

PHIL 1160: Introduction to Medical Ethics

Fall 2020

Arts + Science Core Curriculum: Ideals and Values

Arts + Science Gen Ed Distribution: Arts Humanities

Instructor: Heather Stewart (she/they)

Office Hours: Held on Zoom, by appointment

Email: heather.stewart@colorado.edu

Schedule appointments via email.

Class Meeting Time: Mondays, Wednesdays, Fridays, 9:10 to 10:00 am via Zoom [link to be provided]

Course Description:

This course introduces students to moral dilemmas in medical practice, biomedical research, and health policy, placing them in the context of comprehensive ethical theories and core principles of bioethics. Students will develop and use moral reasoning skills to navigate complex and controversial issues surrounding the provision of healthcare and on the ground medical practice. This class will place a special emphasis on the impact of health policy and medical decision-making on structurally marginalized persons, communities, and populations. No previous knowledge of philosophy, medicine, or health policy will be assumed or required.

Required Texts:

You will not need to purchase a textbook for this course. All of the required and supplementary materials will be made available to you via our course site on Canvas.

Learning Outcomes:

By the end of this course, students will have cultivated, developed, or improved their skills in the following areas:

- Critical thinking
- Argument analysis
- Argument formation and defense
- Close and careful reading of difficult texts
- Respectful engagement with different ideas and perspectives
- Critically assess various perspectives on issues relevant to health care policy and provision, and medical practice
- Apply theoretical concepts (e.g., “justice,” “autonomy,” “beneficence”) to real world issues (e.g., trans health care, allocation of scarce health care resources in a time of widespread contagion).

A Note on Course Content:

In this course, we will be dealing with many issues, topics, and questions that are sensitive, and which might be deeply personal for members of the class (myself included). While rigorous debate across differing experiences, perspectives, and beliefs is expected and encouraged, it is absolutely mandatory that all members of the class engage in all discussions and debates with an open mind and with upmost respect for all members of our classroom community. If you happen to find any of the content in this course particularly difficult or distressing, I strongly encourage you to speak with me. Should your needs exceed my professional capacities, I will always help you find appropriate resources and supports.

Evaluation:

The following assignments will be required of you in this course:

- Participation: 10%
- Response Papers: 30%
- Exams: 60%

Participation: You are expected to attend class meetings via Zoom, however, your mere presence (while appreciated!) is not sufficient to earn your participation marks for the course. You must be an active learner, participant, and discussant in the course. You can earn your participation marks in a variety of ways: by asking questions and contributing to course discussions via zoom, by participating in forum discussions, and by participating in Zoom activities (e.g., breakout room discussions, polls, “thumbs up” games, etc.).

Philosopher Olivia Bailey has offered some of the many ways to participate in philosophical discussions, some of which include: restating someone else’s claim in your own words, restating your own claim differently, reconstructing an argument in your own words, offering new or different reasons for someone else’s argument, offering an objection to someone else’s argument, offering a response to an objection that has been raised, recapping the discussion, inviting contributions from others, directing attention to relevant passages of the text, asking clarificatory questions, asking for a definition of a word that is in use, offering a case study or example, identifying an assumption, and more. I encourage you to look at Prof. Bailey’s handout on participating in philosophy, which can be found here: https://obailey.weebly.com/uploads/1/0/5/6/105611057/but_how_do_i_participate_.pdf.

Response papers: You will have two response papers worth 15% each, for a total 30% of your course grade. These are expected to be between 900 and 1000 words. The response papers have two aims: 1) to demonstrate that you understand the course content (e.g., a particular position or argument that we have discussed), and 2) to allow you to take and defend a position of your own (e.g., to offer a counterargument to a position we have read, or to defend one position over another). These are to be written as formal papers, and will require proper citations and a bibliography. These papers are designed to help you develop skills in close reading and textual analysis, as well as to enhance your skills in argument analysis and written communication.

Exams: You will have two short essay based, take home exams. These will be worth 30% each, comprising 60% of your overall course grade. These will be open “book” (or, open article!) and open note. You can utilize any resources from the course, though you will be expected to demonstrate your knowledge and understanding of course concepts and arguments by putting them in your own words.

You will receive more details about response papers and exams closer to the assignment dates.

Grade Breakdown:

A+: 97-100	B+: 87-89	C+: 77-79	D+: 69-67	F: 59 or below
A: 93-96	B: 83-86	C: 76-74	D: 66-64	
A-: 90-92	B-: 80-82	C-: 73-70	D-: 63-60	

*Note: I do not offer extra credit. The expectation is that all students meet the same evaluative standards to receive any particular mark.

Policies and Expectations:

- **Preparedness:** We make philosophical progress through dialogue with one another. We can only have interesting dialogue if everyone is on the same page, and has come prepared with the relevant background knowledge. Bearing that in mind, it is an expectation of the course that you come prepared to discuss that day's readings. That means, you have read the readings (ideally twice!), prepared discussion points or questions, and are ready to share those with the class.

*Note: Reading, analyzing, and discussing philosophy is hard. Many of the texts will challenge you. Consider this like exercise for your brain – it might feel difficult during the process, but the result is that you will be improve your skills with practice and by perseverance. And don't worry – we will work through the tough stuff together! All I ask is that you put in a good faith effort to work through and understand the text, make note of questions or points of confusion that you have, and come prepared to discuss with the class.

- **Sensitivity and respect:** As noted in the “Note on Course Content” above, some of the course content will touch on issues of social identity, or might otherwise be deeply personal for you, your peers, or your instructor. While something might not register as sensitive content to you, it might be so for someone else in the class. For this reason, it is expected and required that you treat all content, discussion, and debate in this course with a maximum degree of sensitivity and respect. There will be zero tolerance for expressions of hatred or discrimination of any kind.
- **Disagreeing respectfully:** You are not required or expected to agree with every position, perspective, or argument presented in this course. To the contrary, respectful engagement and debate are strongly encouraged as we work through difficult questions. That said, it *is* required and expected that you always engage with all positions, perspectives, and arguments with adherence to the principle of charity and frame your responses fairly and respectfully. If you have questions about what that means, do let me know.
- **Forum etiquette:** At times throughout the term, I will open forums to provide additional opportunities for us to discuss a topic. While forum posts are not held to quite the same standard as essay writing, you should still engage professionally in the forums. Keep in mind that this is not social media or texts with your friends – make sure you are writing in complete sentences and in ways that are accessible and intelligible to your peers. Moreover, keep in mind that with written communication, some of the context and/or the tone of our comments can be lost in translation. Bearing that in mind, I ask that you try to frame your forum comments in ways that are not likely to be misinterpreted, or otherwise read as, something disrespectful. While I want everyone to feel comfortable raising questions, I also ask that you use judgement about what is appropriate to ask in the forum. If you are unsure about something (e.g., how to say something, or whether something can be interpreted as inappropriate), do not hesitate to ask me. Better to err on the side of caution!
- **Email Etiquette:** Conduct all email correspondence with me in a professional manner. Just like the forum, remember that this is not social media – use complete sentences and refrain from using slang in email correspondence. Also, when sending me an email, be sure to include the course number (PHIL 1160) in the email subject line, include an appropriate greeting (e.g., “Dear Prof. Stewart,” “Dear Heather”), and sign your name at the end (e.g., so I know who is emailing me!).

- **Zoom Etiquette:** Our meetings on Zoom are our stand-in for meeting face-to-face in the classroom. As such, our Zoom meetings are required. These meetings, and the discussions we have during them, constitute the substance of the course. Bearing that in mind, I not only expect you to be present on the Zoom call, but to be an active and alert participant. I know staying focused and engaged on Zoom can be challenging - more challenging than doing so in person. I strongly encourage you to minimize other distractions during class time (e.g., silence your cell phone and keep it out of sight), minimize other applications and turn off alerts (e.g., email and iMessage alerts) that might pop up on your screen and distract you. Finally, be prepared to refer back to the reading materials for that day. If you are able, I strongly encourage you to have a hard copy (i.e., a printed copy) of that day's reading in front of you. This is helpful both for discussion (we can all look at the same passages together), and it is helpful for you to mark up the text as we go through (your exams will be open note!). If you are using electronic copies of the readings, please do have them in front of you still (a second screen can be helpful for this, should you have two devices - one for zoom and one for the reading to be pulled up). You should also have something in front of you on which to take notes (whether pen and paper, or that second screen).
 - Other things to consider re: Zoom (adapted from Cassie Herbert, Professor of Philosophy at Illinois State University):
 - Clothing and appearance: Be comfortable! Again, these are strange times. You are likely at home. Be comfortable (e.g., wear those sweat pants!).
 - Set up somewhere comfortable, where you can sit, focus, and engage for 50 minutes.
 - Wherever you choose to set up, make sure there is nothing inappropriate in the frame (e.g., know your surroundings. While we are all in the comfort of our homes, we want to make sure not to make anyone else uncomfortable, etc.).
 - Have whatever snacks or drinks (water, coffee, tea) in front of you at the start. Minimize the need to get up and walk around (so as to not distract your peers, and also so you don't miss part of the discussion!).
 - Use the bathroom before class starts. If you do need to go, leave your camera behind. Do not bring anything with a camera into the bathroom with you, in case the camera is accidentally turned on.
 - Be ready to go right at the scheduled start time. Ideally, try to get logged in a few minutes prior (things will happen - technology, amirite!?) We don't want to lose class time to tech issues.
 - Please set your name (whatever it is that you want to be called) and pronouns as your Zoom name (e.g., Heather (she, they)). Always refer to people using the name and pronouns they have indicated on Zoom.
 - If you are willing, please also set a photo of yourself for moments when you might need to switch your video off. This can be a professional photo, a fun photo, or even a Bitmoji! But try to have it closely resemble you, so we remember who is talking when your video is off.
 - Keep yourself on “mute” when you are not actively speaking.
 - If you live with others, or are on the class around others, you might want to use headphones.
- **Okay, but we are in the midst of a global pandemic...:** In the bullet point above, I clearly stated that I expect your active attention and participation in the course, as well as your best effort to reduce outside distractions during our class time. And those things are absolutely true. But, that said, I also recognize that there is *a lot* going on in our world right now - a global pandemic, quarantining and social distancing, and the sense of

isolation they can bring about, a reckoning with racial injustice, police and state-sanctioned violence against BIPOC, and an upcoming presidential election that is capturing much of our attention, and in many cases, our cognitive and other energies. Distraction is likely, and likely normal. Things are going to come up. You might have to miss class. Should any of these things arise, I do ask that you communicate with me, and that we work together to make arrangements or accommodations. I want to be flexible, understanding, and supportive, as much as possible, in these chaotic, confusing, difficult, and draining times. Again, your open communication with me about your needs, or when things come up, will be most helpful to making sure that I can support you, and help make sure you meet the requirements, and the learning outcomes, of the course. We are in this together. Do not hesitate to communicate with me should any issues arise for you.

University Resources:

- **Psychological services:** I just brought your attention to all of the difficult, stressful, and/or confusing things going on in the world right now. Many, if not most, of us are dealing with varying degrees of anxiety, depression, and social isolation. If any of these things are becoming difficult to bear, keep in mind that you never need to deal with them alone. There are so many resources available to you through the University to help support your mental health needs. You can access Counseling and Psychological Services (CAPS) here: <https://www.colorado.edu/counseling/>.
- **Food Assistance:** It is impossible to be a successful student (or to thrive more generally) if your basic needs are not met. Especially in these times of widespread economic instability, it is imperative to ensure that all of our students have access to nutrition. If you are experiencing food insecurity, please make use of the university's food assistance program. You can find more information here: <https://www.colorado.edu/volunteer/food-assistance/about-food-assistance>
- **Writing Support:** For many, the demands and expectations of university-level writing are new and intimidating. The University Writing Center is an excellent resource for you, and the staff there can help you with all aspects of the writing process, from organization, tone, formatting, and more. If you are struggling with your writing – or just want an extra set of eyes to proofread your paper – I encourage you to make use of this resource. You can find more information here: <https://www.colorado.edu/pwr/writing-center>.

Philosophy Resources:

There are a lot of resources online, but they vary greatly in terms of their quality. If you are looking for supplementary resources on any of our topics, or want to explore topics in philosophy more generally, there are some reliable sites you should look to first:

- SEP (The Stanford Encyclopedia of Philosophy): <http://plato.stanford.edu/>
- IEP (The Internet Encyclopedia of Philosophy): <http://www.iep.utm.edu/>
- The UnMute Podcast
- Philosophy Bites Podcast

If there is a particular topic in philosophy you are interested in learning more about, and you would like recommended resources, please feel free to ask! I would be happy to point you in the direction of good source materials.

Accessibility and Accommodation:

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Requirements for COVID-19

As a matter of public health and safety due to the pandemic, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements, and public health orders in place to reduce the risk of spreading infectious disease. For more information on CU Boulder policies re: COVID-19, see the policies on [COVID-19 Health and Safety](#) and [classroom behavior](#) and the [Student Code of Conduct](#). Students who have tested positive for COVID-19, have symptoms of COVID-19, or have had close contact with someone who has tested positive for or had symptoms of COVID-19 must stay home and complete the [Health Questionnaire and Illness Reporting Form](#) remotely. Since this class is being held remotely, if you are quarantining or self-isolating (e.g., after travel, due to a risk of exposure) and are still reasonably able to participate, you are expected to do so. Accommodations will be for absences due to illness as necessary.

Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code:

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu; 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

*Note on Mandatory Reporting: Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

Religious Holidays:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

Course Schedule

*Note: I reserve the right to make edits to this schedule as necessary. Though I will make every effort to follow the schedule as it appears below, I recognize that things come up. I appreciate your flexibility should changes become necessary. Should this be the case, you will be notified via the course site.

*Note: The reading materials are in brackets on the schedule below. If any are optional, I will indicate them as such. If the material is not clearly labeled as “optional,” you are responsible for it.

*Reminder: You are responsible to have read the readings listed for each day **prior to that day’s class**. In other words, you must be prepared to discuss the listed readings **in that day’s session**.

I. INTRODUCTION: SYLLABUS, LOGISTICS + PHILOSOPHICAL BASICS

Mon Aug 24.

First day of classes – welcome back!

Introductions, syllabus overview, course requirements

Weds Aug 26.

What is Philosophy? [Philosophy 101 Handout]

What is Bioethics? [Helga Kuhse & Peter Singer, “What is Bioethics? A Historical Introduction”]

Discussion: Bioethics in Focus: COVID-19, limited resources, shutdowns, + isolation

II. DOING BIOETHICS: THEORIES, CASES, + CONTEXT

- Fri Aug 28. Method in Bioethics [James Rachels, “Ethical Theory and Bioethics”]
- Mon Aug 31. Utilitarianism [RM Hare, “The Utilitarian Approach”]
Should you kill the fat man? [<https://www.philosophyexperiments.com/fatman/>]
- Weds Sept 2. Moral Absolutism [Joseph Boyle, “Exceptionless Rule Approaches”]
- Fri Sept 4. Virtue Ethics [Justin Oakley, “A Virtue Based Approach”]
- Mon Sept 7. Labour Day Holiday – No class.
- Weds Sept 9. Principlism [James F. Childress, “A Principle Based Approach”]
- Fri Sept 11. Ethics of Care [Rita C. Manning, “A Care Approach”]

III. INTRODUCING INTERSECTIONALITY: RACE, GENDER + CLASS IN HEALTHCARE

- Mon Sept 14. Intersectionality [Kimberle Crenshaw, “The Urgency of Intersectionality” Video: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en]
Intersectionality in Clinical Medicine [Yolanda Wilson et. al., “Intersectionality in Clinical Medicine: The Need for a Conceptual Framework”]
Intersectionality in Clinical Medicine II [Patrick R. Grzanka et. al., “My Bioethics will be Intersectional or it will be [Bleep]”]
- Weds Sept 16. Social Determinants of Health [Susan Sherwin, “Gender, Race, and Class in the Delivery of Health Care”]
- Fri Sept 18. Feminism + Bioethics [Margaret Little, “Why a Feminist Approach to Bioethics?”]
- Mon Sept 21. Gender + Health Care [“Maya Dusenberry, “Is Medicine’s Gender Bias Killing Young Women?” <https://psmag.com/social-justice/is-medicines-gender-bias-killing-young-women>】

* Optional but strongly encouraged [Joe Fassler, “How Doctors Take Women’s Pain Less Seriously”
<https://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sexism/410515/>].

- Weds Sept 23. Race + Health Care [Camisha A. Russell, “Questions of Race in Bioethics: Deceit, Disregard, Disparity, and the Work of Decentering”]
- Racism in Medical Research [Allan M. Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study”]
- Fri Sept 25. Poverty + Health Inequality [Dave A. Chokshi, “Income, Poverty, and Health Inequality” <https://jamanetwork.com/journals/jama/fullarticle/2677433>].
- Gender + Poverty [Colleen Reid + Carol Herbert, “‘Welfare Moms and Welfare Bums’: Revisiting Poverty as a Social Determinant of Health”]
- * Optional Reading [Amber L. Pendleton, “New Approach Needed as Doctors Deal with Poverty” <https://www.courier-journal.com/story/opinion/2016/03/10/new-approach-needed-doctors-deal-poverty/81432276/>]

IV. IMPROVING HEALTH CARE ACCESS AND OUTCOMES FOR QUEER AND TRANS FOLX

- Mon Sept 28. LGBTQ+ Discrimination in Health Care [Shabab Ahmed Mirza and Caitlin Rooney, “Discrimination Prevents LGBTQ People From Accessing Health Care” <https://www.americanprogress.org/issues/lgbtq-rights/news/2018/01/18/445130/discrimination-prevents-lgbtq-people-accessing-health-care/>]
- Bisexual Discrimination [Heather Stewart, “Bisexual Microaggressions in Medical Contexts” <https://biresource.org/bisexual-microaggressions-in-medical-contexts/>]
- Weds Sept 30. Discrimination Against Trans Patients [Ryan F. Mandelbaum, “How American Healthcare is Failing Transgender Patients” <https://gizmodo.com/how-american-healthcare-is-failing-transgender-patients-1794384745>]
- Non-Binary Experiences [Rae Spoon, “I Can’t Separate my Non-Binary Gender From My Body that Has Cancer” <https://medium.com/@raespoon/i-cant-separate-my-non-binary-gender-from-my-body-that-has-cancer-769ebe7807a9>]

Response Paper 1 Due 11:59 PM

V. CONSTRUCTING DISABILITY

- Fri Oct 2. A Social Theory of Disability, [Elizabeth Barnes, “Valuing Disability, Causing Disability]
- Rethinking Language [Aimee Mullins, “The Opportunity of Adversity” Video: https://www.ted.com/talks/aimee_mullins_the_opportunity_of_adversity?language=en]
- Mon Oct 5. The Logic of “Cure” [Eli Clare, *Brilliant Imperfection*, “Ideology of Cure”]
*Optional Interview [Swarthmore, “Listen: Author Eli Clare on Cure, Disability, Queerness, and Natural Worlds” <https://www.swarthmore.edu/news-events/listen-author-eli-clare-cure-disability-queerness-and-natural-worlds>]
- Weds Oct 7. The Violence of “Cure” [Eli Clare, *Brilliant Imperfection*, “Violence of Cure”]
Reimagining Disability [CBC Radio, “My Cerebral Palsy Isn’t a Problem to be Cured, Says Writer Eli Clare” <https://www.cbc.ca/radio/tapestry/rethinking-disability-1.4726131/my-cerebral-palsy-isn-t-a-problem-to-be-cured-says-writer-eli-clare-1.4726305>]
*Optional Interview [Sandra Alland and Eli Clare, “Eli Clare on Our Relationship to Abnormal” <https://disabilityarts.online/magazine/opinion/eli-clare-relationship-abnormal-promise-cure/>]
- Fri Oct 9. Disability and Value [Katie Booth, “What I Learned About Disability and Infanticide from Peter Singer” <https://aeon.co/ideas/what-i-learned-about-disability-and-infanticide-from-peter-singer>]
Disability and Value [Harriet McBryde Johnson, “Unspeakable Conversations” <https://www.nytimes.com/2003/02/16/magazine/unspeakable-conversations.html>]
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- ## VI. FAT PATIENTS AND CHALLENGING MYTHS OF OBESITY
- Mon Oct 12. Correcting Myths [Michael Hobbes, “Everything You Know About Obesity is Wrong” <https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/>].
Reclaiming “Fat” [Lauren Freeman, “A Matter of Justice: “Fat” Is Not a Bad Word”]
*Optional [Madeline Ward, “Are Coronavirus Triage Protocols Sacrificing Fat People? Should They?” <http://www.ijfab.org/blog/2020/05/are-coronavirus-triage-protocols-sacrificing-fat-people-should-they/>]
- Weds Oct 14. Fat Shaming [Kunal Sindhu and Pranav Reddy, “When Doctors Fat Shame Their Patients, Everybody Loses” <https://www.nbcnews.com/think/opinion/when-doctors-fat-shame-their-patients-everybody-loses-ncna1045921>]

Fat Stigma [Linda Bacon and Amee Severson, “Fat is Not the Problem – Fat Stigma Is” <https://blogs.scientificamerican.com/observations/fat-is-not-the-problem-fat-stigma-is/>]

VII. PHYSICIAN-PATIENT RELATIONSHIPS, MEDICAL KNOWLEDGE, + COMMUNICATION

- Fri Oct 16. Patient Knowledge [Quill (Rebecca) Kukla, “How Do Patients Know?”]
Epistemic Injustice in Health Care [Havi Carel + Ian James Kidd, “Epistemic Injustice in Healthcare: A Philosophical Analysis”]
- Mon Oct 19. Epistemic Injustice + Mental Health [Jake Jackson, “Patronizing Depression: Epistemic Injustice, Stigmatizing Attitudes, and the Need for Empathy”]
Exam 1 Due 11:59 PM
- Weds Oct 21. Microaggressions [Lauren Freeman and Heather Stewart, “Microaggressions in Clinical Medicine”]
*Optional Reading [Jamie Utt, “Intent vs. Impact: Why Your Intentions Don’t Really Matter” <https://everydayfeminism.com/2013/07/intentions-dont-really-matter/>]
- Fri Oct 23. Erasure in the Clinic [Lauren Freeman and Heather Stewart, “The Problem of Recognition, Erasure, and Epistemic Injustice in Medicine: Harms to Transgender and Gender Non-Binary Patients – Why We Should Be Worried”]

VIII. AUTONOMY, INTERVENTION, + PATERNALISM

- Mon Oct 26. Autonomy [Jukka Varelius, “The Value of Autonomy in Medical Ethics”]
- Weds Oct 28. Autonomy in Health Care [Entwistle et. al., “Supporting Patient Autonomy: The Importance of Clinician-Patient Relationships”]
- Fri Oct 30. Deadline to Drop the Course
Intervention [Terrence Ackerman, “Why Doctors Should Intervene”]
- Mon Nov 2. Intervention [Atul Gawande, “Whose Body is it Anyway?”]
Dax Cowart [“Dax’s Case” Video
<https://www.youtube.com/watch?v=M3ZnFJGmoq8>]

Learning from Dax [“Bound Upon a Wheel of Fire: Dax Cowart Wanted to Die but Doctors Didn’t Let Him” <https://www.al.com/opinion/2019/05/bound-upon-a-wheel-of-fire-dax-cowart-wanted-to-die-but-doctors-didnt-let-him.html>]

*Optional Interview with Dax [Margaret Engel, “A Happy Life Afterward Doesn’t Make Up for Torture”

<https://www.washingtonpost.com/archive/opinions/1983/06/26/a-happy-life-afterward-doesnt-make-up-for-torture/ab680b30-237b-4b7a-b6da-1f7ab3da9208/>]

IX. AGING, DEATH + PHYSICIAN AID IN DYING

Weds Nov 4.

Death with Dignity [Ing Wong-Ward, “There is More than One Way to Die with Dignity” <https://www.theglobeandmail.com/opinion/article-there-is-more-than-one-way-to-die-with-dignity/>]

Lives Worth Living [CBC Radio, “A Compromised Life is Worth Living’: Why Ing Wong-Ward Won’t Choose Medically Assisted Death”

<https://www.cbc.ca/radio/thecurrent/the-current-for-may-3-2018-1.4645398/a-compromised-life-is-worth-living-why-ing-wong-ward-won-t-choose-medically-assisted-death-1.4645437#:~:text=In%20a%20recent%20Facebook%20post,%2Dby%2Dweek%20thing.%22>

Fri Nov 6.

Choosing Death [Gillian Bennett, “Goodbye and Good Luck” (all four pages/ tabs across the top) <http://www.deadatnoon.com/index.html>]

Mon Nov 9.

Aging and Death [Yonette Joseph, “Why David Goodall, 104, Renowned Australian Scientist, Wants to Die”

<https://www.nytimes.com/2018/05/03/world/australia/david-goodall-right-to-die.html>]

Aging and Quality of Life [Ezekiel J. Emanuel, “Why I Hope to Die at 75” <https://www.theatlantic.com/magazine/archive/2014/10/why-i-hope-to-die-at-75/379329/>].

X. JUSTICE IN HEALTH CARE PROVISION - A BETTER WAY?

Weds Nov 11.

Health Equity [Amartya Sen, “Why Health Equity”]

Fri Nov 13.

A Right to Health Care? [Atul Gawande, “Is Health Care a Right?”]

Health + Our Morals [Margo Friestadt and Corey Weinstein, “Health Care is a Moral Issue. Period.” <https://www.jweekly.com/2019/02/05/health-care-is-a-moral-issue-period/>]

- Mon Nov 16. The Current System Isn't Working [Prabhjot Singh, "Why the US Health Care System Failed the Coronavirus Test" <https://foreignpolicy.com/2020/05/12/why-us-health-care-system-fail-coronavirus-test-cant-handle-covid19/>]
- Failures in Focus [Dylan Scott, "Coronavirus is Exposing All of the Weaknesses in the US Health System" <https://www.vox.com/policy-and-politics/2020/3/16/21173766/coronavirus-covid-19-us-cases-health-care-system>]
- * Optional Opinion [Anders Aslund, "US Health Care is an Ongoing Miserable Failure" <https://thehill.com/opinion/healthcare/423865-us-health-care-is-an-ongoing-miserable-failure>].
- Weds Nov 18. A Better Way? [Lauren Martinchek, "A Brief, Moral Case for Medicare for All" https://medium.com/@xLauren_Mx/a-brief-moral-case-for-medicare-for-all-c799cbac77].
- M4A Activism [Ady Barkan, "DNC Speech" <https://www.cnn.com/videos/politics/2020/08/19/dnc-2020-ady-barkan-als-patient-speech-full-video-vpx.cnn/video/playlists/2020-dnc-night-2/>]
- * Optional Videos [I strongly encourage you to watch Ady's interviews with former Democratic Presidential Primary Contenders, and particularly his interview with Joe Biden. <https://uncovered.beaherofund.com/>]
- Fri Nov 20. Is the Move to Single Payer Realistic? [Jonathan Oberlander, "Lessons from the Long Winding Road to Medicare for All"]
- * Optional Podcast Episode [America Dissected, "Healthcare Dissected Pt. I: Nobody Knew Healthcare Could Be So Complicated"]
- Response Paper 2 Due 11:59 PM
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- XI. BIOETHICS IN A TIME OF CONTAGION: CONSIDERING COVID-19
- Mon Nov 23. Ethics in a Pandemic [Julian Savulescu, "Utilitarianism and the Pandemic"]
- * Optional Reading on Moral Trade-Offs and Protecting the Vulnerable [Suerie Moon et. al., "Continued Confinement of Those Most Vulnerable to COVID-19"]
- Weds Nov 25. Highlighting Inequities [Sean A. Valles, "The Predictable Inequities of COVID-19 in the US: Fundamental Causes and Broken Institutions"]
- Prison Abolitionism During a Pandemic? [Lauren Lyons, "Incarceration, COVID-19, and Emergency Release: Reimagining How and When to Punish"]
- * Optional [Meera Santhanam, "COVID-19 and the Case for Prison Abolition" <https://pulitzercenter.org/reporting/covid-19-and-case-prison-abolition>]

- Fri Nov 27. Thanksgiving Break - no class.
- Mon Nov 30. Trust in Experts [Matthew Bennett, “Should I Do As I Am Told?: Trust, Experts, and COVID-19”]
- Trust in Experts II [Danielle Resnick, “Trust in Science and Government Plays a Crucial Role in COVID-19 Response” <https://www.ifpri.org/blog/trust-science-and-government-plays-crucial-role-covid-19-response>]
- * Optional [Colleen Barry et. al., “Trust in Science and COVID-19” <https://www.jhsph.edu/covid-19/articles/trust-in-science-and-covid-19.html>]
- * Optional Data on Trust and Mistrust [PEW Research Center, “Trust and Mistrust in Americans’ Views of Scientific Experts” <https://www.pewresearch.org/science/2019/08/02/trust-and-mistrust-in-americans-views-of-scientific-experts/>]
- * Optional [Alex Cooke, “Unmasking the Dangers of False COVID-19 Rhetoric” <https://www.cbc.ca/news/canada/nova-scotia/covid-19-misinformation-conspiracy-theories-1.5655460>]

XII. CURRENT AND INTERSECTING PUBLIC HEALTH CRISES: PANDEMICS, POLICE BRUTALITY, GUN VIOLENCE, + CLIMATE CHANGE

- Weds Dec 3. Police Violence + Protest in a Pandemic [Brian Resnick, “Police Brutality is a Public Health Crisis” <https://www.vox.com/science-and-health/2020/6/1/21276828/pandemic-protests-police-public-health-black-lives-matter>]
- APHA Statement [American Public Health Association, “APHA Calls Out Police Violence as a Public Health Crisis” <https://www.apha.org/news-and-media/news-releases/apha-news-releases/2020/apha-calls-out-police-violence>]
- Physicians’ Responsibilities [Len Strazewski, “Why Police Brutality is a Matter of Public Health” <https://www.ama-assn.org/delivering-care/health-equity/why-police-brutality-matter-public-health>]
- Friday Dec 4. Gun Violence Crisis [David J. Skorton, “Gun Violence is a Health Crisis, not a Political Football. It’s Time to Act.” <https://www.usatoday.com/story/opinion/2019/09/10/gun-violence-public-health-crisis-requires-action-doctor-column/2268282001/>]
- Environmental Crisis [Rowan Walrath and Rebecca Leber, “A New Report Finds That Climate Change is the World’s Worst Public Health Crisis” <https://www.motherjones.com/environment/2018/11/climate-change-public-health-report/>]

Environmental Risk + Response [Jane Philpott and Samantha Green, “The Climate Crisis is Our Biggest Public Health Threat” <https://www.macleans.ca/opinion/the-climate-crisis-is-our-biggest-public-health-threat/>]

Mon Dec 7. Final day of classes.

Wrap – up + lingering questions

Friday Dec 11. **Exam 2 due 11:59 PM**

Overview of Deadlines:

September 30: Response paper 1 due

October 19: Exam 1 due

November 20: Response paper 2 due

December 11: Exam 2 due