

PHI 3310 - Moral Problems in Medicine - Fall 2024 (3 credits)

Instructor: Dr. Duane Long

Email: dlong01@iastate.edu

Office: Catt Hall 432

Office Hours: Mondays 12:00-2:00PM; Fridays 8:30-9:30AM

Also available by appointment

Section 1: MWF 11:00-11:50AM

1445 Lagomarcino Hall

Section 2: MWF 2:15-3:05PM

2354 Gilman Hall

Learning Outcomes: Upon completing this course, students should be able to do the following:

- Demonstrate familiarity with major ethical theories, especially in relation to medical ethics
- Explain the legal and moral justification for the requirement on medical professionals to get informed consent before treatment
- Demonstrate familiarity with major philosophical considerations regarding end-of-life issues as well as legal standards in the U.S. and other countries regarding these issues
- Explain important ethical considerations in the selection of participants in medical research trials
- Demonstrate understanding of the intuitive distinction between treatment and enhancement and problems with that intuitive distinction
- Apply the general topic of the treatment/enhancement distinction to the topic of cosmetic psychopharmacology
- Describe how ethical theories that focus on virtues approach the topic of abortion
- Provide an extended written philosophical argument defending a position in medical ethics

Required Texts: There is no book to buy for this class. All required readings are on Canvas. The readings on Canvas *are* required, not optional.

Course Purpose: Medical professionals hold a position in society that is perhaps uniquely respected and that receives forms of deference unlike those afforded to any others. They are relied upon when people are at their most vulnerable and most compromised. As such, they have especially strong moral obligations to treat their patients right and act in their best interests. But many medical professionals are taught not to concern themselves with genuine ethical thought, but *only* with the legal obligations they must meet in order to keep their medical licenses and avoid getting sued. This course seeks to challenge this narrow focus on “not getting in trouble” and press its participants to focus on the full range of ethical concerns a medical professional faces.

Statement of Free Expression

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

- No employee, student, applicant, or campus visitor is compelled to disclose their pronouns.
- Anyone may voluntarily disclose their own pronouns.

General Course Expectations: Most of you taking this class are doing so to fill an ethics or humanities requirement. As such, there is no expectation that you have taken any philosophy classes

before or developed the skills of a philosophy major. The expectations for the class are calibrated on the assumption that you do not have extensive practice at philosophical writing. That being said, this is an upper-division philosophy course, so you do have to show some aptitude at doing philosophy to do really well in the class. Some of you may be naturals at the discipline; others may have to put in significant work to develop that aptitude. I am here to help any and all of you as you work to achieve the grade you desire. To get the most out of the class, the following are best practices:

- Attend lectures consistently
- Arrive on time and do not leave early
- Do the assigned readings before the class in which they will be discussed
- Stay off your phone and only use computers for note-taking and other class-related activities
- Participate in class discussion, whether by asking questions or answering them
- Pay close attention when your classmates are speaking. Philosophy works best when it is a conversation, and every contributor to that conversation brings something of value
- Take notes during lecture. I do not distribute my lecture notes. If you have to miss a class and want notes from that class, you will need to find a classmate who will share their notes
- Visit me in office hours if something is unclear or if you have follow-up questions that go beyond what we cover in lecture

Course Grading Scheme

- Attendance and in-class participation: 15%
- Take-Home Exams (4): 15% each = 60%
- Paper (5-6 pages): 25%

Late assignments will be penalized 1/3 of a letter grade for each day they are late. Regardless of points earned, you must submit the papers and take all the exams to pass the course.

- Grade distribution:

Grade	Quality Points	Percentage	Grade	Quality Points	Percentage
A	4	93% - 100.00%	C	2	73% - 76.99%
A-	3.67	90% - 92.99%	C-	1.67	70% - 72.99%
B+	3.33	87% - 89.99%	D+	1.33	67% - 69.99%
B	3	83% - 86.99%	D	1	63% - 66.99%
B-	2.67	80% - 82.99%	D-	0.67	60% - 62.99%
C+	2.33	77% - 79.99%	F	0	< 60%

The default assumption of the class is that all grade fractions will be rounded DOWN to the nearest whole percent (i.e. an 89.999% is a B+, not an A-). However, the professor, at his sole discretion, reserves the right to bump a grade up instead of down if he feels the result better reflects a student's efforts, participation, and mastery of the material (for instance, if a single grade is especially dragging a student's average down or if a student shows consistent improvement over the course of the semester).

Policy on Academic Dishonesty

The class will follow Iowa State University's policy on academic misconduct (5.1 in the Student Code of Conduct). Students are responsible for adhering to university policy and the expectations in the course syllabus and on coursework and exams and for following directions given by faculty, instructors, and ISU Test Center regulations related to coursework, assessments, and exams. Anyone suspected of academic misconduct will be reported to the Office of Student Conduct in the Dean of Students Office. Information about academic integrity and the value of completing academic work honestly can be found in the Iowa State University Academic Integrity Tutorial.

- **Generative AI:** Use of generative AI is not allowed on any assignment in this course. If detected, such use will be reported as academic misconduct. Please be aware, many writing assistance programs such as Grammarly now use generative AI. As such, use of these programs is not allowed. It is your obligation to check and confirm that any software you use to bolster your writing does not use generative AI content.

Accessibility Statement

Iowa State University is committed to advancing equity, access, and inclusion for students with disabilities. Promoting these values entails providing reasonable accommodations where barriers exist to students' full participation in higher education. Students in need of accommodations or who experience accessibility-related barriers to learning should work with Student Accessibility Services (SAS) to identify resources and support available to them. Staff at SAS collaborate with students and campus partners to coordinate accommodations and to further the academic excellence of students with disabilities. Information about SAS is available online at www.sas.dso.iastate.edu, by email at accessibility@iastate.edu, or by phone at 515-294-7220.

Discrimination and Harassment

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to Office of Equal Opportunity, 3410 Beardshear Hall, 515 Morrill Road, Ames, Iowa 50011, Tel. 515-294-7612, Hotline 515-294-1222, email eooffice@iastate.edu.

Mental Health and Well-Being Resources

At Iowa State, we're committed to your success and well-being. As a Cyclone, you can access 24/7 resources, services, and people dedicated to helping you achieve your goals and be your best in and out of the classroom. Whether you need academic support or just someone to talk to, we're here for you at Cyclone Support (cyclonesupport.iastate.edu). If you are struggling emotionally and need support, there's confidential help available 24/7/365. You can call or text 988 or use the chat at 988lifeline.org.

Course Reading Schedule

Week 1

8/26 - Welcome and Syllabus Review.

8/28 - No reading. Topics: Important Distinction: Legality vs. Morality. 4 ethical theories we're not taking seriously this semester: Skepticism, Anti-Realism, Relativism, and Utilitarianism

Unit 1: Ethical Theories

8/30 - O'Neill, "A Simplified Account of Kant's Ethics"

Week 2

9/2 - **Labor Day, no class**

9/4 - Wikipedia: Medical Ethics. Read Sections 2-3.1 (Up to but not including "Euthanasia")
https://en.wikipedia.org/wiki/Medical_ethics

9/6 - Stanford Online Encyclopedia of Philosophy: Theory and Bioethics. Read Section 4
<https://plato.stanford.edu/entries/theory-bioethics/>

Week 3

9/9 - Stanford Online Encyclopedia of Philosophy: Theory and Bioethics. Read Section 5
<https://plato.stanford.edu/entries/theory-bioethics/>

9/11 - Stanford Online Encyclopedia of Philosophy: Virtue Ethics. Read Intro, Section 1, and 2.1
<https://plato.stanford.edu/entries/ethics-virtue/>

9/13 - Hursthouse, Rosalind, "Virtue Theory and Abortion", pp. 223-233

Take-home Exam 1 distributed. Due 9/22 by 11:59PM. Submit through Canvas.

Week 4

9/16 - Tronto, "An Ethic of Care" (read pp. 125-147)

Unit 2: Informed Consent and Paternalism

9/18 - Boyle, "The Process of Informed Consent"

9/20 - Faden and Beauchamp, "The Concept of Autonomy", *A Theory of Informed Consent*, pp. 235-255

Sunday, 9/22: Take-home Exam 1 Due.

Week 5

9/23 - Faden and Beauchamp, "The Concept of Autonomy", *A Theory of Informed Consent*, pp. 256-269

9/25 - Bullock, Emma, “Mandatory Disclosure and Medical Paternalism”

9/27 - Freedman, “Offering Truth: One Ethical Approach to the Uninformed Cancer Patient”

Week 6

9/30 - Gert and Culver, “Paternalistic Behavior”

10/2 - Buchanan, “Medical Paternalism”, pp. 370-380

10/4 - Buchanan, “Medical Paternalism”, pp. 380-391

Unit 3: Euthanasia and Physician-Assisted Suicide

Week 7

10/7 - Burton, “A Chronicle: Dax’s Case as it Happened”

Watch in class: Dax Cowart video. **Trigger warning:** This video includes footage of some of Dax’s real-life treatment, which involves a severely burned individual experiencing incredible amounts of pain and may be disturbing. There is significant educational value to the video, however, and there will be significant discussion of the video, so I strongly encourage people to watch if they can, and if they cannot, to communicate with classmates later.

10/9 - *Bouvia v. California Superior Court*

Johnson, “Quinlan and Cruzan: Beyond the Symbols”

Wikipedia: Karen Ann Quinlan

https://en.wikipedia.org/wiki/Karen_Ann_Quinlan

Cruzan v. Director, Missouri Department of Health, including dissent

10/11 - Wikipedia, “Sun Hudson Case”

Texas Advanced Directives Act Section 166.046

Winslade, “Permanently Unconscious Patients: A Radical Proposal”

Week 8

10/14 - Quill, “Death and Dignity: A Case of Individualized Decision Making”

Brock, “Voluntary Active Euthanasia”

10/16 - Wolf, “Gender, Feminism, and Death”

Parks, “Why Gender Matters to the Euthanasia Debate”

Oregon Death With Dignity Act

Oregon DWDA 2018 Data Summary

10/18 - Verhagen and Sauer, "The Groningen Protocol - Euthanasia in Severely Ill Newborns"
Kodish, "Paediatric Ethics: A Repudiation of the Groningen Protocol"
Lindemann and Verkerk, "Ending the Life of a Newborn"

Take-home Exam 2 distributed. Due 10/27 by 11:59PM. Submit through Canvas.

Unit 4: Research Ethics

Week 9

10/21 - Brandt, Allan - "The Case of the Tuskegee Syphilis Experiment"

Clinton, Bill - "In Apology for the Study Done in Tuskegee"

The Nuremberg Code

10/23 - Dresser, Rebecca - "Wanted: Single, White Male for Medical Research"

Weiher and Crouch - "Why Should We Include Women and Minorities in Randomized Controlled Trials?"

Elliot, Carl - "Guinea-Pigging"

10/25 - World Medical Association - "The Declaration of Helsinki"

Emanuel and Miller - "The Ethics of Placebo-Controlled Trials: A Middle Ground"

Sunday, 10/27: Take-home Exam 2 Due.

Week 10

10/28 - Carse and Little, "Exploitation and the Enterprise of Medical Research", pp. 206-218

10/30 - Carse and Little, "Exploitation and the Enterprise of Medical Research", pp. 218-227

11/1 - Carse and Little, "Exploitation and the Enterprise of Medical Research", pp. 227-240

Week 11

11/4 - No reading. Topic: How to Write a Philosophy Paper

Unit 5: Treatment and Enhancement

11/6 - Juengst, Ernst - "What Does 'Enhancement' Mean?"

11/8 - Rawls, John - *Justice as Fairness: A Restatement*, §§ 13-14 and 18.1-3

Week 12

11/11 - Daniels, Norman - "Species-Normal Functioning and Fair Equality of Opportunity"

11/13 - Little, Margaret - "Cosmetic Surgery, Suspect Norms, and the Ethics of Complicity"

11/15 - Freedman, Carol - "Aspirin for the Mind? Some Ethical Worries About Psychopharmacology"

Week 13

11/18 - Parens, Eric - "Is Better Always Good?"

11/20 - Elliot, Carl - "The Tyranny of Happiness: Ethics and Cosmetic Psychopharmacology"

11/22 - DeGrazia, David - "Prozac, Enhancement, and Self-Creation"

Take-home Exam 3 distributed. Due 12/4 by 11:59PM. Submit through Canvas.

11/25-11/29: No class, Thanksgiving Break

Unit 6 - Abortion

Week 14

12/2 - Thomson, "A Defense of Abortion", pp. 47-56
McFall v. Shimp

12/4 - Thomson, "A Defense of Abortion", pp. 56-top of 64 and bottom of 65-66
Wednesday, 12/4: Take-home Exam 3 Due.

12/6 - Hursthouse, Rosalind, "Virtue Theory and Abortion", pp. 233-244
Take-home Exam 4 distributed. Due 12/13 by 11:59PM. Submit through Canvas.

Week 15

12/9 - Manninen, Bertha - "Pleading Men and Virtuous Women: Considering the Role of the Father in the Abortion Debate", bottom of p. 6-19

12/11 - Workshop papers

12/13 - Workshop papers

Friday, 12/13: Take-home Exam 4 Due.

***** Paper Due Friday, 12/20 by 11:59PM. Early submission is encouraged! *****