



## COURSE OUTLINE

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Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for your records.

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### 1. Instructor Information

- (a) Instructor: Karen Shirley
- (b) Office hours: Tues.: 10:30-12:20; Wed.: 12:30-1:20; Thurs. and Fri.: 11:30-12:20
- (c) Location: Y320
- (d) Phone: 370 3518      Home: 383 8164

### 2. Intended Learning Outcomes

At the end of the course, students will be able to

- 1) describe and evaluate the classic moral theories and the ethics of care
- 2) identify the theoretical underpinnings and consequences people's positions on moral issues
- 3) work through moral dilemmas that arise in the work place
- 4) critically assess ethical arguments

### 3. Required Materials

- (a) Texts

*Philosophy 250 Handout* (Available in the bookstore)

Eike-Henner W. Kluge (editor): *Readings in Biomedical Ethics: A Canadian Focus*

If your grammar needs work, you may wish to purchase a small style guide with a section on common errors in grammar and usage.

### 4. Course Content and Schedule

#### Sept 7:

**First Hour:** course outline; Division into debate groups

**Second and Third Hours:** lecture on meta-ethical theories

## **Week 2: Sept. 14**

### **Readings**

- Chapter 1 of textbook (on meta-ethical and ethical theories)
- Section I of handout (on moral theories)
- Section II of handout (on philosophy and reasoning)

**HW:** An example of a strong argument with true premises.

### **Study Q**

1. You will be asked to describe an ethical or a meta-ethical theory which I pick out of a hat at the beginning of the exam. (You need not describe the ethics of care as it is covered in the next question.)

**Third Hour:** Applying the theories in moral dilemmas

## **Week 3: Sept. – 21**

- Excerpt authored by Storch, et al. (Find this paper toward the end of the handout.)
- Section II of handout (more on ethical theories)

### **Study Q**

2. To be announced

**HW:** An example of a weak argument with true premises.

**Debate:** Therapeutic touch should be an insured procedure. .

## **Week 4: Sept. 28**

### **Readings**

- Pages 23 – 36 of textbook (on problems with the UN definition of health)
- Section III of handout (on definitions)

### **Study Q**

3. Give a prescriptive definition of ‘health’ and defend it in terms of its good consequences and its fit with lexical usage.

**HW:** lexical, a prescriptive and a persuasive definition of ‘professional’.

**Debate:** Pedaphiles are not morally responsible for their illegal sexual behaviour with children.

## **Week 5: Oct. 5**

### **Readings**

- “Should Alcoholics Compete Equally for Liver Transplantation?” p.97 of textbook
- “Organ and Tissue Donation and Transplantation,” in Section V of handout
- Fallacies 1 and 2 in handout

4. Using a principle of distributive justice - your own or one discussed in class - explain what types of procedures should and shouldn’t be insured. Ensure that you acknowledge and defend any controversial or unusual consequences of you position. Examples of *types* of procedures are cosmetic procedures, procedures required as a result of dangerous choices (for example, smoking or careless lifting), reproduction-related procedures, etc..

### **Study Q**

**HW:** An example of an argument that commits the fallacy of *argumentum ad hominem* and another one that commits the fallacy of appeal to authority.

**Debate:** Canada should give more money to needy people in other parts of the world, even if that means putting less money into the Canadian health care system.

## **Week 6: Oct. 12**

### **Readings**

- “Active and Passive Euthanasia” by James Rachels, p. 364 of textbook
- fallacies 3 and 4 in Section IV of handout

### **Study Q**

1. Critically assess the doctrine of double effect.

**HW:** An argument that commits the fallacy of equivocation and one that argues from ignorance.

**Debate:** Whoever helped Sue Rodriguez to die acted immorally by doing so.

Week 7: Oct. 19

### **Reading**

- “The Problematic Symmetry Between Brain Birth and Brain Death,” p. 301
- fallacy 5

### **Study Q**

2. Present and defend your view on the moral status of the human fetus and newborn.

**HW:** An example of an argument that commits the fallacy of hypothesis contrary to fact.

**Debate:** An anencephalic newborn is not a moral patient.

## **Week 8: Oct 26: Exam**

## **Week 9: Nov. 2**

### **Readings**

- Reread “The Problematic Symmetry Between Brain Birth and Brain Death,” p. 301
- Fallacy 6

### **Study Q**

Same as last week.

**HW:** An argument that commits the fallacy of *argumentum ad populum*

**Debate:** Paying someone more than expenses to be a surrogate mother is immoral.

## **Week 10: Nov. 9**

### **Readings**

- “The Right to Have Children”, p. 392 of textbook
- Fallacy 7

### **Study Q**

3. When, if ever, is it morally acceptable to sterilize a person without informed consent? (Do not consider criminals.)

**HW:** An argument that contains a faulty analogy

**Debate:** It is always immoral to sterilize someone against his or her will. (Do not consider criminals.)

## **Week 11: Nov. 16**

### **Readings**

- *Reibl v. Hughes*, p148 of textbook
- Fallacy 8 and 9

### **Study Q**

4. Is it morally acceptable for a nurse to participate in a circumcision of a baby boy when the proxy decision-maker has chosen to have his or her baby circumcised? (Do not consider medical conditions that require circumcision.)

**HW:** An example of an argument that commits the fallacy of *Post Hoc Ergo Propter Hoc* and one that is an appeal to pity.

**Debate:** Winnipeg's Riverview Health Centre did the morally right thing when it imposed a DNR order on Andrew Sawatzky, against his wife's wishes.

## **Week 12: Nov. 23**

### **Readings**

- CMA: "The Medical Record: Confidentiality, Access and Disclosure," Section V of handout
- Fallacy 10

### **Study Q**

5. Under what circumstances is it morally acceptable for a nurse to tell someone that a person he or she has had contact with or will have contact with is HIV positive? Why?

**HW:** An argument that presents a fallacious slippery slope.

**Debate:** If, after persistent efforts to deter an HIV positive sex worker from working, the worker continues to do so without notifying customers of his or her condition and without engaging in safe sex, then it is morally acceptable for the police to incarcerate the sex worker against his or her will.

Note: the incarceration need not take place in jail.

## **Week 13: Nov. 30**

### **Readings**

- Read the latest edition of the CNA Code of Ethics. Get it from the CNA website if you don't have a copy.
- fallacy 11

### **Study Q**

6. Suggest one change to the CNA Code of Ethics which would improve the Code. Explain why the change is an improvement. (A trivial change will get a trivial mark!)

**HW:** Confusing correlation with causation.

**Debate:** Nurses are always morally obliged to abide by the Code because they have implicitly or explicitly promised to do so.

## **Week 14: Dec. 7**

**Review class:** review will be carried out on the basis of students' questions. Questions should be specific. That is, you may not ask me to go over a whole study question. Rather, you should ask for clarification of a specific point related to the question.

## 5. Basis of Student Assessment (Weighting)

*(Should be linked directly to learning outcomes.)*

(a) Assignments

1 debate, weekly homework

(b) Exams

(c) Midterm and final

## 6. Grading System

*(If any changes are made to choice of grading system, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system)*

### 1. Standard Grading System

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca)

## STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and on the College web site in the Policy Section.