

Public Health Ethics

Spring 2016

Syllabus

Course numbers: Medical History & Bioethics 515 / Philosophy 515

Time: Tuesdays & Thursdays 9:30-10:45am

Location: 394 Van Hise

Credits: 3

Prerequisites: At least junior standing. Graduate and Professional students are welcome.

Instructor: Paul Kelleher, Ph.D.

Email: paul.kelleher@wisc.edu

Office: 1430 Medical Sciences Center (MSC), 1300 University Ave.

Office hours: Tuesdays and Thursdays 10:55am-11:55am; and by appointment.

Course Description:

This course focuses on ethical issues implicated in a population-level approach to disease prevention and health promotion. Students will explore prominent theoretical approaches to public health ethics and will engage with several ethical tensions. Issues discussed include: the use of coercive or intrusive public health interventions that restrict individual freedom, infringe upon individual privacy, and/or invite individual harm (or risks of harm); the justification of paternalistic measures in societies or sub-populations that seemingly indulge in pleasurable yet unhealthy behaviors; the need to choose between the identifiable victims we can save with expensive measures here and now and the more numerous unidentifiable victims we could save in the future with the same monetary investment; the trade-offs between maximizing aggregate health benefits and addressing the special needs of vulnerable social sub-groups and individuals; ethical issues in international pharmaceutical research; ethical issues involving vaccination; and a special topic selected each semester.

Course Objectives

By the end of this course the student will be able to:

- understand the conversation about public health ethics as an enterprise incorporating moral philosophy, bioethics, and evidence-based social science
- identify and clarify diverse moral norms and principles that underlie diverse convictions about public health ethics
- subject these norms and principles to dispassionate critical reasoning aimed at evaluating the force of underlying reasons for and against them
- write clear and concise essays subjecting a issues of public health ethics to dispassionate ethical analysis

What this course is not:

This course does not aim to provide a detailed introduction to public health or to public health ethics. Those topics are too broad to be tackled comprehensively in just one semester. Although you

should learn something about each of the topics listed above, you should be aware that these subjects are more complicated than it might appear from the introductory material we will consider.

What this Course Prizes

This course prizes conceptual clarity, rigorous argument, and simple, straightforward prose writing. Some of you will come to this course already equipped with these skills. Most of you, however, should treat this course as an opportunity to learn and hone them. These are skills you will need in virtually any job you will want, and a philosophy course like this is a great way to help you acquire and improve them.

Assignments and Grading

There will be two essays and two exams. As noted above, attendance can affect your grade as well.

INTRODUCTORY ESSAY

- The introductory essay should be about 1200 words in length.
- It counts for 10% of your grade.
- An ungraded (but mandatory) rough draft is due before the beginning of class on Tuesday, February 9.
- A polished version is due before the beginning of class on Tuesday, February 16.
- The rough draft will not be graded, but your grade on the polished version will be lowered if the rough draft is not completed on time.

TERM PAPER

- The term paper should be about 2200 words.
- It counts for 40% of your semester grade.
- The term paper is due on Tuesday, April 5.
- You will have the option of rewriting the paper. The term paper is due relatively early in order to make it possible for you to rewrite it and to submit a revised version if you choose.
- The (optional) revised version will be due on Friday, April 29.
- If you submit a revised version, your Term Paper grade will be a weighted average of your grades on the two versions, with the original counting for twice as much as the revised version.
- If you submit a revised version, you must also hand in the original graded paper and a brief explanation of what you changed. Only substantial revisions will be accepted

EXAMS

There will be an in-class Midterm exam on March 3rd, and an in-class final exam on May 9th from 10:05am-12:05pm. Each exam will consist of short answer and essay questions, and each exam will count for 25% of your final grade.

The table for converting your final composite (weighted) numerical grade into final letter grades is as follows:

Points	<60	60-68.9	69-74.9	75-80.9	81-86.9	87-92.9	93 and above
Semester Grade	F	D	C	BC	B	AB	A

You must hand in all assignments in order to pass this course. You may not elect to opt out of an assignment and receive an F on it. Your essays must be uploaded to the dropbox on the course's learn@UW site by the due date. **Late assignments will almost certainly be penalized.** Any non-emergency extensions must be requested prior to the due date, and will be granted only in rare circumstances. Although you are encouraged to discuss your papers with friends and classmates, you are responsible for writing your own essays.

Academic Honesty and Misconduct

Course work that is not in compliance with the UW rules governing academic honesty and plagiarism will receive a failing grade. You can find these rules at <http://students.wisc.edu/saja/misconduct/UWS14.html>. Ignorance of what counts as academic misconduct or plagiarism is not an acceptable defense. All cases of Academic Dishonesty and Misconduct are reported to the Dean of Students, who may (and often does) impose further penalties (including suspension and expulsion).

Accommodations for Students with Disabilities:

Any student who feels or knows s/he may need an accommodation based on the impact of a disability should contact me to discuss your specific needs.

If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible so we can make every reasonable effort to provide adequate accommodation.

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Contacting the Instructor

Other than coming to office hours or making an appointment to meet, email is the best means of communication with me. During the week, I am typically able to respond within 6-12 hours.

A Final Important Note on Success in this Class

If at any time during the semester you have reason to question whether you can succeed in this course, it is your responsibility to bring this to my attention as soon reasonably possible. I am willing and eager to make every reasonable adjustment that your success requires.

Course Schedule:

<u>Class Date</u>	<u>Reading(s) for that Class</u>		<u>Class Date</u>	<u>Reading(s) for that Class</u>
19-Jan	No reading		15-Mar	18
21-Jan	1		17-Mar	19
26-Jan	2		22-Mar	Spring Recess
28-Jan	3		24-Mar	Spring Recess
2-Feb	4		29-Mar	19
4-Feb	5		31-Mar	20
9-Feb	6		5-Apr	20
11-Feb	7		7-Apr	21, 22
16-Feb	8		12-Apr	23
18-Feb	9		14-Apr	24, 25
23-Feb	10		19-Apr	26
25-Feb	11		21-Apr	27
1-Mar	12,		26-Apr	28
3-Mar	Midterm Exam		28-Apr	29, 30
8-Mar	13, 14		3-May	31, 32, 33
10-Mar	16, 17		5-May	34

Readings:

Foundational Issues in Public Health Ethics

1. Jessica Flanigan, “Public Bioethics”
2. Jonny Anomaly, “Public Health and Public Goods”
3. Ben Saunders, “Minimum pricing for alcohol: a Millian perspective
4. Powers et al., “Liberty, Mill and the Framework of Public Health Ethics”
5. Robert Goodin, “Permissible Paternalism: In Defense of the Nanny State”
6. T. H. Green, “Lecture on Liberal Legislation”
7. Dan Beauchamp, “Community: the Neglected Tradition of Public Health”
8. Francoise Baylis et al., “A Relational Account of Public Health Ethics”
9. Meena Krishnamurthy, “Political Solidarity, Justice and Public Health”
10. Richard Thaler and Cass Sunstein, *Nudge*, pp. 17-39
11. Daniel Hausman and Brynn Welch, “To Nudge or Not to Nudge”
12. Yashar Saghai, “Salvaging the Concept of Nudge”
13. Sarah Conly, “Coercive Paternalism in Health Care: Against Freedom of Choice”
14. Cass Sunstein, “It’s for Your Own Good!”
15. Jeremy Waldron, “It’s All for Your Own Good”
16. Daniel Callahan, “Obesity: Chasing an Elusive Epidemic”
17. Kristin Voigt, “‘If you smoke, you stink.’ Denormalisation Strategies for the Improvement of Health-related Behaviours: the Case of Tobacco”

Public Health Research Ethics

18. Robert Temple, Peter Lurie and Sydney Wulfe, “Pharmaceutical Research in Developing Countries: Testing a New Surfactant in Bolivia”
19. Jennifer Hawkins, “Exploitation and Placebo Controls”
20. Thomas Pogge, “Testing Our Drugs on the Poor Abroad”
21. David Rosner and Gerald Markowitz, “With the Best of Intentions”
22. Selection from David Rosner and Gerald Markowitz, *Lead Wars*

Scarcity and Priority-Setting in Public Health

23. Dan W. Brock and Daniel Wikler, “Ethical Challenges In Long-Term Funding For HIV/AIDS,”
24. Ruth Macklin and Ethan Cowan, “Given Financial Constraints, It Would Be Unethical To Divert Antiretroviral Drugs From Treatment To Prevention”
25. Norman Daniels, “Reasonable Disagreement about Identified vs. Statistical Victims” (one-page excerpt)
26. Tony Hope, “Why undervaluing “statistical” people costs lives”
27. Verweij, “How (Not) to Argue for the Rule of Rescue”

Ethical Issues Concerning Vaccination Policy

28. Jessica Flanigan, “A Defense of Compulsory Vaccination”
29. John Lantos et al., “Why We Should Eliminate Personal Belief Exemptions to Vaccine Mandates”
30. Doug Open and Doug Diekema, “Why We Should Not Eliminate Personal Belief Exemptions to Vaccine Mandates”

Ethics and Contemporary Tobacco Control

31. Winickoff, et al. “Tobacco 21 — An Idea Whose Time Has Come”
32. Frieden, Bloomberg, “How to prevent 100 million deaths from tobacco”
33. Berrick, “The tobacco-free generation proposal”
34. Grill, Voigt--The case for banning cigarettes