

Territorial Acknowledgement

I acknowledge that we are on the traditional territory of the Neutral, Anishnawbe, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River. The [Waterloo Aboriginal Education Centre](#) facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including Aboriginal and non-Aboriginal students, staff, and faculty.

University of Waterloo, Department of Philosophy PHIL 226 section 001 – Biomedical Ethics Winter 2018, MWF 1:30-2:20, B1 271

Contact Information

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Communication

- If you have a general question, please post it on the LEARN discussion board. You can post anonymously if you prefer.
- If you have a short question you would rather email, please use your @uwaterloo.ca address. I aim to reply to email within two business days.
- For a longer question, it is best to drop in during my office hours. Or, send an email to request an appointment at another time.

Course Description

This course provides students an opportunity to critically examine how bioethicists use concepts such as autonomy, beneficence, and justice to talk about a sample of topics in medicine and health. Students will be encouraged to look for both the merits and the shortcomings of the academic readings in this course.

Intended Learning Outcomes

Imagine you are faced with an ethically difficult choice about what action you ought to take or what policy you ought to support. By the end of this course, you will have enhanced your abilities to:

- 1. Lay out the options**
 - Identify and formulate the feasible and plausible courses of action or policies.
- 2. Articulate what you think matters**
 - Clarify and explain the ethical considerations you pick up on, and make judgments about their relative importance.
- 3. Defend a position**
 - Do this by drawing the connection between your preferred action or policy and your appraisal of the ethical considerations.
- 4. Spell out the implications**
 - Think through the practical and/or conceptual implications of your view.

What you must put into this course

- At many points, you will be presented with two or more alternatives and asked which one is more convincing. **Be willing to share your perspective.** Even if you're not sure, do it for practice.
- It is usually easier to figure out what we think is right or wrong than to figure out why we think it is right or wrong, but it is important to try to figure out why. **Be willing to share your reasons especially when you are not totally sure what your reasons are or whether they make sense.**
- When someone states their view for the first time, it is often somewhat vague. **Be willing to help each other get clearer about each of your views** by asking questions.
- Philosophy's core conviction is that we can improve our beliefs (and thereby our behaviour) through critical dialogue. We need each other to help us see strengths and weaknesses of our current beliefs that we wouldn't notice ourselves. **Be willing to challenge each other's views and be willing to help strengthen each other's views.** The point isn't to simply get people to agree with you. The point is to help them understand why they should take your view and your reasons seriously, and vice versa.

Course Requirements and Assessment

- Reading Responses (20%)
 - You will do six reading responses. These are not summaries. You will raise an objection to one of the readings and discuss your objection.
 - Upload as a .doc file to LEARN before class on the following dates: January 12, January 24, February 12, February 28, March 19, and April 2.
 - Maximum one page, double spaced, 12pt font.
 - For March 19 or April 2, you must do a longer response. Maximum 2 pages.
 - The five 1-page responses will be graded as pass/fail. Each passing response is worth 2 marks.
 - The 2-page response will be graded out of 10.
- Essays (80%)
 - Upload Essay 1 as a .doc file to LEARN by 11:59pm on Sunday February 4.
 - Upload Essay 2 as a .doc file to LEARN by 11:59pm on Sunday March 11.
 - Essay 3 is optional. If you do it, upload it as a .doc file to LEARN by 11:59pm on Sunday April 8.
 - Each essay is minimum 4 pages, maximum 5 pages, plus a title page and a works cited page. Double-spaced, 12pt font.
 - Citations must include author, date, and page number. Further instructions will be on LEARN.
 - Your best essay is worth 50%. Your second best essay is worth 30%.
- No tests or exams

Late Policy

- In keeping with University policy, students will be asked to promptly provide documentation from the relevant university office (e.g., [AccessAbility](#), [Counselling Services](#), [Health Services](#), etc.). The nature and duration of a condition or situation, and the details of the documentation, are relevant to whether and how accommodations are provided. **That being said, if you encounter bureaucratic obstacles, please do talk to me.**
- If a reading response is late without a good reason, it will not be accepted.
- If an essay is late without a good reason, it will be accepted with a late penalty of 3% per day.

Class Schedule and Required Readings

- All the required readings are available on LEARN

Part 1

Date	Topic or Required Reading
Wed Jan 3	Welcome
Fri Jan 5	Spital, Aaron, and James Stacey Taylor. 2007. "Routine Recovery of Cadaveric Organs for Transplantation: Consistent, Fair, and Life-Saving." <i>Clinical Journal of the American Society of Nephrology</i> 2 (2): 300-303.
Mon Jan 8	Mill, John Stuart. 1859. <i>On Liberty</i> . Translated by Jonathan Bennett. Last modified April 2008. http://www.earlymoderntexts.com/assets/pdfs/mill1859.pdf . [Read pages 37, 38 and 41.]
Wed Jan 10	O'Neill, Onora. 1980. "A Simplified Account of Kant's Ethics." In <i>Matters of Life and Death</i> , edited by Tom Regan. Philadelphia: Temple University Press. [Read pages 285-288.]
Fri Jan 12	Discussion Group A
Mon Jan 15	Discussion Group B
Wed Jan 17	Dresser, Rebecca. 1995. "Dworkin on Dementia: Elegant Theory, Questionable Policy." <i>The Hastings Center Report</i> 25 (6): 32-38.
Fri Jan 19	Sherwin, Susan, and Meghan Winsby. 2010. "A Relational Perspective on Autonomy for Older Adults in Nursing Homes." <i>Health Expectations</i> 14 (2): 182-190.
Mon Jan 22	Hare, R. M. 2009. "A Utilitarian Approach." In <i>A Companion to Bioethics</i> , 2nd edition, edited by Helga Kuhse and Peter Singer, 85-90. Chichester: Blackwell.
Wed Jan 24	Discussion Group A
Fri Jan 26	Discussion Group B
Mon Jan 29 Wed Jan 31	Essay Advice
Fri Feb 2	No class. Extra office hours.

Part 2

Date	Topic or Required Reading
Mon Feb 5	Savulescu, Julian. 2001. "Procreative Beneficence: Why We Should Select the Best Children." <i>Bioethics</i> 15 (5-6): 413-426.
Wed Feb 7	Asch, Adrienne, and Dorit Barlevy. 2012. "Disability and Genetics: A Disability Critique of Pre-natal Testing and Pre-implantation Genetic Diagnosis (PGD)." In <i>eLS</i> . Chichester: Wiley. doi: 10.1002/9780470015902.a0005212.pub2.
Fri Feb 9	Walker, Nick. 2013. "Throw Away the Master's Tools: Liberating Ourselves from the Pathology Paradigm." <i>Neurocosmopolitanism</i> (blog), August 16. http://neurocosmopolitanism.com/throw-away-the-masters-tools-liberating-ourselves-from-the-pathology-paradigm/
Mon Feb 12	Discussion Group A
Wed Feb 14	Discussion Group B
Fri Feb 16	Wicclair, Mark R. 2000. "Conscientious Objection in Medicine." <i>Bioethics</i> 14 (3): 205-227.
Mon Feb 19 - Fri Feb 23	READING WEEK

Date	Topic or Required Reading
Mon Feb 26	Schüklenk, Udo, and Ricardo Smalling. 2017 "Why medical professionals have no moral claim to conscientious objection accommodation in liberal democracies." <i>Journal of Medical Ethics</i> 43/4: 234-240.
Wed Feb 28	Guest Lecture by Cait O'Donnell – Reading TBA
Fri Mar 2	Discussion Group A
Mon Mar 5	Discussion Group B
Wed Mar 7	Essay Advice
Fri Mar 9	No class. Extra office hours.

Part 3

Date	Topic or Required Reading
Mon Mar 12	Miller, Franklin G., and Howard Brody. 2003. "A Critique of Clinical Equipoise: Therapeutic Misconception in the Ethics of Clinical Trials." <i>The Hastings Center Report</i> 33 (3): 19-28.
Wed Mar 14 Fri Mar 16	London, Alex John. 2005. "Justice and the Human Development Approach to International Research." <i>Hastings Center Report</i> 35/1: 24-37.
Mon Mar 19	Discussion Group A
Wed Mar 21	Discussion Group B
Fri Mar 23	Buchanan, David R. 2008. "Autonomy, Paternalism, and Justice: Ethical Priorities in Public Health." <i>American Journal of Public Health</i> 98 (1): 15-21.
Mon Mar 26	Rawls, John. 1999. <i>A Theory of Justice</i> . Revised edition. Cambridge, MA: Harvard. [excerpts]
Wed Mar 28	Nussbaum, Martha C. 2011. <i>Creating Capabilities: The Human Development Approach</i> . Cambridge, MA: Harvard Press. [excerpts]
Fri Mar 30	No Class. Good Friday.
Mon Apr 2	Discussion Group A
Wed Apr 4	Discussion Group B

Understanding Your Essay Grade

- After graded essays are returned, if you have questions about the connection between what you wrote, the grader's comments, and the grade you received, then the first step is to contact the grader and ask specific questions in order to get further feedback.
- After the first step, if you decide to appeal your grade, you will need to email a letter to the instructor. The letter will be a written explanation of your reasons for concluding that there is a mismatch between what you wrote, the grader's written comments, and the grade you received. This explanation must be submitted to the instructor within 30 days of the date when the graded assignment was returned. The instructor will inform you of the decision about your grade within two weeks of receiving your letter.

Turnitin®

- **Turnitin.com:** Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®.
- A student who does not want to have their essay screened by Turnitin® on LEARN must instead email three items to the instructor (crlowry@uwaterloo.ca):
 - i. A two-page outline two weeks before the deadline,
 - ii. a full-length draft of the assignment one week before the deadline, and
 - iii. the final version of the assignment on the deadline.
- The outline and the first draft will not be graded, but the policy on late work does apply to them. Late penalties on any of the three items will be combined and deducted from the grade for the final version of the assignment.

Gender-Neutral Washrooms

The Equity Office has a [map of gender-neutral washrooms](#). The one nearest to our classroom is ESC 237.

The Glow Centre for Sexual and Gender Diversity

[Glow](#) is the oldest queer and trans student organization in Canada. Run entirely by dedicated student volunteers, it offers a wide variety of discussion groups, social events, advocacy opportunities, awareness campaigns, resources, and information.

The Women's Centre

[The Women's Centre](#) aims to provide a female-positive and supportive environment on campus for women and trans* folks. Run entirely by dedicated student volunteers, it holds workshops, film screenings, and guest lectures.

Counselling Services

[Counselling Services](#) are provided, at no charge, in a private and confidential setting to University of Waterloo students who are currently registered or on a co-op term.

Health Services

[Health Services](#) aims to provide convenient, confidential and comprehensive medical care to registered students at Waterloo. We work in coordination with other health-related services on campus and in the Kitchener-Waterloo community.

Academic Integrity

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. See the [UWaterloo Academic Integrity webpage](#) and the [Arts Academic Integrity webpage](#) for more information.

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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Accommodation for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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.