Canvas]

WEEK 12: CONCEPTIONS OF NORMALCY & (DIS)ABILITY

T Nov. 10th	Lennard J. Davis, “Disability, Normality, and Power,” <i>The Disability Studies Reader</i> , 4 th Ed. (2013) [PDF on Canvas]
R Nov. 12th	Tom Shakespeare, “The Social Model of Disability,” <i>The Disability Studies Reader</i> [PDF on Canvas]
F Nov. 13th	Eva Feder Kittay, “At the Margins of Moral Personhood,” <i>Ethics</i> , Vol. 116 (October 2005): 100-131.
4th Credit Hr	Carl Elliot, “A New Way to Be Mad,” <i>The Atlantic</i> (December 2000) [PDF on Canvas]

WEEK 13: GENETIC TESTING & EDITING

T Nov. 17th	Adrienne Asch, “Prenatal Diagnosis and Selective Abortion: A Challenge to Practice and Policy,” <i>American Journal of Public Health</i> , Vol. 89, No. 11 (November 1999): 1649-1657.
R Nov. 19th	The Ethics Committee of the American Society of Reproductive Medicine, “Sex Selection and Preimplantation Genetic Diagnosis,” <i>Fertility and Sterility</i> , Vol. 72, No. 4 (October 1999): 595-598.
F Nov. 20th	(1) Nathaniel Comfort, “Can We Cure Genetic Diseases Without Slipping into Eugenics?” <i>The Nation</i> (16 July 2015) [PDF on Canvas]. (2) David M. Perry, “We’re Failing Our Test Run for the Age of CRISPR,” <i>Nature</i> (29 Aug. 2017) [PDF on Canvas]. (3) Reimschisel, “Genetic Modification Does Not Equal Selective Abortion,” <i>The Nation</i> (15 September 2017) [PDF on Canvas].
4th Credit Hr	Alondra Nelson, <i>Genetics and the Unsettled Past</i> , Selections.

WEEK 14: CONTEMPORARY BIOETHICAL ISSUES

T Nov. 24th	[Readings TBD in consultation with Student Interests + Presentations of Final Work]
R Nov. 26th	[Thanksgiving – No Lecture]
F Nov. 27th	[Thanksgiving – No Lecture]

WEEK 15: CONTEMPORARY BIOETHICAL ISSUES (CONTINUED)

T Dec. 1st	[Readings TBD in consultation with Student Interests + Presentations of Final Work]
R Dec. 3rd	[Readings TBD in consultation with Student Interests + Presentations of Final Work]
F Dec. 4th	[Readings TBD in consultation with Student Interests + Presentations of Final Work]
4th Credit Hr	[Readings TBD in consultation with Student Interests + Presentations of Final Work]

WEEK 16: COURSE CONCLUSION

T Dec. 8 th	[No Readings – Course Conclusion]
------------------------	-----------------------------------

Final Disclaimer:

This syllabus should be considered provisional. The instructor reserves the right to make changes to the syllabus at any time, as the course progresses. Such changes will be reflected in the version of the syllabus available through Canvas.

Grading Scale:

93.0 - 100.0	A	87.0 - 89.9	B+	77.0 - 79.9	C+	67.0 - 69.9	D+
90.0 - 92.9	A-	83.0 - 86.9	B	73.0 - 76.9	C	60.0 - 66.9	D
		80.0 - 82.9	B-	70.0 - 72.9	C-	Below 60.0	F

Appendices:

Course Proposal:

My ideal, for this course, would be to partner with a local high school with either (1) the student interest, but perhaps not the *resources*, to support an after-school Ethics Club, or (2) a school with existing Philosophy or Ethics curriculum whose student population would benefit from liaising with Emory University students, as a bridge to the university experience and for the additional pedagogical resources. I would teach this course so that the content of the university course aligns with (but exceeds) high school curriculum; university students would learn and discuss the philosophical material during scheduled course time, and then teach the relevant core concepts to high school students during a once-a-week visit to the partner high school class. The early weeks of the university course would include mini-lessons on philosophical exegesis and communication, to equip students to simplify and explain complex philosophical concepts in an approachable way that prompts further discussion.

Courses with this structure have been successfully undertaken elsewhere – e.g., Penn State offers a university course designed to have college students engage philosophically with high school students (more information [here](#)), and, at Emory, a [research program](#) between Emory & Lithia Springs High School, examining the relationship between water currents and bacteria in the Chattahoochee River. The success of High School Ethics Bowls (link below) also attests to the value and popularity of ethics-based extra-curriculars amongst high school students, and provides a model for high-school-level ethics-based curriculum that could be implemented in this context.

Travel expenses for Emory students (to and from the high school) would hopefully be funded through a mini-grant from the Mellon Interventions Project or from the CFDE. If this course is approved, I would reach out to local high schools, over the spring and summer, to discuss potential opportunities and to begin planning. The goal would be to work with the high school teachers' existing curricular needs and to find the best ways to support these.

If partnership with a local high school does not work out, the course would be taught with the same goals of equipping students to communicate philosophical concepts to a non-specialist audience. Students would still develop lessons and a proposal for a Bioethics Case Competition suitable for high school students, but, since we would not be able to *implement* it, the Community Engagement Project would be revised to include a weekly “Ask Me Anything About Ethics” booth at the Emory Farmers’ Market, where students would be tasked with engaging their peers on topics relevant to their questions and concerns, and reporting back to the class about their learning, discoveries, insights, and challenges.

Resources for Teaching Ethics in High School:

National High School Ethics Bowl ([link](#)).

Guide for Preparing for the National High School Ethics Bowl ([link](#))

Penn State University Course to Engage Philosophically with High School Students ([link](#) and [link](#))

Hastings Center Report: “Inside a High School Bioethics Club” ([link](#))

NYU Langone Health – High School Bioethics Resources ([link](#))

Kennedy Institute of Ethics – High School Ethics Curriculum Project ([link](#))

Emory Resources & Supports for Community Engagement Projects:

Emory University’s School of Public Health Case Competition ([link](#))

Emory University & Lithia Springs High School Chattahoochee River Research Project ([link](#))

CFDE Community Engaged Learning resources ([link](#))

[Student Waiver for Off-Campus Community Engaged Learning Activities ([link](#))]

CFDE Mini-Grants (for off-campus travel to the local high school) ([link](#))

CFDE Fund for Innovative Teaching Grant ([link](#))

CFDE Community-Engaged Learning Grant ([link](#))