PHIL 3318: Bioethics (3 cr.)
Section B, Spring 2015

Classroom, Meeting Days and Times: Malloy Hall 013, Tuesdays, 2:10-4:55 p.m.

Instructor:
(Matthew) Alexander Schimpf, Visiting Assistant Professor of Philosophy
Office location: 212 Sullivan Hall—up the main staircase, then immediately turn left
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Office Hours: Mondays and Wednesdays, 3:30-4:30 p.m. (and by appointment)
Course website: https://blackboard.stthom.edu

Course Description:
This ethics course will study moral issues that arise in modern health care. Some of the issues studied will include patient autonomy, abortion, euthanasia, the right to refuse treatment, etc. The course seeks to enable students to: 1) Identify and explain some of the pressing moral issues related to health care and the health sciences in general; 2) Understand and explain some of the arguments concerning these difficult bioethical issues; 3) Arrive at an informed evaluation about these difficult issues—that is, achieve a better sense of what is true.

Prerequisites: None. All course readings will be available on Blackboard.

Required Texts: None. All course readings will be available on Blackboard.

Class Format:
Most classes will begin with a brief review of some of our conclusions from the prior class. We will then move into a discussion of our readings for the day. Time permitting, each class will end with a brief lecture (perhaps just 5-10 minutes) previewing our topic and the required readings for the next class. Due to the small, discussion-based nature of the class, the use of cell phones will be prohibited, except in special circumstances.

Course Requirements and Policies:

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<tr>
<th>Grading</th>
<th>Grading Scale</th>
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<tr>
<td><strong>Components:</strong></td>
<td><strong>Total points: 100</strong></td>
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<td>Texts</td>
<td>5 pts.</td>
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<tr>
<td>Participation</td>
<td>10 pts.</td>
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<tr>
<td>Quiz #1</td>
<td>15 pts.</td>
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<td>Quiz #2</td>
<td>15 pts.</td>
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<tr>
<td>Midterm Exam</td>
<td>25 pts.</td>
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<td>Final Exam</td>
<td>30 pts.</td>
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Course Requirements and Policies, con’t:

1. Attendance: Since our class only meets once a week, a single absence is the equivalent of missing an entire week’s worth of class. Furthermore, if you are absent or tardy, I will not fill you in on what you missed; it will be up to you to get the notes from your classmates (should they be inclined to give them to you).

   Should I need to cancel a class or modify an assignment, I will notify you via your university email account. Get in the habit of checking your university account every day.

2. Participation. Class participation will be worth 10 total points (10% of your final grade). You can participate by posing questions, answering questions, volunteering to read, offering constructive comments, expressing complete confusion, and so on. The bottom line: make your presence felt. Make a contribution in some way.

   Due to the nature of our class, cell phones tend to have a disruptive effect, and so they should be silenced and put out of sight before class begins (unless you receive special permission from the instructor).

3. Texts. You are not going to be able to participate well in this course without having the assigned texts with you in class—to that end, you will be graded on it: 5 pts (5% of your course grade) will come from bringing the correct text with you to class on the day we are discussing it. I will check this at the beginning of each class when I take attendance. Should you not be there when I check texts, it is your responsibility to see me after class and let me know that you had the text with you.

4. Exams. There will be two exams in the course: a midterm exam and a final exam. The midterm exam is worth 25 pts. (25% of your total grade), while the final exam is worth 30 pts. (30% of your total grade). Because my exams will be concerned with the focal points in the text that we have discussed in class, regular class attendance will be the best preparation possible for them.

   The midterm exam will take place during our regular class period. The final exam will take place in our regular classroom on Tuesday, May 12, 3:00-5:30 p.m. Since the day and time of the final exam are scheduled by the Registrar, I cannot change them. Adjust your travel plans accordingly. In general, missed exams can only be made up in the case of documented emergencies.

5. Assigned Readings. Most of the work for this class will come from your engagement with the assigned readings. On the schedule below, the reading listed for the day is the reading you should have completed prior to the class. For example, for class on Tuesday, January 20th, you should have completed your reading of selections from “Conviction and Responsibility” by Robert Spaemann. Come to class not just having “done the reading,” but with questions and comments about the reading already written out. These notes will help you to participate actively in our discussion.

6. Quizzes. In lieu of papers, we will instead have two quizzes, each worth 15 pts. (15% of your total course grade). The quizzes will be take-home exercises, and will be open book and open note.

Academic Honesty:

   Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists. Academic dishonesty includes but is not limited to:
   a. Cheating on an examination or test; for example, by copying from another’s paper or using unauthorized materials before or during the test (i.e. using your cell phone).
   b. Plagiarism, which represents as one’s own the work of another, whether published or not, without acknowledging the precise source (i.e. you copy information from a website, without indicating this fact with a footnote).
   c. Knowing participation in the academic dishonesty of another student, even though one’s own work is not directly affected (i.e. “Here, copy my paper; we have different teachers, so nobody will know.”)
   d. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting (i.e. “If #1 is true, then sneeze. If #1 is false, then cough. Rub your eyes when moving to the next question.”).

   Penalty: The penalty for an incident of academic dishonesty is, at the discretion of the faculty member, either a mark of zero for the work in question or the grade of “F” for the course.
CLASS SCHEDULE: subject to change should circumstances require it (and they usually do)

January 13: Introduction, a bit of logic, and the problem of moral relativism
   Syllabus
   Fallacies
   “It’s Over Debbie”
   Robert Spaemann, “Moral Philosophy: Are Good and Evil Relative?”

January 20: What Makes an Action Right or Wrong?
   Catechism of the Catholic Church, #1749-1756
   Robert Spaemann, “Conviction and Responsibility: Does the End Justify the Means?”
   Robert George and Christopher Tollefson, Selections from ch. 4 of Embryo

January 27: Human Dignity
   Patrick Lee and Robert George, “The Nature and Basis of Human Dignity”
   Rebecca Dresser, “Human Dignity and the Seriously Ill Patient”
   Case Study: “The Heel Wound in the ER Bed”

February 3: Virtue Ethics and the Health Professions
   Ralph McInerny, excerpt on “Character and Decision”
   Pellegrino, “Character, Virtue and Self-Interest…”
   Larkin, “Virtue in Emergency Medicine”
   Kroeger-Mappes, “Ethical Dilemmas for Nurses”
   Case Studies: “The Nurse Who Blew the Whistle”
      “Following the Physician’s Orders”
      “The Nurse Expected to Go Along”
      “Ms. Jolene Tuma and the Leukemia Patient”
   Quiz #1 DUE

February 10: Autonomy, Paternalism, and Informed Consent
   President’s Council: “The Values Underlying Informed Consent”
   Schwartz, “Autonomy, Futility and the Limits of Medicine”
   McHugh, “Surgical Sex”
   Case Studies: TBA?

February 17: Euthanasia, part I
   Keown, Euthanasia, Ethics and Public Policy, chs. 1-5 (you can skim ch. 3), 7
   Case Studies: “Sedating the Dying Patient”
      “Selective Treatment of Meningomyelocele”
      “When Parents Disagree on Death”

February 24: Euthanasia, part II
   Keown, Euthanasia, pp. 217-227
   Constable, “Withdrawal of Artificial Nutrition…”
   John Paul II, “Life-Sustaining Treatments…”
   President’s Council, Taking Care, pp. 56-58, 67-70, 80-91, 193-196, 229

March 3: MIDTERM EXAM

March 10: No class (Spring Break)

March 17: Abortion, part I
   In-class viewing of In the Womb, National Geographic
   Beckwith, “Is the Unborn Less than Human?”
   Lee and George, “Abortion,” pp. 131-140
March 24: Abortion, part II
   Thomson, “A Defense of Abortion”
   Beckwith, “Personal Bodily Rights, Abortion and Unplugging the Violinist”
   Lee and George, “Abortion,” pp. 140-150

March 31: Assisted Reproduction Technologies, part I
   President’s Council, Reproduction and Responsibility, ch. 2
   Donum Vitae (excerpts)
   Filippini, “The Catholic Church and Reproductive Technology”
   Robertson, “Noncoital Reproduction and Procreative Liberty”
   Marquardt, “Who Did I Come From?”

April 7: Assisted Reproduction Technologies, part II
   (Maybe: Personal Testimonies from Donor-Conceived Children)
   Steinbock, “Payment for Egg Donation,” p. 255-265
   (Maybe: Surrogacy news articles)
   (Maybe: Egg Donor Ads)
   President’s Council, Reproduction and Responsibility, ch. 6
   Cook, “The Very Profitable Business of Creating Babies”
   QUIZ #2 Due

April 14: Gamete Donation
   Callahan, “Bioethics and Fatherhood”
   Bayne, “Gamete Donation and Parental Responsibility”
   (Maybe: Donor conception article?)

April 21: Genetic Selection and Screening
   President’s Council, Reproduction and Responsibility, ch. 3
   Savulescu, “Procreative Beneficence,” pp. 413-426
   In-class viewing of selections from Gattaca

April 28: Conscience Rights for Healthcare Providers
   George, “Abortion Conscience”
   Brugger, “Abortion, Conscience and Health Care Provider Rights”
   ACOG, “The Limits of Conscientious Refusal in Reproductive Medicine”

May 12 (Tuesday): FINAL EXAM, 3:00-5:30 p.m., normal classroom