Syllabus

REL 3180 Medical- and Bio-Ethics
Dr. Christine Gudorf
Fall 2013
Office Hours: DM 305 B, Wed 10-11, Thur 11-12
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Texts:

Helga Khuse and Peter Singer, Eds., *Bioethics* (Blackwell, 2006). All readings come from this text. And assorted films as listed in the schedule of readings and assignments.

Requirements:

- Midterm exam 25%
- Final exam 25%
- Average of weekly quizzes 25%
- Average of 3 writing assignments 25%

The Grading Scale used in this class is:
A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D+ = 67-69
D = 63-66
D- = 60-62
F = 0-59

Assignments:

*First Assignment*: Write a two to three page article on what U.S. law on surrogacy should be. It should be clear about what the term covers, and should lay out compelling reasons for why your stance respects both the common good and the individual rights of citizens.

*Second Assignment*: Three to four page doublespaced page essay laying out your stance on genetic engineering of humans—what should we do, and what shouldn’t we do, and why. (The why arguments are crucial here.)

*Third Assignment*: Construct a two page bibliography of academic journal articles (not newspapers or magazines) on euthanasia published since 2000. Consult a style manual if you do not know correct style for a bibliography. (1/3 of your grade will be for style, 2/3 for the quality and diversity of your entries.)
Course Schedule:

Module 1: Abortion and the Rights of Women and Fetuses

The Objective of this module is that students can explain:
- How abortion is a healthcare issue;
- Arguments for the fetus as a human person
- Arguments for the fetus as a potential human person
- Arguments around the relation of bodyself to agency
- Arguments that in some special situations abortion may be morally indicated

Week of August 26
Read:
J. Finnis, Abortion and Healthcare Ethics
Tooley, Abortion and Infanticide
J.J. Thomson, A Defense of Abortion

Watch: Sicko (Course Content)
Powerpoint Lecture: “Introduction to Medical and Bio-Ethics”

Take: Quiz 1

Week of September 2
Read:
D. Marquis, Why Abortion Is Immoral
L.M. Purdy, Are Pregnant Women Fetal Containers?
Pence, The McCaughy Sextuplets
Asch, Prenatal Diagnosis and Selective Abortion

Powerpoint Lecture: “Abortion Debates”

Take: Quiz 2

Module II: Responsible Parenthood: Surrogacy, Gay/Lesbian Parents, Genetic Risk
The Objective of this Module is that: Students will be able to explain:
- What is surrogacy, U.S. law on surrogacy, and global trends in surrogacy;
- Arguments for and against gay/lesbian parenting;
- Arguments for limiting reproductive risk and their counter-arguments, given two specific genetic diseases;
- Explain the differences between embryonic and adult stem cells, and the debates around their uses.
Module III: Social Interests in Bioethics: Cloning and Genetic Engineering

The Objectives of this Module:
Students should be able to:

- Explain the difference between therapy and enhancement in gene therapy with examples;
- State criteria for drawing the line between therapy and enhancement, as well as who/what should enforce the line, if it can be enforced;
- Explain how the process of cloning differs from that of gene therapy;
- Be able to take a position and defend it on whether human nature is fixed or open to improvements through biological manipulation.

Week of September 23
Read:
King, Why We Should Not Permit Embryos to Be Selected as Tissue Donors
Tooley, The Moral Status of the Cloning of Humans
Lappe, Ethical Issues in Manipulating the Human Germ Line

Watch: My Sister’s Keeper (Course Content)

Powerpoint Lecture: “Cloning”
Take: Quiz 5

Submit: Assignment 1 by Sept 28, 11:59 pm.

Week of September 30
Read:
Glover, Questions About Some Uses of Genetic Engineering
D. Resnick, The Moral Significance of the Therapy-Enhancement Distinction in Human Genetics
Newson and Williamson, Should We Undertake Genetic Research on Intelligence?
D. Davis, Genetic Dilemmas and the Child’s Right to An Open Future

Powerpoint Lecture: “Gene Therapy”

Watch: The Ethics of Genetically Engineering Children
http://www.veoh.com/watch/v16795381ee8eFHj9

Take:
Quiz 6
Midterm exam in two parts (objective and essay) open October 4, 12:01 am-October 5, 11:59 pm

Module IV: Euthanasia: Can euthanasia represent “good death?”

The Objectives of this module:
  Students should be able to describe:
    the US legal situation on euthanasia and other nations’ law on euthanasia;
    at least four shifts in late modern life that provide support for euthanasia;
    continuities and discontinuities in popular understandings of a “good death” now and in modern Western history;
    arguments for why and how doctors should assist in euthanasia, as well as why they shouldn’t

Week of October 7
Read:
Sacred Congregation for the Doctrine of the Faith, Declaration on Euthanasia
Grisez and Boyle, The Morality of Killing
J. Rachels, Active and Passive Euthanasia

Powerpoint Presentation: “Euthanasia”

Take: Quiz 7
Week of October 14
Read:
Nesbitt, Is Killing No Worse Than Letting Die?
H. Kuhse, Why Killing is Not Always Worse—and Sometimes Better—Than Letting Die
P. Singer, Is Sanctity of Life Terminally Ill?

Watch:
End of Life Care: Weighing Ethics
http://www.bing.com/videos/search?q=Arthur+Caplan+Bioethics&view=detail&mid=364E7D1DD6B1BD5906AD364E7D1DD6B1BD5906AD&first=O&Form=NVPFVR (You will have to go to the site and search for this video among the many listed for Caplan on this page.)
Take: Quiz 8

Module V: Rethinking Individual Autonomy: Dementia and Mental Disability
The Objectives of this module:
Students should be able to explain:
- the basic principles of bioethics;
- how increasing attention to mental disability and senile dementia call attention to the tension between patient autonomy and physician beneficience;
- the dilemmas that seriously ill newborns and the severely handicapped pose not only to healthcare systems and families, but to medical personnel.

Week of October 21
Read:
R. Dworkin, Life Past Reason
R. Dresser, Dworkin on Dementia: Elegant Theory, Questionable Policy
D. Callahan, When Self-Determination Runs Amok
J. Lachs, When Abstract Moralizing Runs Amok

Take: Quiz 9

Submit: Assignment 2 by October 26, 11:59 pm

Week of October 28
Read:
R.M. Hare, The Abnormal Child: Moral Dilemmas of Doctors and Parents
Campbell, When Care Cannot Cure: Medical Problems in Seriously Ill Babies
A. Davis, The Right to Life of the Handicapped

Take: Quiz 10
Module VI: Resource Allocation

The Objectives of this Module:

Students should be able to construct a persuasive argument for why:
- societies should or should not place a priority on those resource uses that save the most lives with the most quality of life (utilitarianism).
- societies facing resource shortages should or should not give priority to those whose need is not a result of their own choices (e.g., smoking/lung cancer, alcoholism/cirrhosis), and if yes, how to define what constitutes personal responsibility (e.g., premarital sex/HIV-AIDS?)
- or why not a free market in organs would promote greater health and well-being overall.

Week of November 4

Read:
P. Menzel, Rescuing Lives: Can’t We Count?
N. Rescher, The Allocation of Exotic Medical Lifesaving Therapy
Moss and Seigler, Should Alcoholics Compete Equally for Liver Transplantation?
R. Veatch, How Age Should Matter: Justice as the Basis for Limiting Care to the Elderly?

Watch: Panel on Organ Transplantation and Trafficking
http://www.bing.com/videos/search?q=Arthur+Caplan+Bioethics&view=detail&mid=364E7D1DD6B1BD5906AD364E7D1DD6B1BD5906AD&first=O&Form=NVPFVR (You will have to search this page for the correct video—there are a series of Arthur Caplan videos on issues in bioethics

Take: Quiz 11

Week of November 11

Read:
M. Lockwood, Quality of Life and Resource Allocation
N. Daniels, A Lifespan Approach to Healthcare
E.W Kluge, Organ Donation and Retrieval
Radcliffe-Richards, The Case for Allowing Kidney Sales

Watch: Sale of Human Tissue http://www.cbsnews.com/video/watch/?id=1707253n

Take: Quiz 12

Module VII: Power and Truth in the Doctor/Patient Relationship

The Objectives of this Module:

Students should be able to describe:
the process in clinical trials, as well as the most common dangers and how those dangers are multiplied in poor, ill-educated populations; efforts to protect vulnerable populations from unethical research programs; the difference between “formal” consent and real informed consent; how to differentiate the truth that must be told to patients from the data that can be delayed, or withheld, and the legitimacy of delaying or withholding.

Week of November 18
Read:
B. Freedman, Equipoise and the Ethics of Clinical Research
Unethical Trials of Intervention to Reduce Perinatal Transmission of HIV in Developing Countries
Bagenda and Musoke-Mudido, We’re Trying to Help Our Sickest People, Not Exploit Them
Question of Respect for Life—What Some Australian Members of Parliament Have Said

Powerpoint Lecture: “Research and Therapy in Vulnerable Populations”

Take Quiz 13

Submit: Assignment 3 by November 24, 11:59 pm.

Week of November 25
No class—American Academy of Religion Meeting Nov. 16-19 in Baltimore/ Thanksgiving Vacation.

Week of December 2
Read:
R Higgs, On Telling Patients the Truth
R. Veatch, Abandoning Informed Consent
R. Macklin, The Doctor-Patient Relationship in Different Cultures
E.J. Kroeger Mappes, Ethical Dilemma for Nurses: Physicians’ Orders vs. Patients’ Rights

Watch:
Lying to Patients:

Powerpoint Lecture: “On Telling the Truth”

Final exam, in two parts, open Dec 9, 12:01 am through Dec 10, 11:59 pm