

Philosophy 165: Bioethics

Summer II: 2014

11.30 am-1.00 pm

Davie 101

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Does respecting human life require that we do all we can to prolong it? Does respect require that we treat our bodies in certain ways? We also must question what it means to have a life worth living. Are all human lives equally worth living? Or are some lives better than others? Are there some lives that are so horrendous that they aren't worth living at all? These are some of the questions that new medical advances force us to confront. Drawing on both classic and contemporary readings, we will explore these and many other moral quandaries.

It is sometimes thought that moral questions have no 'right' or 'wrong' answers. Even if this is the case (and I doubt it is), we can still have better or worse reasons for adopting certain ethical positions. This class is designed to help students develop an understanding of what it means to have 'a good reason' for taking a certain ethical stance.

Required Course Books

Texts: Lewis Vaughns' *Bioethics: Principles, Issues and Cases*, Second Edition

Available at the campus bookstore or on Amazon (<http://www.amazon.com/Bioethics-Principles-Issues-Cases-Edition/dp/0199796238>)

Note: throughout the semester, various readings will appear on Sakai. These readings are clearly marked in the syllabus.

Classroom Expectations

- Please do not bring laptops to class. You won't need them (and come on, we all know that they turn classes into an extended Facebook session)
- Please turn off cell phones, tablets, iPhones, iPods, iPads etc. during class
- Be respectful of your peers. This means:
 - Listen to your classmates when they're speaking

- Don't make derogatory or offensive comments
- Provide supportive feedback to your classmates

Course Requirements:

- **Honor Code:** All students are expected to abide by the Honor Code at all times. You are responsible for understanding the terms of the Honor Code, and for understanding what constitutes plagiarism.
- For more information on the Honor Code, please visit <http://studentconduct.unc.edu>.
- **Attendance and Participation:** Participation is worth 15% of your grade. By 'participation', I do not mean 'being a warm body in the room'. While attendance is essential to this part of your grade, it is not sufficient. Rather, to do well on this portion of the course, you will be expected to regularly participate in class discussion. You'll most likely find that regular participation will help you in other areas of the course, and make class time far more enjoyable.
- **Reading:** Completing the readings before class is an absolute must. You simply won't get much out of these classes without some preparatory work. Also, make sure that you have brought the relevant readings to class. I sometimes call on students to read passages aloud, which is a remarkably difficult thing to do without the book.
- **Marking:** All assignments will be blind graded. Please do not put your name on your papers—just write your student number.
- Due dates for assignments are firm. I allow extensions only when arrangements are made in advance. If you think you will need an extension, please email me *at least* 24 hours before the assignment is due.
- Please bring a hard copy of your papers to class, and email me an electronic copy by the end of the day on the date they are due. All late assignments, if accepted, will be docked a full letter grade for each 24-hour period overdue. If you have made prior arrangements with me about an extension, this policy does not apply.

Mark Breakdown

Argument Analysis (5%)—1 page paper due on the fifth day of class.

3 papers (60%)—I will drop the lowest grade of the three. This means that your two best papers will be worth 30% each. Papers will be 4-7 pages each.

Final Exam (20%)—written in class, but I will distribute a list of likely exam questions several days before.

Class Participation (15%)—a seminar is only as good as its participants. If you come to class ready to discuss the course material, then we're going to have a great time. To gain full participation, you must regularly participate in class discussion. Simply attending class is not enough.

Schedule of Readings

This schedule is not a contract. I may, depending on how quickly we move through the readings, make changes to it.

Date	Readings	Assignments
June 19	<u>Topic: Methods of Moral Reasoning</u> Optional: <i>Bioethics</i> , Chapter 1	Argument Analysis assigned
June 20	<u>Topic: Major Approaches to Ethics—consequentialism</u> Required: <i>Bioethics</i> , pgs. 35-37 “Utilitarianism” John Stuart Mill, pgs. 52-54	
June 23	<u>Topic: Major Approaches to Ethics—deontology</u> Required: <i>Bioethics</i> , pgs. 37-42 “The Moral Law”, Immanuel Kant, <i>Bioethics</i> pgs. 54-60	
June 24	<u>Topic: Reproductive Responsibility</u> Laura Purdy “Genetics and Reproductive Risk: Can Having Children Be Immoral?” <i>Bioethics</i> , pgs. 542-548	Paper 1 Assigned
June 25	<u>Topic: Screening for disability</u> Required: Spriggs, M. “Lesbian couple create a child who is deaf like them.” <i>J Med Ethics</i> 2002:28:283 (SAKAI) Levy, “Deafness, culture and choice” (<i>Journal of Medical Ethics</i> , 2002:28: 84-285 (SAKAI) Optional: <i>Bioethics</i> , pp. 518-529	Argument Analysis due
June 26	<u>Topic: Screening for disability</u> Required Davis, D. “Genetic Dilemmas and the Child’s Right to an Open Future.” <i>Bioethics</i> , pg. 553-562 Optional: “The Sound and the Fury” (movie—link posted on Sakai)	
June 27	<u>Topic: Abortion</u> Required: Noonan, J. “An Almost Absolute Value in History.” <i>Bioethics</i> , pgs. 329-333 Optional: <i>Bioethics</i> , pgs. 291-296	
June 30		
July 1	<u>Topic: Abortion</u> Required: Michael Tooley “In Defense of Abortion and Infanticide” <i>Bioethics</i> , pgs. 354-370	Paper 1 due Paper 2 assigned

July 2	<u>Topic: Abortion</u> Required: Marquis, Don. "Why Abortion is Immoral." <i>Bioethics</i> , pgs. 317-329	
July 3	<u>Topic: Abortion</u> Required: Judith Jarvis Thompson "A Defense of Abortion" <i>Bioethics</i> , pgs. 307-317 Optional: <i>Bioethics</i> , 296-301	
July 4	Temporary Respite from Bioethics (NO CLASS)	
July 7	<u>Topic: Cloning</u> Required: Kass, "The Wisdom of Repugnance." <i>Bioethics</i> pgs. 486-487, 491-494 <i>Bioethics</i> , 400-404	
July 8	<u>Topic: Cloning</u> Required: Brock, "Cloning Human Beings." <i>Bioethics</i> pgs. 499-509	
July 9	<u>Topic: Who Decides?</u> Required: Goldman, A. "The Refutation of Medical Paternalism." <i>Bioethics</i> , pgs. 93-98	
July 10	<u>Topic: Who Decides?</u> Required: Ackerman, T. "Why Doctors Should Intervene." <i>Bioethics</i> , pgs. 99-103 Schwartz, R. "Autonomy, Futility and the Limits of Medicine." <i>Bioethics</i> , pgs. 104-108	Paper 2 due Paper 3 assigned
July 11	<u>Topic: Who Decides?</u> Required: Ackerman, T. "Why Doctors Should Intervene." <i>Bioethics</i> , pgs. 99-103 Schwartz, R. "Autonomy, Futility and the Limits of Medicine." <i>Bioethics</i> , pgs. 104-108	
July 14	<u>Topic: Elective Amputation</u> Required: Bayne, T. and Levy, N. "Amputees by Choice: Body Integrity Identity Disorder and the Ethics of Amputation." <i>Journal of Applied Philosophy</i> . SAKAI	
July 15	<u>Topic: The Ethics of Surrogacy</u> Required: Purdy, L. "Surrogate Mothering: Exploitation or Empowerment" <i>Bioethics</i> , pgs. 454-463 Optional: <i>Bioethics</i> , pgs. 398-400 Anderson, E. "Is Women's Labor a Commodity?" <i>Bioethics</i> , pgs. 471-483	

July 16	<p><u>Topic: Sports Performance Enhancement</u></p> <p>Required: Savulescu, J. et. al. “Why should we allow performance enhancing drugs in sport.” <i>Sports Med</i> 2004. SAKAI</p>	
July 17	<p><u>Topic: End of Life</u></p> <p>Required: James Rachels “Active and Passive Euthanasia” <i>Bioethics</i>, pg. 649-652</p> <p>Optional: <i>Bioethics</i>, pgs. 592-604</p>	
July 18	<p><u>Topic: End of Life</u></p> <p>Required: Winston Nesbitt, “Is Killing No Worse Than Letting Die?” SAKAI</p> <p>Optional: Helga Kuhse, “Why Killing is Not Always Worse – and Sometimes Better – Than Letting Die” SAKAI</p>	
July 21	<p><u>Topic: End of Life</u></p> <p>Required: Callahan D. “When Self-Determination Run Amok.” <i>Bioethics</i>, pgs. 625-630.</p> <p>Optional Lachs, J. “When Abstract Moralizing Runs Amok.” <i>Bioethics</i>, pgs. 630-634.</p>	Paper 3 due
July 22	Discussion and Course Review	Exam questions distributed
July 24	Final Exam—11.30-2.30 in this room	Exam (20%)