**PHI 3456: Philosophy of Medicine**

***Spring 2016 (Online) – 3 credits***

**Instructor:** Dr. Carol Gould

**Office:** Social Science, 279 (Boca Campus)

**Office Hours:** Mon/Weds 12:00-3:00 or by appointment.

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**Fax:** 561.297.2095

**Contacting Instructor:**

* The best way to contact me is via email. You can send me an email through the email function on the course homepage. Click on the link in the left hand column that says, “Send an email.” I generally reply to emails within 24 hours, except on weekends and holidays.
* If you have a concern that others might share, rather than personal or confidential, please use the Questions/Concerns forum on the discussion board.
* You may have appointments via Skype or in person.
* You can make an appointment either by phone, or by email. Email is better than phone, especially if you have an emergency.

**Course Prerequisites:** None

**Course Description:**

This course examines problems in Philosophy of Medicine, an inter-disciplinary area of Philosophy that includes such issues as the logic of diagnosis, the nature of sound clinical judgment, the reality of disease entities, culture and medical practices, alternative v. traditional medicine, the concept of health, and selected bioethical issues.

**Required Text and Materials:**

* Bryan Doerries, *The Theater of War: What Ancient Greek Tragedies Can Teach Us Today* Knoph, Borzoi books (division of Penguin, Random House.  **ISBN: 978-0-307-95945-4**
* Assigned articles from journals in the library (available electronically or posted on blackboard). These will constitute a major portion of your readings.
* Posted podcasts, films, or websites
* Joel Feinberg, *Doing Philosophy*
* Havi Carel, Illness, posted selection (pdf.)

**Suggested (optional) Materials:** None (All materials are required)

**Course Objectives:** Upon successful completion of this course, students will be able to:

* Examine the nature and foundation of medical diagnosis and medical reasoning
* Discuss the presumed objectivity of medical taxonomies and treatments
* Assess the reality of disease entities
* Describe the ideas of health and illness
* Evaluate the western and alternative medical paradigms
* Explain the role of values and culture of in medical treatment and reasoning

**Although this is an online course, I would like to meet with each one of you to meet at least once during the term. If you cannot meet with me face to face, we can arrange a telephone conversation or a Skype meeting.**

**You are responsible for reading the Feinberg book. You may be given questions on chapters 8 & 10. You will find the rest of it invaluable for your blogs and discussion posts. Further readings may be assigned.**

**Basis for Your Grade**

1. Tests (4) - 40%
2. Blogs (4) - 40%
3. Participation (2 Discussions) – 10%
4. Final Exam – 10%

**Grading Scale:** A 93-100, A- 90-92, B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72, D+ 67-69, D 63-66, D- 60-62, below 60 is F

**Study Questions**

For some topics, you will be given study questions. Some questions are designed to help you pick out the important points in the texts, Power Points, and lectures, others to help you reflect critically on important philosophical questions. For the latter, there may be no right answer, but rather a well-defended one.

All tests will be based on the study questions and course materials.

**Policy on Late Work**

Because this course is online, I will give you a wide berth with due dates. You must, however, complete the assigned work or take the tests within those dates. For example, when I assign a blog, I will usually give you at least 5 days to complete it. When I give a test, I will deploy it for 3 days.It is of the first importance that you work consistently and that you do all assignments and tests on time, because one can easily fall behind in an online course.

**Written Assignments**

Any written assignment must be professional, well organized, grammatically correct, and free of misspellings. All references must be properly cited using the University of Chicago style (see [Academic Integrity](http://www.fau.edu/CTL/AcademicIntegrity.php) and [Plagiarism](http://owl.english.purdue.edu/owl/resource/589/1/); for help with formatting citations, go to [www.library.fau.edu/depts/ref/instsrv/tutorial/web3.htm](http://www.library.fau.edu/depts/ref/instsrv/tutorial/web3.htm)).

*Please check the assignment directions to verify when and how feedback will be provided.*

Each blog entry should be at least 500 words. You should put the word count in parentheses at the end of your entry. The best way to do an entry is to write it first as a Word document (or functional equivalent) so that you will be able to craft it carefully and to check spelling, grammar, and word count. If you fall slightly short of 500 words, do not pad your entry.

*Your blogs and your discussion assignments should express your own original thoughts* and make clear references to the texts, when appropriate.

I expect and encourage you to discuss assignments with your classmates and to do so on the indicated Forum on the Discussion Board. Whatever you turn in, however, must be your own work.

***You should read and consult the Feinberg book at the beginning of the term. It is an invaluable resource for all of the assessments.***

**Classroom Etiquette /Netiquette Policy**

1. Online Language: Many of us text, email, tweet, and post to Facebook. Thus, on-line, we have gotten used to relaxing our grammar and spelling, and/or professionalism. In this class, however, you are adult students and professionals—your communication should convey respect, maturity, and professionalism. Also, please note that online, you do not have the advantage of gesture, facial expression, and conversational context. Thus, other students may interpret sarcasm or wit as insulting or rude.
2. Professional Language: *Profanity is never acceptable in assignments or in the classroom*. Why? As a person who cares enough about education and self-improvement, you should strive to raise your facility with language. Thus, you should aim to avoid clichés, phrases so overused they are empty of meaning. Most instances of profanity fall into this category. I am confident that each of you can be more original in expressing your ideas.
3. Respect for Yourself and Others: Disrespect towards racial, national, religious, or sexual identity is intolerable in an academic or professional setting.

**Policy on Incompletes:**

* As a general rule, incompletes will not be given in this course. However, if I believe that you genuinely merit a grade of ‘I,’ you and I will establish a date by which your work will be completed. I will determine a default grade, which will be your grade if you do not finish the work by that date.
* If circumstances beyond the student’s control make it impossible for you to complete the required work by the end of the term, I will permit an incompletes *only* if a student has completed more than 50% of the exams and assignments in the course and has, so far, a grade of ‘C’ or better. Once you have completed the work, I will grade it and submit the grade change to the registrar. It is your responsibility to make sure that the registrar has posted the grade accordingly.

**Course Delivery Mode:**

* If this is a fully online course, it is accessible only through FAU’s learning management system—Blackboard. You must log into Blackboard with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. <http://www.fau.edu/oit/accounts/index.php>
* The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week’s topic, your assignments for each week will be listed within the unit.

**Computer Requirements**

* Operating System: A computer that can run Mac OSX or Win XP or higher
* Peripherals: A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
* Software: [Once logged in to Blackboard](https://blackboard.fau.edu/), please visit the students located at the top of each Blackboard page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed. Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Blackboard Collaborate sessions.

**Required Technical Skills**

* The following skills below should be adjusted per the needs and requirements of your course. For example, students in an Art course might need to know Photoshop skills and manipulating pictures or in a stats course students will need to know functions in SPSS software. These are skills that they should have come to the class with not the skills they will learn while in the class.

**Online Attendance Policy**

* Since the course is delivered online, you are expected to access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

**Communication Policy**

* Announcements: You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
* Course-related Questions: Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
* Email Policy: Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.
* Assignment Feedback Policy: Feedback will be provided on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which will be communicated to you by your instructor.

**Course Schedule (see separate document)**

**Technical Problem Resolution Procedure**

* In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem.

**Please take the following steps when a problem occurs:**

1. Contact the eSuccess Advisor for assistance:  
   eLearning Success Advisor - 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit [http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux.](http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux)
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
   1. Select “Blackboard (Student)” for the Ticket Type.
   2. Input the Course ID.
   3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
   4. Attach the Print Screen file, if available.
4. Send a message within Blackboard to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Blackboard, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

***Selected University and College Policies***

**Disability Policy Statement**

* In compliance with the Americans with Disabilities Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)–in Boca Raton, SU 133 (561-297-3880), in Davie, LA 131 (954-236-1222), in Jupiter, SR 110 (561-799-8585)–and follow all SAS procedures.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf>

* [Plagiarism](http://libguides.fau.edu/c.php?g=325629&p=2352760) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as one’s own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!
* A Note about Academic integrity: If you have any questions about whether you need to cite a source or acknowledge credit to someone, feel free to consult me.
* Keep in mind that the consequences of academic dishonesty are far worse than the consequences of a low grade or missing an assignment.

**Religious Accommodation Policy Statement**

* In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.  For further information, please see [Academic Policies and Regulations](http://www.fau.edu/academic/registrar/FAUcatalog/academics.php).

**University Approved Absence Policy Statement**

* In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student’s responsibility to notify the course instructor at least one week prior to missing any course assignment.

**Withdrawals**

* Any student who decides to drop is responsible for completing the proper paper work required to withdraw from the course.

**Grade Appeal Process:** A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

* There was a computational or recording error in the grading.
* Non-academic criteria were applied in the grading process.
* There was a gross violation of the instructor’s own grading system.
* The procedures for a grade appeal may be found in [Chapter 4 of the University Regulations](http://www.fau.edu/regulations/chapter4/index.php).

**Disruptive Behavior Policy Statement**

* Disruptive behavior is defined in the FAU Student Code of Conduct as *“... activities which interfere with the educational mission within classroom.”* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

**Support Services and Resources**

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| --- | --- |
| Office of Information Technology Online Help Desk: | <http://helpdesk.fau.edu> |
| FAU Libraries Website: | [http://www.fau.edu/library](http://www.fau.edu/library/) |
| Center for Learning and Student Success Website: | <http://www.fau.edu/class> |
| University Center for Excellence in Writing: | <http://www.fau.edu/UCEW> |
| Math Learning Center: | <http://www.math.fau.edu/MLC> |
| Office of Undergraduate Research and Inquiry: | <http://www.fau.edu/ouri> |
| Office for Students with Disabilities Website: | <http://osd.fau.edu/> |
| Office of International Programs and Study-abroad: | [www.fau.edu/goabroad](http://www.fau.edu/goabroad) |
| Freshman Academic Advising Services: | <http://www.fau.edu/freshmanadvising> |

**Faculty Rights and Responsibilities:**

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative:

* To establish and implement academic standards
* To establish and enforce reasonable behavior standards in each class
* To refer disciplinary action to those students whose behavior may be judged to be disruptive under the *Student Code of Conduct*.

***Instructor reserves the right to adjust this syllabus as necessary.***

| Unit # | Topic | Lesson Content | Assessment(s) |
| --- | --- | --- | --- |
| 1  (1 week) | What is the Philosophy of Medicine? | * Professor’s PPT: * Spicker, “COGNITIVE AND CONATIVE ISSUES IN CONTEMPORARY PHILOSOPHY OF MEDICINE” (*Journal of Medicine and Philosophy*, 1986) * Professor’s PPT: Spicker, Issues in Philosophy of Medicine * [Dhruv Khullar, “Death and Sandwiches,” New York Times (December 10, 2015 11:00 am) Blog Post](http://well.blogs.nytimes.com/author/dhruv-khullar/) | Discussion Post 1 (5 %)  (What question in Philosophy of Medicine do you expect to be most important for contemporary medicine?) (1:1) |
| 2  (3 weeks) | Philosophical Issues of Objectivity in Medical Reasoning and Diagnosis | * *Awakenings* with Robin Williams * Davis “*Phronesis*, Clinical Reasoning, and Pellegrino’s Philosophy of Medicine” *Theoretical Medicine*, 1997 * Professor’s PowerPoint: Davis: Phronesis and Clinical Reasoning * Schleifer & Vanetta, “The Logic of Diagnosis: Peirce, Literary Narrative, and the History of Present Illness” *Journal of Medicine and Philosophy*, 31: 363–384, 2006 * Professor’s PowerPoint: “The Logic of Diagnosis” | Test (10 %) (1:1, 2:1, 2:2)  Blog 1 (10 %) (2:2) |
| 3  (2 weeks) | Western vs. Alternative Medical Paradigms | * Hanson & Kappel. “The Proper Role of Evidence in Complementary/Alternative Medicine” *Journal of Medicine and Philosophy*, 35: 7–18 (2010) * “A Doctor for Disease, a Shaman for the Soul,” *New York Times*, Sept 19, 2009 * Mitchell-Boyask, Robin. “The Art of Medicine: Plague and Theatre in Ancient Athens,” *The Lancet* 373 (January 31, 2009) * Doerries, *The Theatre of War*, “PTSD is from B.C.” * Professor’s PowerPoint Presentation | Discussion Board 2 (5 %) (3:2) |
| 4  (3 weeks) | Realism / Antirealism Debate & The Concepts of Health and Disease | * Boorse. “Health as a Theoretical Concept,” *Philosophy of Science* 44: 542-573 (1977) * Boorse & Hawkins, “Well-Being, Time, & Dementia” * Professor’s PPT: Boorse, “Health” * Professor’s PPT: Boorse and Hawkins, “Well Being, Time…” | Test (10 %) (3: 1, 4:1, 4:2)  Blog 2 (10 %) (4:2) |
| 5  (2 weeks) | Holism vs. Reductionism | * [House Video](https://video.search.yahoo.com/video/play?p=house+tv&vid=49b4650f4883ed2469e1dac8263f6934&turl=http%3A%2F%2Ftse2.mm.bing.net%2Fth%3Fid%3DWN.NJ3ac3a0t5BMU82HjWTtqA%26pid%3D15.1%26h%3D70%26w%3D127%26c%3D7%26rs%3D1&rurl=http%3A%2F%2Fwww.watch-tvseries.net%2Fseries100%2FHouse%2Fseason-08-episode-08-Perils-of-Paranoia&tit=House+Season+8+Episode+8+%3A+Perils+of+Paranoia&c=0&h=70&w=127&l=2582&sigr=12l2m654a&sigt=11dist024&sigi=12k0pua0b&back=https%3A%2F%2Fsearch.yahoo.com%2Fyhs%2Fsearch%3Fp%3Dhouse%2Btv%26ei%3DUTF-8%26hsimp%3Dyhs-001%26hspart%3Dmozilla&sigb=12ksm16o3&ct=n&age=0&fr2=p%3As%2Cv%3Av&hsimp=yhs-001&hspart=mozilla&tt=b)   Havi Carel, *Illness*  Stemsey, “Plato and Holistic medicine,” *Medicine, Health Care, and Philosophy*, 4, no.2 (May 2001): 201-209 | Test (10%) (5:1, 5:2)  Blog 3 (10 %) (5:2) |
| 6  (3 weeks) | A Biomedical Problem: Death and its Taboos | * Video *Departures* (Library) * *The Theater of War*, “Heracles in Hospice” (chapter 6) * James Rachels, "Active and Passive Euthanasia" * Katy Butler, http://opinionator.blogs.nytimes.com/2015/12/09/imagine-a-medicare-part-q-for-quality-at-the-end-of-life/ | Test (10 %) (6:1, 6:2, 6:3)  Blog 4 (10 %) (6:3) |
| 7  (last week) | Final Exam  (open April 26-29th) | Cumulative Test | Test (10%) (1:1, 2:1, 2:2, 3:1, 4:1, 5:1, 6:1, 6:2, 6:3) |

***Instructor reserves the right to adjust schedule as necessary.***