PHILOSOPHY 2408: BIOETHICS
CARLETON UNIVERSITY
PROFESSOR KEN FERGUSON

COURSE SYLLABUS

TERM: Summer Session, July/August, 2010
LOCATION AND TIME: 236 Tory, Tuesday/Thursday 6:05 – 8:55 pm
INSTRUCTOR: Ken Ferguson
OFFICE: Paterson Hall 3A Room 37
OFFICE HOURS: TBD
PHONE: 613-520-2600
EMAIL: ken_ferguson@carleton.ca

COURSE SUMMARY

Although the revolutionary advances that have been made in medical science and technology have provided immense health benefits for millions of people, they have also given rise to a host of new ethical and philosophical questions, problems and dilemmas: Should people be kept alive on life support even when they have permanently lost all higher mental functions? How should exotic life saving therapies, such as dialysis machines for kidney disease, be distributed when there are not enough for all those who need them? Under what conditions is it permissible to experiment on humans or animals? Is it ever permissible for health care workers to deceive patients? Does the state have a moral obligation to provide people with basic health care services?

Our aim in this course is to explore in as much depth as we can these and other major issues in bioethics. We will begin with a brief look at some of the more prominent moral theories which have been influential in all areas of moral thought, and examine a number of moral principles which are of special importance in the context of bioethics. This background will then provide the basis for our discussion of particular issues in bioethics, including the importance of consent, the ethics of research, euthanasia and other end of life issues, abortion, stem cell research, human cloning, genetic engineering and the allocation of medical resources. To illustrate the issues and ensure that our discussions are well grounded in the real world, we will also be examining case studies in connection with each topic.

REQUIRED TEXTS

A course pack with the title Readings in Bioethics (edited by Ken Ferguson) has been prepared by the instructor. It is available at Haven Books, which is located at 43 Seneca Street, just off Campus. (613) 730-9888.

TEACHING METHODS AND CLASS FORMAT

Although there is some material that students will need to absorb, the primary focus of the course will be on analysis and critical evaluation. For this reason, a discussion format will be employed as far as possible. The role of the Instructor will be to guide students through the readings, to ensure that discussions remain focused on relevant and important issues, and to illustrate the process of analysis and criticism by repeated example in class. The Instructor will sometimes defend particular positions or views in class, but it is to be understood that students must form their own opinions and be prepared to support them by their own arguments.
COURSE REQUIREMENTS

Students will be required to write three short essays of about 1,250-1500 words each. These will not be research papers which require a lot of sources, but discussion papers which will require a lot of thought. Each paper will be worth 30% of the final grade. The remaining 10% of the grade will be determined by contributions to class discussion. In addition, there will be an optional final exam at the end of the course for students who wish, or need, to raise their grade. (The format for this exam will be as follows: One week before the end of classes a list of 5-6 essay questions will be made available; two of these questions will then be selected for students to answer on the exam.) For those who take this option, the final exam will be worth 30% of the grade and each short essay will be worth 20%.

OUTLINE OF TOPICS AND READINGS
(Please note that the readings are somewhat tentative; a revised list of readings will be available in June.)

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<th>I. Moral Theories and Principles in Health Care</th>
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<th>II. Confidentiality</th>
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Case Studies:
Reading 4: “Who Makes Decisions in Family-Centered Health Care?” *Moral Dilemmas*…pp. 130-1
Reading 5: “You’re Just His Doctor, I’m His Boss” from *Moral Dilemmas*…pp. 275-276

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<th>III. The Importance of Consent in Health Care</th>
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Case Studies:
Reading 10: “Mommy Dearest” from *Moral Dilemmas*…pp. 44-60
Reading 11: “Donald Cowart Rejects Treatment – and is Ignored” from *Intervention and Reflection* pp. 101-3
Reading 12: “Whose Pain Is It Anyway?” from *Moral Dilemmas*… pp. 29-30
Reading 13: “Minors as Organ Donors,” from *Well and Good* … pp. 279-280
Reading 14: ”The Brain Dead as Teaching Materials,” from *Well and Good*, pp. 200-201
### IV. Telling Patients the Truth

**Reading 15:** Mack Lipkin, “On Telling Patients the Truth,” from *Intervention and Reflection: Basic Issues in Medical Ethics* … pp. 154-156

**Reading 16:** Susan Cullen and Margaret Klein, “Respect for Patients, Physicians and the Truth,” from *Intervention and Reflection* … pp. 156-162

**Case Studies:**

**Reading 17:** “Must Health Care Professionals Always Tell the Truth” *Moral Dilemmas*, pp.111-128

**Reading 18:** “Please Don’t Tell My Husband,” from *Well and Good*…pp. 289-290

### V. Ethical Issues Related to Organ Donation


**Case Studies:**

**Reading 22:** Cases from *Clinical Ethics Case Book*, edited by Peter Horn, (Toronto : Wadsworth, 2003) pp. 138-141

**Reading 23:** "Anencephalic Infants as Donors," from *Well and Good* … pp. 231-232

### VI. The Ethics of Research

**Reading 24:** Hellman, S., and Hellman, D., “Of Mice But Not Men: Problems of the Randomized Clinical Trial” from *Biomedical Ethics*…pp.257-262


**Case Studies**


### VII. Euthanasia and Other End of Life Issues


**Reading 27:** Richard Doerflinger, “Assisted Suicide: Pro-Choice or Anti-Life” *Readings in Biomedical Ethics: A Canadian Focus*, 3rd edition, pp: 368-37

**Case Studies:**

**Reading 28:** “Daddy Dearest” from *Moral Dilemmas*…pp. 289-290

**Reading 29:** “To Feed or Not To Feed” from *Moral Dilemmas*…pp. 326-328

**Reading 30:** “Rodriguez v. British Columbia,” Health Care Ethics in Canada … pp.505-507


### VIII. Abortion and Stem Cell Research


**Reading 32:** Don Marquis, “Why Abortion is Immoral,” from *Contemporary Issues in Bioethics* … pp. 270-277
## IX. Human Cloning and Genetic Engineering

**Reading 36:** Leon Kass, “Cloning of Human Beings,” from *Biomedical Ethics* … pp. 565-8  
**Reading 37:** Thomas Murray, “Even If It Worked, Cloning Wouldn’t Bring Her Back,” from *Biomedical Ethics* … pp. 571-577  
**Reading 38:** Robert Wachbroit, “Genetic Encores: The Ethics of Human Cloning,” from *Biomedical Ethics* … pp. 571-577  
**Reading 39:** Walter Glannon, “Genetic Enhancement,” from *Biomedical Ethics* … pp. 601-6  
**Reading 40:** Dan W. Brock, Genetic Engineering,” from *Biomedical Ethics* … pp. 606-612  

### Case Studies:
**Reading:** “Clonaid,” from *Applying Ethics* … p. 261  
**Reading:** “A Birth to Save a Life,” from *Applying Ethics* … p. 262

## IX. The Allocation of Health Care Resources

**Reading 32:** Rescher, Nicholas, “The Allocation of Exotic Medical Lifesaving Therapy,”  
**Reading 34:** Daniels, Norman, “Four Unsolved Rationing Problems: A Challenge,” from *Readings in Health Care* … pp. 521-524

### Case Studies:
**Reading 35:** Excerpt from *Medical Ethics: A Very Short Intoduction*, by Tony Hope, pp. 26-33

## X. Is There a Universal Right to Health Care?

**Re-read** the section on Rawl’s theory of justice from Reading 1  

## XI. Multicultural Issues in Health Care

## XII. Conclusion and Review
Assignments:
Unless specifically told otherwise by their instructors, students:
- must not use a plastic or cardboard cover or paper clips
- must staple the paper
- must include the following in the lower right corner of the cover sheet:
  
  student name
  student number
  course number and section
  instructor’s name

- The Philosophy Department does not accept assignments by FAX.
- No assignments will be accepted after the last day for handing in term work.
- Assignments handed in through the essay box (just inside the glass doors, Paterson Hall, Floor 3A) must be dropped into the box by 4:15 on a regular business day in order to be date-stamped with that day’s date. Assignments handed in after 4:15 or on a non-business day will be stamped as having been handed in on the next business day.
- Students are required to keep copies of their assignments. If your paper is lost at any point, you will be considered not to have submitted it if you cannot produce a copy immediately on request.

Deferrals for Term Work:
If you miss a final examination and/or fail to submit a final assignment by the due date because of circumstances beyond your control, you may apply for a deferral of examination/assignment. For deferred examinations, you must apply within 5 working days after the scheduled date of your exam. To apply for deferral of a final assignment, you must apply within 5 working days of the last scheduled day of classes. Visit the Registrar’s Office for more information.

Plagiarism:
It is the responsibility of each student to understand the meaning of ‘plagiarism’ as defined in the Undergraduate or Graduate Calendars, and to avoid both committing plagiarism and aiding or abetting plagiarism by other students. (Undergraduate Calendar Academic Regulations, section 14.3, page 56 or http://www.carleton.ca/cu0809uc/regulations/acadregsuniv14.html#1.4.3)

Academic Accommodation:
For Students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 520-6608, every term to ensure that I receive your letter of accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by June 11, 2010 for early summer term (June exams), and by July 30, 2010 for late and full summer term (August exams).

For Religious Observance:
Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website, www.carleton.ca/equity/holy_days/ for a list of holy days and Carleton’s Academic Accommodation policies.

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Important Dates:
May 21 Last day for registration and course changes for early summer and full summer courses.
May 24 Statutory holiday, University closed.
May 31 Last day for a fee adjustment when withdrawing from early summer courses (financial withdrawal).
June 11 Last day to withdraw from early summer courses (academic withdrawal).
June 11 Last day for a fee adjustment when withdrawing from full summer courses (financial withdrawal).
June 11 Last day to submit to the Paul Menton Centre, for Students with Disabilities, formal examination accommodation for June examinations.
June 21 Last day of classes for early summer. Last day for handing in term assignments, subject to any earlier course deadline.

June 24-28 Early summer final examinations will be held.
June 30 Final deadline for Summer Term fee payment.
July 1 Statutory holiday, University closed.
July 5 Late summer courses begin and Full summer courses resume. Late Registration charges take effect at 12:00 a.m. for students registering only in Late Summer courses.

July 16 Last day for registration and course changes for late summer courses.
July 23 Last day for a fee adjustment when withdrawing from late Summer courses (financial withdrawal).
July 30 Last day to withdraw from full summer and late summer courses (academic withdrawal).
July 30 Last day to submit to the Paul Menton Centre, for Students with Disabilities, formal examination accommodation for August examinations.
Aug. 2 Civic holiday, University closed.
Aug. 16 Last day of classes. Last day for handing in term assignments, subject to any earlier course deadline.
Aug. 19-24 Final examinations in full summer and late summer courses will be held.
Sept. 30 Last day for receipt of final grades in summer term courses.
Oct. 1 – 2 Summer deferrals.

Addresses:
Department of Philosophy: 3A46 Paterson Hall
www.carleton.ca/philosophy
520-2110
Registrar’s Office: 300 Tory
www.carleton.ca/registrar
520-3500
Student Academic Success Centre: 302 Tory
www.carleton.ca/sasc
520-7850
Paul Menton Centre: 500 University Centre
www.carleton.ca/pmc
520-6608
Writing Tutorial Service: 4th Floor, Library
www.carleton.ca/wts
520-6632
MacOdrum Library
www.library.carleton.ca
520-2735