

UMBC UGC New Course Request: PHIL 375: Philosophy of Medicine

Date Submitted: 9/21/21

	Name	Email	Phone	Dept
Dept Chair or UPD	Steve Yalowitz	yalowitz@umbc.edu	2108	PHIL
Other Contact	Vanessa Capuano	vanessa@umbc.edu	2103	PHIL

COURSE INFORMATION:

Course Number(s) <small>Include Cross-listed Courses</small>	PHIL 375
Formal Title	Philosophy of Medicine
Transcript Title (≤30c)	Philosophy of Medicine
Recommended Course Preparation	
Prerequisite	Must the pre-requisite be passed with a grade of : <input type="checkbox"/> 'A' <input type="checkbox"/> 'B' <input checked="" type="checkbox"/> 'C' or <input type="checkbox"/> 'D' One course in Philosophy with a grade of C or better
# of Credits <small>Must adhere to the UMBC Credit Hour Policy</small>	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input type="checkbox"/> XReg (A-F) <input type="checkbox"/> XAudit <input type="checkbox"/> XPass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course explores fundamental questions about the nature of medical care and medical knowledge. It focuses on issues concerning the aims of medicine, our concepts and theories of health and disease, medical evidence and diagnosis, the patient-physician relationship, and a variety of ethical, political, and values questions about medical research and practice. These explorations touch on and draw from the tools of metaphysics, epistemology, philosophy of science, ethics, and public policy.

RATIONALE FOR NEW COURSE:

Dr. Jessica Pfeifer plans to offer this course at least once every two years as part of her normal rotation of courses. The nature of medicine has been a topic of philosophical discussion at least since the time of ancient Greece. Philosophical issues concerning the nature of medical care and medical knowledge are especially relevant given recent debates about universal health care and the increasing role of medicine and medical care in our daily lives. Many of the central questions concerning health and disease are not merely factual, but also normative questions involving values, and philosophers are uniquely situated to identify and analyze questions concerning values.

Medicine also involves scientific investigation and so the construction of testing and evidence regimes. Philosophers of science are directly concerned with such questions.

This course will be offered at the 300 level, as a survey of topics concerning the philosophy of medicine. As with all our 300-level courses, it will only have as prerequisite one course in philosophy with a grade of C or better. This prerequisite is needed in order to ensure that students have had some experience with philosophy, philosophical concepts and methods, and also the sort of critical/analytical writing done in philosophy courses. The course is open to all UMBC students, and should be attractive not only to philosophy majors but also students in the life sciences, especially those considering careers in medicine-related fields. But we expect the course to draw widely across the campus. Sociology/Anthropology/Public Health has agreed to cross listing this course with a Public Health course; a support email is included with this application. PHIL 375 will count towards electives in the Philosophy major and minor, and will be included as an elective in our Upper Division Certificate in Philosophy, Logic, and Science. As with all philosophy courses, students have the option to take the course as graded, P/F, or audit.

ATTACH COURSE SYLLABUS (mandatory):

Required Information for Registrar's Office Implementation:

Items below will be listed in the catalog, but do not require UGC approval. For future changes to these items, submit an RT ticket to the Registrar's Office.

Component	<input type="checkbox"/> Clinical <input type="checkbox"/> Discussion <input type="checkbox"/> Field Study <input type="checkbox"/> Independent Study <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Practicum <input type="checkbox"/> Seminar <input type="checkbox"/> Thesis Research <input type="checkbox"/> Tutorial
Departmental Consent	<input type="checkbox"/> Yes <input type="checkbox"/> XNo
When Offered (Fall, Summer, Winter, Spring, Other*) *If Other, please describe	At least every two years in either Fall or Spring; may also be offered in some Summer and Winter sessions

Requested Effective Date (Please note that the final approval date will determine the earliest possible effective date):

October 2021: course will be offered in Spring 2022

Under what APR will this course evaluated?

Our most recent APR was 2021. This course will count towards our next APR in approximately 2027

Philosophy of Medicine

PHIL 375

Spring 2022

Instructor: Jessica Pfeifer

Phone: 410-455-2014

Office: PAHB 462

Email: pfeifer@umbc.edu

Office Hours:

Requirements Satisfied by this Course:

Functional Competency Satisfied by this Course: Critical Analysis and Reasoning

Course Description:

This course explores fundamental questions about the nature of medical care and medical knowledge. It focuses on issues concerning the aims of medicine, our concepts and theories of health and disease, medical evidence and diagnosis, the patient-physician relationship, and a variety of ethical, political, and values questions about medical research and practice. These explorations touch on and draw from the tools of metaphysics, epistemology, philosophy of science, ethics, and public policy.

Course Learning Objectives and Outcomes:

The primary goals of the course are to teach students to think critically, construct sound arguments, and express themselves clearly both orally and in writing. The course is also intended to provide an overview of the major developments in the philosophy of medicine. As such, the course will provide a general background in philosophy of medicine for students interested in understanding the foundations of medical knowledge and how this relates to medical practice and policy. Understanding the foundations of medicine and learning to think critically about medical knowledge is especially important given the central role that medicine plays in all of our lives.

Students who successfully complete the course will be able to:

- Describe some of the major issues in philosophy of medicine
- Summarize authors' main points and the arguments the authors give to support their views
- Critically analyze arguments
- Compose critical discussion essays combining the above skills

Course Format:

The course will consist of a combination of lecture and discussion. One cannot learn philosophy well without participating in discussion. In addition to discussion in class, students are encouraged to participate in the discussions on Blackboard. I will also be presenting material in class that is not in the reading, so coming to class is the most important thing you can do to ensure success in this class. I would also encourage you to make use of my office hours.

Course Materials and Assignments:

The readings, materials, and assignments for the course can be found on Blackboard. The readings are in "Course Materials" and the assignments will be in "Assignments."

Methods of Evaluation:

- **Open Book/Open Notes Quizzes:** 30% of Final Grade
- **2 Essays:**
 - Essay 1: 30% of Final Grade
 - Essay 2: 30% of Final Grade
- **Class Attendance and Participation:** 10% of Final Grade

Class attendance and participation are required. Coming to class is the most important thing you can do to help you succeed in the class. One cannot learn philosophy well without participating in class discussion. Moreover, I will be presenting material in class that is not in the reading. You will receive up to 7 of the 10 points for class discussion and up to 7 of the 10 points for attendance, though the maximum total score for both is 10. Students are allowed up to 4 unexcused absences. More than that will result in a reduction in your Class Attendance grade of 0.5 for every additional day missed. In other words, if you have six unexcused absences, the maximum for the Class Attendance and Participation Grade would be 9%. Your participation grade will be determined by the quality, not just quantity, of your participation in the discussion. This requires coming to class prepared to discuss the material. Of course, you can't participate if you aren't in class!

Policy regarding late work: Unless you have a very good excuse (serious illness, death in the family, etc.), late papers and quizzes will be graded down 1 percentage point for every two days late. For example, if your work earns a 90%, but you turn it in 2 days late, you will receive an 89%.

Schedule: (Subject to Revision)

Week 1: February 1: **Introduction to Course**
February 3: **What is Health?**

Boorse, C. 1977. "Health as a theoretical concept." *Philosophy of Science* 44 (4):542-573.

Week 2: February 8: **Health**

Kingma, Elseijn. 2007. "What is it to be healthy?" *Analysis* 67 (294):128-133.

February 10: **Health and Well-being**

Alexandrova, Anna. "Can the science of well-being be objective?" *British Journal for the Philosophy of Science*.

Week 3: February 15: **Disease**

Cooper, Rachel. 2002. "Disease." *Stud Hist Philos Biol Biomed Sci* 33:263-282.

February 17: **Disease**

Ereshefsky, Marc. 2009. "Defining 'health' and 'disease'." *Stud Hist Philos Biol Biomed Sci* 40:221-227.

Week 4: February 22: **Death**

Nagel, Thomas. 1970. "Death." *Noûs* 4(1): 73-80.

February 24: **Death**

McMahan, Jeff. 1995. "The metaphysics of brain death," *Bioethics* Apr 9(2):91-126.

Week 5: March 1: **Causation and Kinds**

Lange, Marc. 2007. "The End of Diseases." *Philosophical Topics* 35(1/2): 265-292.

March 3: **Causation and Kinds**

Broadbent, Alex. 2009. "Causation and models of disease in epidemiology." *Stud Hist Philos Biol Biomed Sci* 40 (4):302-11.

Week 6: March 8: **Causation and Kinds**

Green, Sara, and Henrik Vogt. 2016. "Personalizing Medicine: Disease Prevention *in silico* and *in socio*." *Humana.Mente Journal of Philosophical Studies* 30:105-145.

March 10: **Holism and Reductionism in Medicine**

Lloyd, Elisabeth A. 2002. "Reductionism in Medicine: Social aspects of health." In Marc Van Regenmortel & David Hull (eds.), *Promises and Limits of Reductionism in the Biomedical Sciences*. J. Wiley and Sons. pp. 67-82.

Week 7: March 15: **Controversial Diseases, Culture, and Medicalization**

Hacking, Ian. 2010. "Pathological withdrawal of refugee children seeking asylum in Sweden." *Stud Hist Philos Biol Biomed Sci* 41(4): 309-317.

March 17: **Controversial Diseases, Culture, and Medicalization**

Pickard, Hanna. 2015. "Psychopathology and the Ability to Do Otherwise." *Philosophy and Phenomenological Research* 90(1): 135-163.

*******Spring Break! Enjoy!!*******

Week 8: March 29: **Evidence in Medicine**

Goldenberg, M., Borgerson, K., and Bluhm, R. 2009. "The Nature of Evidence in Evidence-Based Medicine: Guest Editors' Introduction." *Perspectives in Biology and Medicine* 52(2): 164-167

March 31: **Evidence in Medicine**

Stegenga, Jacob. 2011. "Is Meta-Analysis the Platinum Standard?" *Stud Hist Philos Biol Biomed Sci* 42: 497-507.

ESSAY 1 due April 2 at 11:59 pm to Blackboard

Week 9: April 5: **Objectivity, Social Structures, and Values in Medicine**

Douglas, Heather. 2000. "Inductive risk and values in science." *Philosophy of Science* 67 (4):559-579.

April 7: **Objectivity, Social Structures, and Values in Medicine**

de Melo-Martin, Immaculada, and Kristen Intemann. 2011. "Feminist Resources for Biomedical Research: Lessons from the HPV Vaccines." *Hypatia* 26 (1):79-101.

Week 10: April 12: **Inference in Medicine**

Fuller, Jonathan and Flores, Luis (2015). "The Risk GP Model: the standard model of prediction in medicine." *Stud Hist Philos Biol Biomed Sci* 54: 49-61.

April 14: **Inference in Medicine**

McClimans, Leah. 2013. "The role of measurement in establishing evidence." *Journal of Medicine and Philosophy* 38 (5):520-538.

Week 11: April 19: **Evidence & Alternative Medicine**

Borgerson, Kirstin. 2005. "Evidence-based alternative medicine?" *Perspect Biol Med* 48(4): 502-515.

April 21: **Medical Skepticism**

Stegenga, Jacob. 2015. "Medical Nihilism, Today?" *Insights*.

Week 12: April 26: **Diagnosis & Screening**

Kennedy, Ashley. 2016. "Evaluating diagnostic tests." *Journal of Evaluation in Clinical Practice* 22(4): 575-579.

April 28: **Diagnosis & Screening**

Plutynski, Anya. 2012. "Ethical issues in cancer screening and prevention." *J Med Philos* 37 (3):310-23.

Week 13: May 3: **Medicine & Public Policy**

Brown, James. 2008. "Politics, Method, and Medical Research." *Philosophy of Science* 75 (5):756-766.

May 5: **Medicine & Public Policy**

Watch excerpts from *Merchants of Doubt*

Week 15: May 10: **Public Health**

Hausman, Daniel. 2007. "What's wrong with health inequalities?" *Journal of Political Philosophy* 15(1): 46-66.

May 12: **Public Health**

John, Stephen. 2011. "Why the Prevention Paradox Is a Paradox, and Why We Should Solve It: A Philosophical View." *Preventive Medicine* 53(4-5): 250–252.

Week 15: May 17: **Public Health**

Watch "Putting COVID-19 in Its Place: Locating the Scientific, Psychological, and Social Aspects of the Crisis"

ESSAY 2 due May 20 at 11:59 pm to Blackboard

UMBC Statement of Values for Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, or the Office of Undergraduate Education.

Accessibility and Disability Accommodations, Guidance and Resources

Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that creates equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at sds.umbc.edu for registration information and office procedures.

SDS email: disAbility@umbc.edu

SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact the instructor to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

Sexual Assault, Sexual Harassment, and Gender Based Violence and Discrimination

UMBC Policy and Federal law (Title IX) prohibit discrimination and harassment on the basis of sex, sexual orientation, and gender identity in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/they)

410-455-1250 (direct line), kushner@umbc.edu

You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.

If you are interested in or thinking about making a report, please use the [Online Reporting/Referral Form](#). Please note that, if you report anonymously, the University's ability to respond will be limited.

Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:

All faculty members are considered *Responsible Employees*, per [UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination](#). Faculty are therefore required to report any/ all available information regarding conduct falling under the Policy and violations of the Policy to the Title IX Coordinator, even if a student discloses an experience that occurred before attending UMBC and/or an incident that only involves people not affiliated with UMBC. Reports are required regardless of the amount of detail provided and even in instances where support has already been offered or received.

While faculty members want encourage you to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report *past and present* sexual assault, domestic and interpersonal violence, stalking, and gender discrimination that is shared with them to the Title IX Coordinator so that the University can inform students of their [rights, resources and support](#). While you are encouraged to do so, you are not obligated to respond to outreach conducted as a result of a report to the Title IX Coordinator.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of [Confidential Resources](#) available to support you:

- [The Counseling Center](#) (Main Campus): 410-455-2472 / After-Hours 410-455-3230 [Monday – Friday; 8:30 a.m. – 5 p.m.]
- [Center for Counseling and Consultation](#) (Shady Grove Campus): 301-738-6273 (Messages checked hourly) [Online Appointment Request Form](#)
- [University Health Services](#): 410-455-2542 [Monday – Friday 8:30 a.m. – 5 p.m.]
- Pastoral Counseling via [Interfaith Center](#): 410-455-3657; interfaith@umbc.edu [7 days a week; Fall and Spring 7 a.m. – 11 p.m.; Summer and Winter 8 a.m. – 8 p.m.]

Other Resources:

- Women's Center (for students of all genders): 410-455-2714; womenscenter@umbc.edu. [Monday – Thursday 9:30am-6pm and Friday 9:30am-4pm]
- Shady Grove Student Resources, Maryland Resources, National Resources.

Child Abuse and Neglect:

Please note that Maryland law and UMBC policy require that faculty report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

Pregnant and Parenting Students

UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. Resources for pregnant, parenting and breastfeeding students are available through the University's Office of Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and ensure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, adoption, breastfeeding and/or the early months of parenting.

Pregnant students and students in the early months of parenting may be entitled to accommodations under Title IX through the Office of Equity and Inclusion.

In addition, students who are pregnant and have an impairment related to their pregnancy that qualifies as disability under the ADA may be entitled to accommodations through the Student Disability Service Office.

Religious Observances & Accommodations

UMBC Policy provides that students should not be penalized because of observances of their religious beliefs, and that students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences or requested modifications for religious observances in advance, and as early as possible. For questions or guidance regarding religious observance accommodations please contact the Office of Equity and Inclusion at oei@umbc.edu.

Hate, Bias, Discrimination and Harassment

UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, UMBC Policy prohibits discrimination and harassment in its

educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the [online reporting/referral form](#) to report discrimination, hate or bias incidents. You may report incidents that happen to you anonymously. Please note that, if you report anonymously, the University's ability to respond will be limited.

Fwd: Philosophy of Medicine

1 message

Steve Yalowitz <yalowitz@umbc.edu>
To: Rose Drohan <rdrohan@umbc.edu>

Thu, Sep 23, 2021 at 4:47 PM

Rose,

This is the support email from Sarah Chard, Chair of Sociology, Anthropology, and Public Health, indicating their agreement to cross list PHIL 375: Philosophy of Medicine, with a PBHL course.

Thanks
Steve

Begin forwarded message:

From: Sarah Chard <schard@umbc.edu>
Subject: Re: Philosophy of Medicine
Date: September 23, 2021 at 3:23:47 PM EDT
To: Steve Yalowitz <yalowitz@umbc.edu>, Melissa Cox <mrose4@umbc.edu>

Hi Steve,

Based on feedback from the faculty, I'm happy to say that the Department would be pleased to crosslist this course with PBHL (formerly HAPP). The HAPP name is being retired and PBHL is still working its way through the catalog so there may be a few steps involved, but it should be x-listed as PBHL.

As a cross-listed course this course also would be an elective towards the Public Health degree.

Melissa Cox, cc-d here, is our Department scheduler and the contact when the time comes for scheduling the course. She also would be the contact to help identify the # for cross-listing.

Best,

Sarah

On Mon, Sep 20, 2021 at 1:53 PM Steve Yalowitz <yalowitz@umbc.edu> wrote:
Hi Sarah,

The Philosophy Department has developed a new course, PHIL 375: Philosophy of Medicine, that it will be submitting for approval by UGC and also GEC (for GEP/AH credit). Would a cross listing with Public Health for this course be attractive to your department? I've attached a syllabus with course description below. Please let me know as soon as possible, we're eager to get this course submitted for approvals, hopefully this week, and offer it in Spring 2022.

Thanks,
Steve

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Steve Yalowitz
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<http://www.philosophy.umbc.edu>

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Sarah Chard, Ph.D.
Chair, Department of Sociology, Anthropology, and Public Health
Associate Professor of Anthropology
Affiliate Faculty, Doctoral Program in Gerontology
UMBC
Public Policy Building 225
410-455-3380
<https://saph.umbc.edu/>

UMBC was established upon the land of the Piscataway Conoy and Susquehannock peoples. Over time, citizens of many more Indigenous nations have come to reside in this region. We humbly offer our respects to all past, present, and future Indigenous people connected to this place.