Medicine and Morality – PHIL 30015–001

Fall 2017, T 5:30 pm – 8:15 pm

Instructor: Anthony Vincent Fernandez

Office Phone: 330-672-0269
University Email: aferna15@kent.edu
Office Hours: T/R 1:15 pm – 3:45 pm, Bowman Hall, 320-H

Course Information

**Required Texts**
All readings will be posted on Blackboard.

**Course Description**
This course will address three major—but oft neglected—issues in contemporary medical ethics. The first section covers psychiatric ethics, including the labeling of psychiatric disorders as social deviance; the history of the insanity defense; the pathologizing of religious experience; and the assignment of responsibility and blame in the treatment of people with mental disorders. The second section covers LGBTQ issues in medicine, including the pathologizing of sexual orientation; the effects of stigma and bias; disparities in access to healthcare; and the ethical implications of treating gender-variant children. The third section covers issues in medical research, including the social value of medical research; the ethics of subject selection; and exploitation of vulnerable communities.

**Course Learning Outcomes and Expectations**
There are two kinds of learning outcomes and expectations for this course: (1) knowledge and (2) skills. By the end of the course, students should display an understanding of major debates in contemporary medical ethics, with a strong understanding of issues in psychiatric ethics, LGBTQ medical ethics, and research ethics. Students should also develop strong skills in philosophical explication and argumentation; they should be able to clearly and concisely summarize philosophical arguments presented in academic journal articles, as well as present and defend their own positions on topics addressed in the course.

**Course Fulfilment of University Requirements**
None.

**Course Prerequisites**
None.

**Add, Drop, and Withdraw Dates**
The last date to add is 09/03/17
The last date to drop is 09/10/17
The last date to withdraw is 11/05/17

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashLine) prior to the deadline indicated. Registration errors must be corrected prior to the deadline.

Assignments

**Grade Distribution**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class and Wiki Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>60% (20% each)</td>
</tr>
</tbody>
</table>

**Participation and Wiki (20%)**

You must read the assigned text before each class meeting and prepare for discussion. Each class meeting will be approximately 50% lecture and 50% small-group or full-class discussion. You will be given time in class to come up with discussion questions immediately after the lecture.

In addition, you are expected to contribute to a collective course wiki, which will be introduced in the second week of classes. Both in-class and wiki contributions count toward participation. Full participation credit will require that you regularly participate in-class and via the wiki. Regular participation is defined as weekly contributions to class discussion and/or the course wiki (e.g., by asking or answering questions, offering clarifications, or engaging in constructive debate).

In addition, poor attendance will negatively impact your participation grade. Please see the attendance policy below.

**Reading Responses (20%)**

A brief (1 paragraph) reading response must be submitted each week. The response is due by midnight the day before class, but earlier submissions are appreciated. Individual responses do not receive letter grades—they are simply marked complete/incomplete. The overall reading response grade is determined by the number of responses you submit (one response per week will receive full credit).

Reading responses achieve two aims. First, they allow you to engage with the reading prior to lecture and discussion. This provides you with the opportunity to articulate your own interpretation, express any difficulties you encountered in understanding the reading, or draw links with other course readings or personal experience. Second, they allow me to assess your individual take on the readings, as well as the class’s overall comprehension. Reading responses are due the day before our meeting (rather than
during the meeting) because I use these responses to tailor the content and methods of lectures and discussions to your individual and collective needs. In many cases, I will also reply to your responses with individual feedback prior to the class meeting, providing a medium for us to discuss particular issues you had with the reading in more detail.

**Exams (60%)**
There will be three exams corresponding with the three segments of the course: (1) psychiatric ethics, (2) LGBTQ issues in medicine, and (3) medical research ethics. Each segment will be four weeks long, and will be followed by an in-class exam in the fifth week. The third exam will be given in the final-exam slot (Tuesday, Dec. 12th, 5:45 – 8:00 pm). Exams are not cumulative; questions will concern only the immediate course segment. The bulk of each exam will consist of short essay questions, but may include some multiple choice or true/false questions. You will have the full class meeting to complete the exam. No other readings or assignments will be due on exam days.

**Course and University Policies**

**Attendance**
You are expected to read the assigned texts before the class meeting, prepare for discussion, and attend class regularly. Attendance will be taken throughout the semester, and low attendance will have a negative impact on your participation grade. After one unexcused absence, each additional unexcused absence will result in a deduction of two points off your participation grade, to a maximum of 20 points deducted (the full participation grade).

If you have a legitimate reason for missing class, you must inform me and supply documentation within one week of returning to class. Otherwise, the absences will be considered unexcused. For more information on university attendance policies, including legitimate reasons for absence, please see [http://www.kent.edu/policyreg/administrative-policy-regarding-class-attendance-and-class-absence](http://www.kent.edu/policyreg/administrative-policy-regarding-class-attendance-and-class-absence).

**Extra Credit**
Extra credit may be assigned at my discretion. If extra credit is assigned it will be offered to the entire class. Extra credit will not be offered on an individual basis.

**Technology**
I discourage the use of phones, tablets, laptops, or similar devices in the classroom. There is considerable evidence that typing your notes—rather than writing them by hand—reduces both comprehension and retention. However, I understand that you may have invested heavily in the use of note taking programs that you find beneficial. In light of this, you may use tablets or laptops in class, but the use of these devices for non-class related activities will not be allowed.

The use of phones is never allowed in class.

**Cheating and Plagiarism**
University policy 3-01.8 deals with the problem of academic dishonesty, cheating, and plagiarism. None of these will be tolerated in this class. The sanctions provided in this policy will be used to deal with any violations. If you have any questions, please read the policy at [http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism](http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism) and/or ask.

A workshop on research and plagiarism will be conducted in-class prior to the submission of the final research paper.

**Students with Disabilities**

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit [www.kent.edu/sas](http://www.kent.edu/sas) for more information on registration procedures).
Schedule of Readings – All Readings Posted on Blackboard

**Course Introduction**
Tuesday, August 29th
Introductions, Syllabus Overview, In-Class Assignment

**Psychiatric Ethics**

**Social Deviance**
Tuesday, Sept. 5th
Thomas Szasz – The Myth of Mental Illness: Foundations of a Theory of Personal Conduct

Peter Conrad – On the Medicalization of Deviance and Social Control

**Law**
Tuesday, Sept. 12th
Simon Wilson and Gwen Adshead – Criminal Responsibility

Daniel Robinson – The Insanity Defense as a History of Mental Disorder

**Religion**
Tuesday, Sept. 19th
Mohammed Abouelleil Rashed – Religious Experience and Psychiatry: Analysis of the Conflict and Proposal for a Way Forward

(Commentary) Mona Gupta – Religious Beliefs and Psychiatric Beliefs: Worlds Apart and Perhaps Best Left That Way

(Commentary) Peter Verhagen – Evocative

(Response) Mohammed Abouelleil Rashed – Conflicting Values and Disparate Epistemologies: The Ethical Necessity of Engagement

**Blame**
Tuesday, Sept. 26th
Hanna Pickard – Responsibility without Blame: Empathy and the Effective Treatment of Personality Disorder

(Commentary) Nancy Nyquist Potter – Oh Blame, Where is Thy Sting?

Tuesday, Oct. 3rd
**Exam 1: Psychiatric Ethics**

**LGBTQ Issues in Medical Ethics**

**Pathologizing Sexual Orientation**
Tuesday, Oct. 10th
Timothy F. Murphy – Are Gay and Lesbian People Fading into the History of Bioethics?

Tia Powell and Edward Stein – Legal and Ethical Concerns about Sexual Orientation Change Efforts

**Stigma and Bias**

Tuesday, Oct. 17th
Andrew Solomon – Identity or Behavior: A Moral and Medical Basis for LGBTQ Rights

Jamie Lindemann Nelson – Medicine and Making Sense of Queer Lives

Lance Wahlert and Autumn Fiester – Repaving the Road of Good Intentions: LGBT Health Care and the Queer Bioethical Lens

**Access and Disparities**

Tuesday, Oct. 24th
Stephan Davis and Nancy Berlinger – Moral Progress in the Public Safety Net: Access for Transgender and LGB Patients

Celia B. Fisher and Brian Mustanski – Reducing Health Disparities and Enhancing the Responsible Conduct of Research Involving LGBT Youth

Mary Beth Foglia and Karen I. Fredriksen-Goldsen – Health Disparities among LGBT Older Adults and the Role of Nonconscious Bias

**Childhood**

Tuesday, Oct. 31st
Brendan S. Abel – Hormone Treatment of Children and Adolescents with Gender Dysphoria: An Ethical Analysis

Jack Drescher and Jack Pula – Ethical Issues Raised by the Treatment of Gender-Variant Prepubescent Children

Tuesday, Nov. 7th

**Exam 2: LGBTQ Issues in Medical Ethics**

**Medical Research Ethics**

**Clinical Research and the Good**

Tuesday, Nov. 14th
Ezekiel J. Emanuel, David Wendler, and Christine Grady – What Makes Clinical Research Ethical?

**Social Value**

Tuesday, Nov. 21st
Benjamin Freedman – Scientific Value and Validity as Ethics Requirements for Research: A Proposed Explication
Alex J. London – A Non-Paternalistic Model of Research Ethics and Oversight: Assessing the Benefits of Prospective Review

Philip Kitcher – Research in an Imperfect World

**Subject Selection**

Tuesday, Nov. 28th

Anne D. Lyerly, Margaret O. Little, and Ruth Faden – Toward Responsible Inclusion of Pregnant Women in Research

Dave Wendler – When Should ‘Riskier’ Subjects be Excluded from Research?

**Exploitation**

Tuesday, Dec. 5th


Alan Wertheimer – Exploitation in Clinical Research


**Tuesday, Dec. 12th**

**Exam 3: Research Ethics** (Final exam slot: 5:45 – 8:00 pm)