

# Intro to Medical Ethics

PHI 1309

## Instructor Information

Instructor

Dr. Justin Morton

Email

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Office Hours

Tues/Thurs | 11-12

(Please email ahead of time)

## General Information

### Description of Course Content and Method

Is a doctor a better doctor when she cares personally about her patients, or when she is detached? Should healthcare professionals always respect the informed choices of their patients? Is abortion morally wrong?

These are just a few of the questions we'll address in this course. Medical Ethics covers a broad swath of issues, ranging from those that will be relevant every day of every medical professional's life (e.g., what is the proper relationship between doctor and patient?) to those that most medical professionals will never have direct control over (e.g., do surrogate mothers have parental rights to the children they carry?).

In this course, we'll address these questions by reading a range of sources: some were written by philosophers, and often without the medical context explicitly in mind. Others were written by medical professionals and researchers, without the broader philosophical context in mind.

I expect all students to come to class ready to fully, actively engage the material. Philosophy is not done by absorbing material, but by wrestling with it.

## Course Materials

### Required Materials

- *Ethical Issues in Modern Medicine*, 8<sup>th</sup> edition. Edited by Steinbock, London, and Arras

All other materials will be made available throughout the term on Canvas.

Below, readings in **bold** will be emailed out. Everything else is in the textbook.

## Course Schedule

Week	Topic	Reading/Assignments/Exams
<b>Week 1</b> Aug 22-26	Intro/Syllabus Hippocratic Oath Autonomy	For Thursday: Read Chapter 1 of <b>Mill's <i>On Liberty</i></b> :  <a href="https://socialsciences.mcmaster.ca/econ/ugcm/3ll3/mill/liberty.pdf">https://socialsciences.mcmaster.ca/econ/ugcm/3ll3/mill/liberty.pdf</a>
<b>Week 2</b> Aug 29-Sept 2	Autonomy	<ul style="list-style-type: none"> <li>• “The Refutation of Medical Paternalism” Alan Goldman</li> <li>• “Why Doctors Should Intervene” Terrence Ackerman</li> </ul>
<b>Week 3</b> Sept 5-9	Models for Doctor-Patient Relationship Distribution of Health Resources	<ul style="list-style-type: none"> <li>• “Four Models of the Physician-Patient Relationship” Ezekiel Emanuel and Linda Emanuel</li> <li>• “Why the United States is Not Number One in Health” Ichiro Kawachi, pp. 222-230</li> <li>• Reading from <b>Mill's <i>Utilitarianism</i></b></li> </ul>
<b>Week 4</b> Sept 12-16	Distribution of Health Resources	<ul style="list-style-type: none"> <li>• Reading from <b>Nozick's <i>Anarchy, State, and Utopia</i></b></li> <li>• Reading from <b>Rawls's <i>A Theory of Justice</i></b></li> </ul>
<b>Week 5</b> Sept 19-23	Euthanasia	<ul style="list-style-type: none"> <li>• “Voluntary Active Euthanasia” Dan Brock, pp. 441-455</li> <li>• <b>Reading on Euthanasia, TBD</b></li> </ul>
<b>Week 6</b> Sept 26-30	Virtues of Medical Practice	<ul style="list-style-type: none"> <li>• <b>Two readings, TBD</b></li> </ul>
<b>Week 7</b> Oct 4-7	Review and Exam	Tuesday: Review <b>Thursday: Exam 1</b>
<b>Week 8</b> Oct 10-14	Genetic Enhancement	<ul style="list-style-type: none"> <li>• “Genetic Interventions and the Ethics of Enhancement of Human Beings” Julian Savulescu, 818-828</li> <li>• “The Case Against Perfection: What’s Wrong with Designer Children, Bionic Athletes, and Genetic Engineering” Michael Sandel, pp. 829-838</li> </ul>
<b>Week 9</b>	Surrogacy	<b>In-class debate on surrogacy</b>

Week	Topic	Reading/Assignments/Exams
Oct 17-21	Disability	<ul style="list-style-type: none"> <li>Reading from <b>Elizabeth Barnes' <i>The Minority Body</i></b></li> </ul>
<b>Week 10</b> Oct 24-28	Disability Abortion	<ul style="list-style-type: none"> <li>"On the Moral and Legal Status of Abortion" Mary Anne Warren, pp. 545-555</li> </ul> <p><b>***Class Thursday 10/27 cancelled</b></p>
<b>Week 11</b> Oct 31-Nov 4	Abortion	<ul style="list-style-type: none"> <li>"Why Abortion is Immoral" Don Marquis, pp. 556-563</li> <li>"The Unspeakable Crime of Abortion" Pope John Paul II, pp. 543-545</li> <li>"A Defense of Abortion" Judith Jarvis Thomson, pp. 564-573</li> </ul>
<b>Week 12</b> Nov 7-11	Organ Markets	<ul style="list-style-type: none"> <li>"The Case for Allowing Kidney Sales" Radcliffe-Richards et al., pp. 277-280</li> <li>"An Ethical Market in Human Organs" Charles Erin and John Harris, pp. 280-281</li> <li>"Body Values: The Case Against Compensating for Transplant Organs" Donald Joralemon and Phil Cox, pp. 281-287</li> </ul>
<b>Week 13</b> Nov 14-18	Death Flex Day	<ul style="list-style-type: none"> <li>"The Whole-Brain Concept of Death Remains Optimum Public Policy" James Bernat, pp. 517-525</li> <li>"An Alternative to Brain Death" Jeff McMahan, pp 530-535</li> </ul>
<b>Week 14</b> Nov 21-25	NO CLASS	THANKSGIVING BREAK
<b>Week 15</b> Nov 28-Dec 2	Presentations	No Reading
<b>Week 16</b> Dec 5-9	Tuesday: Review for Final Exam  *Note: No Thursday class (Dec 7 last official class day)	<b>Second Exam will be during our final exam slot</b>

## Evaluation

In-Class Activities | 25%

- One argument outline
- Several cold-call responses to the question of the day
- General participation

Exams | 60%

- 2 short-answer/essay exams at 30% each

Presentation | 15%

**In-class activities** will vary, but everyone will (i) present one “argument outline” where they state one thing the author is trying to argue for, and how they argue for it. They’ll then ask a question to get class discussion started. There will also be a “question of the day” emailed out before each class. Everyone should informally prepare answers to this question, because (ii) I will ask a few students each class for their answer. Finally (iii) students are expected to participate in class discussion/activities in general.

**Presentation.** You will give a presentation in a small group at the end of the semester. Each group member will be individually graded (to avoid the free rider problem). *But*, you will not be graded on your presentation skills, only on the content of what you do/say.

**Exams.** There will be two exams, and each will have a variety of short answer and essay questions. Taken in class.