INSTRUCTOR
Dr. Nicholas Ray (nmray@uwaterloo.ca)
Office: Hagey Hall, 326
Hours: Mondays and Wednesdays, 1:30-2:30 (or by appointment)

COURSE DESCRIPTION
This course will introduce students to important ethical concepts through their
application to difficult problems in the practice of medicine, institutionalized health
care, and discourses about disordered bodies and how they ought to be diagnosed
and treated. Students will be asked to address a number of issues about which they
may have firm beliefs. We will critically examine these beliefs, unveiling the theories
and concepts on which they rest.

The course will be structured around a number of issues, loosely following the
course of a human life. We will examine interesting questions, including:

- Are there limits to patient autonomy?
- Does our health care system fail to treat equally and fairly people from
  marginalised groups?
- How do we theorise about informed consent, especially in hard cases?
- What ethical concerns accompany the research using clinical trials?
- How do we decide who gets care in an increasingly globalized system with
  limited resources, and what requests for care ought to be considered
  inappropriate within such a system?

Sometimes we will explore these issues at a fairly abstract level, but mostly we will
apply the concepts we are learning to concrete cases, gestation and surrogacy, stem-
cell research, abortion, crisis and end of life decision-making, multi-stage clinical
trials, etc. We will also address the relationship between ethics, the life sciences,
problems in metaphysics (especially as regards personhood), and the law.

TEXTBOOK
Most of the readings come from the following text, available in the university
bookstore for purchase and in the Dana Porter Library on course reserve:

Charles Weijer, Anthony Skelton, and Samantha Brennan (eds.), Bioethics in
WHAT YOU MUST DO TO SUCCEED

- Be willing to **share your perspective**, especially when we discuss tough dilemmas in class and in the writing assignments.
- Be willing to **share your reasons** for your beliefs; most people have strong beliefs about the issues we will discuss, but be ready to reflect on *why* you believe what you do, and why others should agree with you.
- Be willing to **elaborate** your position. We often begin thinking about an issue quite vaguely. Working with others might help focus your ideas.
- Be willing to **engage in criticism and debate**. Treat your interlocutor with respect, and apply the principle of charity. Also, expect the same from your interlocutor. We want to be humble in the process of knowledge-production. We are all fallible, and we are all part of a community of inquirers that can help us overcome our biases and unreflective assumptions.
- Also, remember that **philosophy isn’t about “winning the argument”**—it is about giving everyone the opportunity to better develop his or her thoughts. Dialogue can end with the same fundamental disagreements with which it began, and still be very worthwhile.

INTENDED LEARNING OUTCOMES

We will all be faced with difficult ethical issues related to health, medicine, and the body. Even as citizens, we are asked to support various health care policies. By the end of this course, you will be better able to:

1. **Conceptualize** the many different possible positions one may hold.
2. **Defend a particular position** against likely counter-arguments.
3. **Critically assess** ethical arguments.
4. **Discern** ethical reasons from religious or legal reasons.
5. **Make explicit** those assumptions that guide our thinking.
6. **Hone your writing skills**, writing about issues that matter to you.
7. Be able to **identify, name, define, and apply key ethical concepts**, and understand how they relate to ethical theories.

ASSESSMENTS

1. Media Analysis (Sept. 29) 15%
2. Tests (Oct. 15 and Nov. 17) 15% each, total of 30%
3. Term Paper (Dec. 1) 25%
4. Final Exam (Set by Registrar) 30%
OVERVIEW OF ASSIGNMENTS (SPECIFIC GUIDELINES TO FOLLOW)

1. Media Analysis
   This is a short piece designed to take some of the theoretical concepts we will have been addressing in the first few weeks of class, applying them to a concrete example of a current healthcare issue in the news. What key ethical terms are being used? Are they being used well? How could the piece be improved by the inclusion of other ethical concepts or theoretical perspectives? This assignment is also useful in that we can assess your writing fairly early on, correcting any problems you may have before the more substantial work you will be doing for the Term Paper.

2. Tests
   These are electronically-graded tests using multiple-choice, best-answer, true or false, and other similar testing methods. We will discuss the tests before they are to be administered (usually the week prior to the test), and examples will be provided.

3. Term Paper
   This is a major essay that you will have been developing since approximately the mid-point of the term. You will utilise lessons learned on the Media Analysis to craft a paper that explores one of several questions to be provided to you well in advance of the due date. If students prefer to explore a question of their own devising then they should talk to Nick about their interests in advance.

4. Final Exam
   This test will have lots of choice; students will have the option to do short answer questions, textual analyses, or essay questions. The Final will be made available toward the end of the term, and can be written as a take-home exam, or can be written as a standard exam (the date for which will be chosen by the Registrar).

ELECTRONIC DEVICE POLICY
   You may use a laptop or a tablet functioning as a note-taking device. Please turn off phones. NO TEXTING!!! If you are found to be using your device for non-course related activities, you will be asked to leave.

   NOTE: There is a wealth of empirical evidence that shows use of screens in a class has a negative impact on you AND THOSE AROUND YOU! If you need to use a laptop or other note-taking device, it is best to move to the back of the room, where you will be less distracting to others.

   It is best (if you have no accessibility issues) to just use a pen and paper. NO, REALLY! Many studies show that you better remember what you write down by hand, and that you are more likely to have creative thoughts when using a pen or pencil. (Do with this information what you will; you may be an exception to the science, but you very likely are not.)
**E-MAIL ETIQUETTE**

1. There is an FAQ section on LEARN. Please go and see if your question can be answered there before sending an unnecessary e-mail to Nick or your TA. Also, make sure your question isn’t easily answered by the syllabus!
2. All e-mails should include your name and “Phil 226” in the subject heading. This will ensure they don’t get lost. Leave **48 hours** for reply.
3. Think before sending any longer e-mails dealing with substantial content. Save your questions for class discussion, or stop by during office hours for an extended chat.

**LEARN (COURSE WEBSITE)**

LEARN is the main mode of communication for this course after lecture and e-mail. Nick will be posting course materials, announcements, any possible changes to the reading schedule, and grades via LEARN. Because the LEARN site is so important, students are strongly encouraged to regularly access the site so as not to fall behind.

**PLAGARISM DETECTION**

Plagiarism detection software (Turnitin) will be used to screen all written assignments uploaded to LEARN in this course. Students will be given an option if they do not want to have their assignment screened by Turnitin, but they must speak to Nick about alternatives AT LEAST ONE WEEK PRIOR TO THE DUE DATE.

**TENTATIVE SCHEDULE**

Most readings come from the textbook—starting page in parentheses follows each reading from the text. Other readings can be found on LEARN.

**Sept. 8 and 10: What is Ethics*, and what is Biomedical Ethics?**

1. Introduction to *Bioethics in Canada* (xi)
*We will be discussing, in basic outline, the main ethical theories of utilitarian consequentialism, deontology, care ethics, and virtue ethics. Notes will be made available for these discussions on LEARN, and will be referenced as we go.*

**Sept. 15 and 17: Moral Standing Part 1, Stem Cell Research**

2. Holm, “The Ethical Case Against Stem Cell Research” (9)

**Sept. 22 and 24: Moral Standing Part 2, Fetuses**

1. Thomson, “A Defense of Abortion” (LEARN)
2. Marquis, “Why Abortion is Immoral” (22)
3. Sumner, “A Third Way” (26)
4. Little, “Abortion, Intimacy, and the Duty to Gestate” (31)
Sept. 29* and Oct. 1: Procreation
1. Savulescu, “Procreative Beneficence: Why We Should Select the Best Children” (39)
2. Gedge, “Healthy’ Human Embryos and Symbolic Harm” (43)
3. David Teather, Guardian article on “Designer Deafness” (David Teather Article, 2002)

*Media Analysis is due by 11:59pm on Monday Sept. 7.

Oct. 6 and 8: Informed Consent and Decision-Making
1. Buchanan and Brock, “Deciding for Others: Competence” (57)
3. Thompson, Faith, Gibson, and Upshur, “Pandemic Influenza Preparedness: An Ethical Framework to Guide Decision-Making” (242)

Oct. 15**: Thanksgiving and Test #1
** Please note that Monday Oct. 13 is Thanksgiving Day. There are no lectures, and no assigned readings. Test #1 will be conducted in class on Wednesday Oct. 15

Oct 20 and 22: Demands for Inappropriate Treatment
1. Schneiderman, Jecker, and Jonsen, “Medical Futility: Its Meaning and Ethical Implications” (75)
2. Truog, Brett, and Frader, “The Problem with Futility” (80)
3. Weijer, Singer, Dickens, and Workman, “Dealing with Demands for Inappropriate Treatment” (86)

Oct. 27 and 29: The Ethics of Research 1, Human Trials
1. Freedman, “Equipoise and the Ethics of Clinical Research” (95)
2. Miller and Brody, “A Critique of Clinical Equipoise: Therapeutic Misconception in the Ethics of Clinical Trials” (100)
3. Miller and Weijer, “Trust Based Obligations of the State and Physician-Researchers to Patients-Subjects” (104)

Nov. 3 and 5: The Ethics of Research 2, Animal Testing
1. Cohen, “The Case for the Use of Animals in Biomedical Research” (251)
2. Regan, “The Rights of Humans and Other Animals” (256)
3. VIDEOS: Peter Singer from The Examined Life, and an Interview with Singer

Nov. 10 and 12: Access to Healthcare, and Obligations to the Global Poor
2. Heath, “Health Care as a Commodity” (120)
3. Singer, “The Life You Can Save” (134)

Nov. 17*** and 19: Assisted Suicide and Euthanasia
1. Rachels, “Active and Passive Euthanasia” (LEARN)
2. Steinbock, “The Intentional Termination of Life” (LEARN)
*** Test #2 will be conducted in class on Monday Nov. 17.
Nov. 24: Assisted Suicide and Euthanasia (Continued)
1. Downie and Sherwin, “A Feminist Exploration of Issues Around Assisted Death” (156)

Nov. 26: Ethical Concerns with Criteria for Death
1. Pojman, “What is Death? The Crisis of Criteria” (164)
2. Puccetti, “Does Anyone Survive Neocortical Death?” (167)
3. Emanuel, “Re-Examining Death: The Asymptotic Model and a Bounded Zone Definition” (172)

Dec. 1****: Wrap-up and Exam Preparation
No new readings
**** Term Paper is due by 11:59pm on Monday Dec. 1.

ACADEMIC INTEGRITY
In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

OTHER SOURCES OF INFORMATION FOR STUDENTS
Academic integrity (Arts) Academic Integrity Office (uWaterloo)
ACCOMODATION FOR STUDENTS WITH DISABILITIES

Note for students with disabilities: The AccessAbility Services office, located in Needles Hall Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.