Biomedical Ethics
Phil 213a, Winter 2012
Professor William Seeley, 315 Hedge
Office Hours: T/Th 11:00 – Noon & by appointment
wseeley@bates.edu

Course Description:
Biomedical ethics is a branch of applied ethics dedicated to the evaluation of ethical issues surrounding medical practice. For instance, what is the distinction between a treatment and an enhancement? How do we distinguish disease and illness from health? Is 'normal function' a biological or a cultural concept? How do the answers to these questions effect our medical judgments? Does the possibility of neuropharmacological enhancement change these answers in the case of psychological health? Is it ethically permissible to use Alzheimer’s patients in human trials? Does permission of the family make a difference in one’s evaluation of this matter? How should one go about determining the status and quality of life of a comatose patient? Does anyone have the right, or the ethical resources, to assess the life options of chronically ill patients? How should genetic screening be used to enhance the health of an individual? Should this tool be used to enhance the general health of the community? We will discuss these issues along with questions about the ethical foundations of human subjects research, the nature and ethics of genetic screening, informed consent and the physician-patient relationship, the definition of death, and the ethics of stem cell research and cloning. Our focus will, along the way, be loosely directed towards emerging issues in neuroethics, ethical questions about the growing use of neuropharmacological and surgical technologies in medical contexts.

Course Goals:
The goals of this course are threefold. First we will examine a number of particular issues in medicine order to gain a general understanding of problems and methods in biomedical ethics. Second we will evaluate these issues in the broader context of philosophical theories of ethics, e.g. utilitarian and deontological approaches to philosophical ethics. Third, good reasoning is critical to objective discussion of any topic. In this context, we will learn a little bit about standard reasoning strategies and philosophical method.

Requirements:
- Two 3 page analysis papers of assigned topics (30%).
- One 6 page mid-term paper on an assigned topic (25%).
- One 600 word term paper abstract/précis (5%)
- One 10-12 page term paper on a topic of your choosing (40%).
- Class participation is mandatory (+/-10% of the final grade)- poor attendance negatively impact on your grade.
- Late papers will NOT be accepted!
- Most Importantly, some ethical issues are controversial. It is critical to the success of class discussion that we remain both open-minded and respectful of the beliefs of others at all times.

Texts:
- Electronic resources on LYCEUM.
Some Miscellaneous Notes and Guidelines:

Moral behavior is the grounds for, and the framework of, a healthy society. In this regard it is each of our responsibility as an individual within the community of our classroom to act responsibly. This includes following the rules and guidelines set out by the College for academic behavior. Plagiarism is a serious matter. It goes without saying that each of you is expected to do his or her own work and to cite EVERY text that is used to prepare a paper for this class. In general philosophy papers are NOT research papers. Your response papers should not involve any outside research and you should be able to manage your final papers using only material from the syllabus, assigned supplemental readings, and class discussion.

As a general rule, I ask that you not use the internet for your research except as assigned in class.

The two assigned papers are designed to give students a chance to stretch their legs a bit with the material and give me a chance to assess your understanding of the material. These papers should offer a philosophical defense of your take on the issue at hand. But this does not mean that they are a free forum for opinions. Make sure that your papers set out the philosophical issues germane to the question and that your responses address the relative virtues and shortcomings of theoretical positions discussed in class.

Finally, the reading list for this class is arranged in topics as opposed to individual sessions. I will announce the particular readings for each class as we go along. This will allow us some flexibility in discussion so that we can spend more time on issues of interest to the class. I will also occasionally upload supplementary materials to LYCEUM for students interested in pursuing particular issues beyond class discussion.
Biomedical Ethics: syllabus

**Schedule of Topics:**

**Topic 1: Health, Disease, Normal Function, Treatment, & Enhancement**
- Boorse: On the Distinction between Disease and Illness
- Engelhart: The Disease of Masturbation
- Wells: The Country of the Blind
- Daniels: Justice and Health Care
- Silvers: A Fatal Attraction to Normalizing
- Crouch: Letting the Deaf Be Deaf
- Aronson: The Sound and the Fury (Movie)
- Tomblin: Developmental Constraints…Cochlear Implants
- Loeb: We Made the Deaf Hear

**Topic 2: Neuroethics**
- Farah et al: Neurocognitive Enhancement…What Should We Do?
- President's Council: Beyond Therapy: Essential Sources of Concern
- Diller: The Run on Ritalin
- President's Council: Memory Blunting
- Kolber: Ethical Implications of Memory Damping
- Flowers: Lifestyle Drugs
- Elliott: Prozac as a Way of Life
- Chatterjee: Cosmetic Neurology
- Howland et al: The Emerging Use of Technology for the Treatment of Depression
- Glannon: Neurosurgery, Psychosurgery, & Psychostimulation

**Topic 3: Informed Consent & the Physician-Patient Relationship**
- Goldman: The Refutation of Medical Paternalism
- Elger & Chevrolet: Commentary
- Emanuel and Emanuel: Four Models of the Physician-Patient Relationship
- Katz: Informed Consent
- Brody: Transparency

**Topic 4: Genetic Screening**
- Williams & Sobel: Neurodegenerative Genetic Conditions…Huntington Disease
- Miller et al: Psychosocial Processes in…Breast Cancer

**Topic 4: Human Subjects Research**
- National Commission: The Belmont Report
- Rothman & Rothman: The Willowbrook Hepatitis Studies
- Brandt: Racism and Research
- Hellman & Hellman: Of Mice But Not Men
- Freedman: A Response to Purported Ethical Difficulty with Randomized Clinical Trials
Biomedical Ethics: syllabus

Topic 6: Cloning and Stem Cell Research (section dropped W12)
  President's Council
  Steinbock
  Nuclear Reprogramming
  Reproductive Cloning: Another Look
  The Case Against Cloning-to-Produce-Children
  (tba)

Topic 7: Definition of Death
  President's Commission
  Bernat
  McMahan
  Glannon
  Monti et al
  Rosenberg
  Defining Death
  The Whole Brain Concept of Death
  An Alternative to Brain Death
  Brain Death
  Neuroimaging and the Vegetative State
  Consciousness, Coma, and Brain Death
Bibliography:


Anjan Chaterjee, "Cosmetic Neurology," Journal of Medical Ethics, 32(1), 2006: 110-113


Biomedical Ethics: syllabus


Nuclear Reprogramming, Cloning, Medical Research (tba)


Nuclear Reprogramming, Cloning, Medical Research (tba)


## Biomedical Ethics: syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Schedule of Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/10</td>
<td>Introduction</td>
<td></td>
</tr>
</tbody>
</table>
| 01/12 | Boorse, On the Distinction Between Disease and Illness: 16-27. *(LYCEUM)*  
Engelhart, The Disease of Masturbation: 5-15. *(LYCEUM)*  
Wells, Country of the Blind 537-568 *(LYCEUM)*  
*Quirk & Mueller, Neural Mechanisms Extinction Learning: 56-72. *(LYCEUM)*  
Diller, The Run on Ritalin: 42-57. *(F)*  
Howland et al The Emerging Use of Technology: 48-62. *(LYCEUM)*  
*Glannon, Neurosurgery, Psychosurgery, & Psychostimulation: 116-147. *(G)*  
*Midterm Paper Due* |
| 01/19 | Daniels, Justice and Health Care: 290-325. *(LYCEUM)*  
Silver, A Fatal Attraction to Normalizing: 95-123. *(LYCEUM)*  
*First Analysis Paper Due* |
| 01/24 | Crouch, Letting the Deaf be Deaf: 360-371. *(LYCEUM)*  
Movie: The Sound and the Fury *(Ladd Library)* |
| 01/26 | Tomblin et al, Developmental Constraints: 512-523. *(LYCEUM)*  
Loeb, We Made the Deaf Hear, Now What?: 3-13. *(LYCEUM)*  
*President's Council, Beyond Therapy: 58-72. *(F)*  
Flowers, Lifestyle Drugs: 19-29. *(F)*  
Chatterjee, Cosmetic Neurology: 1-10. *(LYCEUM)*  
Hovarth et al, Transcranial Magnetic Stimulation: 137-143. *(LYCEUM)*  
Howland et al The Emerging Use of Technology: 48-62. *(LYCEUM)*  
*Glannon, Neurosurgery, Psychosurgery, & Psychostimulation: 116-147. *(G)*  
*WINTER BREAK* |
| 01/31 | Farah et al, Neurocognitive Enhancement: 30-41. *(F)*  
President's Council, Beyond Therapy: 58-72. *(F)*  
Diller, The Run on Ritalin: 42-57. *(F)*  |
| 02/02 | President's Council, Memory Blunting: 88-96. *(F)*  
Kolber, Ethical Implications of Memory Damping: 97-118. *(F)*  
*MT Topics Assigned* |
| 02/07 | Memory Blunting (continued) |
| 02/09 | Hartley & Phelps, Changing Fear: 1-11. *(LYCEUM)*  
*Quirk & Mueller, Neural Mechanisms Extinction Learning: 56-72. *(LYCEUM)* |
| 02/14 | Flowers, Lifestyle Drugs: 19-29. *(F)*  
Elliott, Prozac as a Way of Life: 119-130. *(F)*  
Chatterjee, Cosmetic Neurology: 1-10. *(LYCEUM)*  
*Midterm Paper Due* |
| 02/16 | Hovarth et al, Transcranial Magnetic Stimulation: 137-143. *(LYCEUM)*  
Howland et al The Emerging Use of Technology: 48-62. *(LYCEUM)*  
*Glannon, Neurosurgery, Psychosurgery, & Psychostimulation: 116-147. *(G)*  
*WINTER BREAK* |
| 02/28 | Taking stock: normativism, normal function, & neuroethics |
| 03/01 | Goldman, The Refutation of Medical Paternalism: 62-70. *(EIMM)*  
Commentary: 70-73. *(EIMM)*  
*Second Analysis Paper Due* |
| 03/06 | Emanuel and Emanuel, Four Models: 78-86. *(EIMM)*  
Katz, Informed Consent – Must It Remain a Fairy Tale: 89-96. *(EIMM)*  
*Wachbroit & Wasserman, Patient Autonomy and…: pp. 563-571 *(LYCEUM)* |
| 03/08 | Williams and Sobel, Huntington's: 231-247. *(LYCEUM)*  
Miller et Al, Breast Cancer: 374-319. *(LYCEUM)*  
*Wachbroit & Wasserman, Patient Autonomy and…: pp. 563-571 *(LYCEUM)*  
*Second Analysis Paper Due* |
| 03/13 | Wachbroit & Wasserman, Patient Autonomy and…: pp. 563-571 *(LYCEUM)*  
*Second Analysis Paper Due* |
| 03/15 | Hurley et al, The Individual Facing Genetic Issues: pp. 79-117 |
| 03/20 | The Belmont Report: 764-770. *(EIMM)*  
Rothman and Rothman, Willowbrook: 749-753. *(EIMM)*  
Brandt, Racism and Research: 753-763. *(EIMM)*  
*Second Analysis Paper Due* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/22</td>
<td>Hellman &amp; Hellman, Of Mice Not Men: 774-779. <em>(E IMM)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freedman, A Response to Purported Problems: 779-782. <em>(E IMM)</em></td>
<td></td>
</tr>
<tr>
<td>03/27</td>
<td>Laureys, Death Unconsciousness and the Brain: 302-320. <em>(F)</em></td>
<td>Term Paper Abstracts Due</td>
</tr>
<tr>
<td></td>
<td>President's Council, Defining Death. 339-348. <em>(E IMM)</em></td>
<td></td>
</tr>
<tr>
<td>03/29</td>
<td>Bernat, The Whole Brain Concept: 348-356. <em>(E IMM)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>McMahan, An Alternative to Brain Death: 356-360. <em>(E IMM)</em></td>
<td></td>
</tr>
<tr>
<td>04/03</td>
<td>Monti, Neuroimaging and the Vegetative State: 81-89. <em>(LYCEUM)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rosenberg: Consciousness, Coma, and Brain Death: 1172-1174. <em>(LYCEUM)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glannon, Brain Death: 148-177. <em>(G)</em></td>
<td></td>
</tr>
<tr>
<td>04/05</td>
<td><strong>NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>Exam Week</td>
<td>Scheduled Final Exam Period (there is no final exam)</td>
<td>Term Paper Due</td>
</tr>
</tbody>
</table>