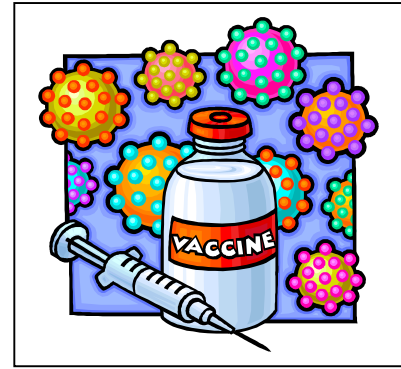


## Warren Writing: WCWP 10B Winter 2012: Medicine, Morality, and Justice

Sections 9 & 10, TuTh 2:00 & 3:30

**Instructor:** Gil Hertshen  
**Classroom:** HSS 1128B  
**Office:** EBU3B, Room 1124  
**Office hours:** Tuesday 11:00-1:00 (and by appointment)  
**Phone:** 858-534-3068  
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### **Required texts**

*Medicine, Morality, and Justice*, Warren Writing 10B Course Reader  
(available from University Readers)

Anthony Weston, *A Rulebook for Arguments*, 4<sup>th</sup> edition  
Rebecca Skloot, *The Immortal Life of Henrietta Lacks*  
(available at the UCSD Bookstore)

### **Required materials**

One manila file folder, 8.5" X 11", tabbed on the 11" side  
Approximately \$10 to cover printing and photocopying costs

### **Websites**

Warren College Writing Program: <http://warren.ucsd.edu/academics/warren-writing/index.html>  
Online Writing Lab: <http://owl.english.purdue.edu/>  
*The Way of All Flesh*: <http://topdocumentaryfilms.com/the-way-of-all-flesh/>  
Daniel Sokol: <http://www.medicalethicist.net/documents/BMJdeceptionflowchart.pdf>

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### **Course description and objectives**

Argument is central to sound academic work, and scholars are expected to support their conclusions with valid reasons and relevant evidence. Although everyone is entitled to their opinion, not all opinions are entitled to our attention. In the academy, an opinion is worthless unless it is supported by a compelling argument. A claim, then, must issue from an informed and cogent argument in support of it. Warren Writing 10B builds on the terms and principles of academic argumentation explored in Warren Writing 10A.

This quarter, our exploration of academic argumentation will focus on Rebecca Skloot's *The Immortal Life of Henrietta Lacks* and a set of essays about medicine, morality, and justice. Drawing on the complex set of issues presented by Skloot's book, we will consider principles of bioethics as they apply to medical cases involving difficult moral dilemmas, we will grapple with the elusive definition of informed consent with regard to medical practice, and we will analyze divergent views about the right to health care. Students will consider these debates as they work towards developing arguments to support their own views regarding the role of ethics in medical practice.

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## **Course Policies and Requirements**

**Portfolios:** You must maintain a portfolio (in a manila folder) containing all of the work you do for this class. The instructor will return papers after reading and commenting on them. You are responsible for keeping them in your portfolio. At the end of the quarter, you must submit your portfolio with all of your writing assignments. You must include the copies with the instructor's comments/grades on them. Print and attach e-mail comments. Students may pick up their portfolios after the second week of the following quarter.

**Attendance:** **Attendance is mandatory.** The workshop nature of the course requires participation, and you must attend to participate. **No more than two absences are permitted during the quarter.** Missing a scheduled conference is considered an absence. Lateness is not accepted, and being more than five minutes late twice is equal to one absence. Text messaging, e-mailing and web surfing during class are not allowed, and violations will count as an absence. Students who are on the waiting list should attend class; if students on the waiting list miss the first day of class, they may be excused for that day only. Any exceptions made to this policy must be reviewed and approved by the assistant director of the writing program. Falsifying or fabricating an excuse to miss a class is a violation of academic integrity.

**Copies for workshops:** On workshop days, it is expected that you come prepared with copies of your assignment to discuss with the class and/or your group. The number of copies needed is described in the writing assignments and will be discussed in class. You must come to class on time with the appropriate number of copies for distribution. Failure to do so may result in a late or absent mark.

**Late papers:** No late papers will be accepted, including drafts and revisions, unless you make special arrangements with the instructor. Late papers are subject to grade penalties at the discretion of the instructor. In most instances, the grade of the final paper will be lowered by 1/3 for each late assignment or late draft that is associated with that graded assignment. Penalty may increase for each day a paper is late. Falsifying or fabricating an excuse to turn in a late assignment is a violation of academic integrity.

**Paper format:** Papers must be stapled, typed and double-spaced. Submit assignments in black ink on 8.5" X 11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Do not include title pages. Include your name, instructor name, assignment number, and date on the first page. Include page numbers on all pages. Use the OWL website or a current MLA style guide for style, grammar, format, and citation questions. You do not need to include a Works Cited page. All sources must be from the course materials and cited in the text. Give a title to your final graded assignments.

**Non-sexist language:** Please refer to the non-sexist language suggestions on the Online Writing Lab website. Warren Writing allows use of the singular *they* to resolve the problem of indefinite pronoun references in written and spoken English.

**Students with disabilities:** Students with disabilities are advised to speak with the instructor at the beginning of the quarter to discuss any accommodations necessary to guarantee full participation.

**E-mail:** Please use e-mail for simple, logistical questions or clarifications. Please allow 24 hours for a reply. If you need help understanding the reading or you want your instructor to read a draft, go to your instructor's office hours.

**Classroom environment:** You are expected to respond respectfully to your classmates and instructor at all times. Please turn off your cell phones to avoid interruptions.

**Statement of Academic Integrity:** You are expected to do your own work. According to the *UCSD Policy on Integrity of Scholarship* (<http://senate.ucsd.edu/manual/appendices/app2.htm>), you “are expected to complete the course in compliance with the instructor’s standards” and shall not “engage in any activity that involves attempting to receive a grade by means other than honest effort.” The policy provides examples of prohibited behaviors, but they are examples only. If you have any questions about how to complete this particular course with integrity, please ask the instructor. According to the policy, you are not allowed to do the following: “procure, provide, or accept any unauthorized material that contains questions or answers to any examination or assignment to be given at a subsequent time”; “complete, in part or in total, any examination or assignment for another person”; have any course work “be completed, in part or in total, for” yourself by someone else; “plagiarize or copy the work of another person and submit it as [your] own work”; “employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment”; “alter graded class assignments or examinations and then resubmit them for regrading”; or “submit substantially the same material in more than one course without prior authorization.” You may not use outside sources in your writing assignments for this course; only assigned readings/material may be used.

**Turnitin.com:** By enrolling in this Warren College Writing Program course, you agree to submit all of your final graded assignments to the Internet plagiarism detection service called Turnitin.com. Turnitin.com uses technology to compare your submitted papers against everything available on the Internet and in its database. Every student paper ever submitted to Turnitin.com is maintained in its database solely for the purpose of detecting plagiarism. Each paper must be submitted in two formats: 1) in electronic format to Turnitin.com and 2) in hard copy format to the instructor. The paper you submit electronically to Turnitin.com must be an exact electronic copy of the paper you submit to the course instructor. You need to submit only the **final** version of your three graded assignments to Turnitin.com, not your drafts. Papers must be submitted to Turnitin.com **BEFORE** the class period in which the paper is due. Papers submitted to Turnitin.com more than two hours after the class period will be considered late, and the grade will be lowered by 1/3 of a letter grade. Failure to submit final versions to Turnitin.com will result in an F for the course grade.

You MUST use your UCSD e-mail address to set up a Turnitin.com account. If you already have an account, create a new account with your UCSD e-mail address. Please do this one week before your first paper is due. If you have problems creating your account, please contact the Warren Writing office or look at our website for possible solutions.

## Warren Writing Evaluation Standards

- An “A” essay demonstrates **excellent** work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.

- A “B” essay demonstrates **good** work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.

- A “C” essay demonstrates **adequate** work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.

- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

## Grading Policy

- Assignments 1E, 2D, and 3E will each receive a letter grade. These grades will be used to determine the final course grade. Assignment 1E is worth 25 percent; assignment 2F is worth 30 percent; and assignment 3F is worth 45 percent.

- To be eligible to receive a grade on each of the graded assignments, a student must complete (on time) all of the preceding assignments. For example, to receive a grade on Assignment 1E, the student must complete Assignments 1A, 1B, 1C, and 1D.

## Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the various parts of the prompt?
- Does the paper make an argument?
- Is the main claim or main conclusion clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the main claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

## Writing Assignments

### Assignment #1

**1A.** Briefly summarize McCormick’s principle of respect for autonomy and his principle of beneficence. Explain how these principles come into conflict in the case of Groopman’s patient named Frances. Use textual references to support your analysis, and be sure to paraphrase and quote sources accurately. **2 pages; 1 copy.**

**1B.** Describe the range of deception considered permissible by Ruddick and by Higgs. Use textual references to support your analysis, and be sure to paraphrase and quote sources accurately. **1-2 pages; 1 copy.**

**1C.** Propose a possible claim for Assignment 2D. As Weston suggests, “Make a definite claim or proposal.” Use his explanation of Rule #35 (60) to help you. Make sure your claim responds to the prompt.

**1-2 sentences (e-mail to instructor by 5 p.m. on the day before it is due in class).**

**1D.** Rebecca Skloot explains that “benevolent deception” was a common practice in the 1950s (63). As some of our other readings indicate, this practice is both present and contested in modern medical practice. Make an argument for when it is permissible for doctors to use benevolent deception with their patients. You must analyze one of the following cases to illustrate your argument:

1. Sokol’s patient with a ruptured aortic aneurysm
2. Groopman’s patient Frances
3. Groopman’s patient Claire
4. Henrietta Lacks (see Skloot, Chapter 8)

Use specific textual references to support your analysis. Think about the positions you might be arguing against, and be sure your argument addresses potential objections. You must use at least three course readings. **No outside sources allowed. 3-4 pages.**

**1<sup>st</sup> workshop day: 1 copy/2 students make 16 copies.**

**2<sup>nd</sup> workshop day: 3 copies.**

**1E.** Revise Assignment 1D for a grade (25 percent of the final grade). **4 pages; 1 copy.**

**Submit paper to Turnitin.com BEFORE class on the due date.**

## **Assignment #2**

**2A.** Julia Pedroni and Kenneth Pimple outline four elements of informed consent: information, understanding, voluntariness, and decision-making capacity. Describe each of the four elements and briefly explain how each might apply to some aspect of the account Rebecca Skloot provides in Chapter 23 of *The Immortal Life of Henrietta Lacks*. **2 pages; 1 copy.**

**2B.** Howard Brody describes legal approaches to informed consent and ultimately argues for what he calls “the transparency standard.” Describe Brody’s “transparency standard” and briefly explain how it might apply to some aspect of the account Rebecca Skloot provides in Chapter 23 of *The Immortal Life of Henrietta Lacks*. **2 pages; 1 copy.**

**2C.** Consider the account Rebecca Skloot provides in Chapter 23 of *The Immortal Life of Henrietta Lacks* of the doctors’ procedures for obtaining blood samples from several members of Henrietta’s family in 1973 and 1974. Using Thomas McCormick’s discussion of the principle of respect for autonomy as well as the discussions of informed consent in our readings, make an argument regarding the ethical legitimacy of these procedures.

Use Chapters 7 and 8 of Weston’s book to help you construct your argument. You must cite McCormick, Skloot, and at least two more course readings. **No outside sources allowed. 4-5 pages. 2 copies. DUE AT CONFERENCE.**

**2D.** Revise Assignment 2C for a grade (30 percent of the final grade). **4-5 pages; 1 copy. Submit paper to Turnitin.com BEFORE class on the due date.**

### **Assignment #3**

**3A.** What is Daniels' main conclusion regarding a right to health care? Summarize his argument in support of this conclusion. **1-2 pages; 1 copy.**

**3B.** Part One: What is Vidal's main conclusion regarding a right to health care? Summarize his argument in support of this conclusion.

Part Two: What issues do Blanchard et al. raise regarding health care, race, and justice?

**2 pages; 1 copy.**

**3C.** At the beginning of *The Immortal Life of Henrietta Lacks*, Rebecca Skloot quotes Henrietta's daughter Deborah: ". . . I always have thought it was strange, if our mother cells done so much for medicine, how come her family can't afford to see no doctors? Don't make no sense" (9). Here Deborah suggests a disjunction between her mother's contribution to medicine and her family's lack of access to medical care. Do you agree that this disjunction is problematic? Who, if anyone, has a right to health care? What would constitute a just distribution of health care resources? Make an argument that responds to these questions.

Use Chapters 7 and 8 and Appendix II of Weston's book to help you construct your argument. Remember to anticipate counterarguments and consider alternatives to your position. You must cite Skloot's book and at least three other course readings. **No outside sources allowed. 5-6 pages.**

**1<sup>st</sup> workshop day: 1 copy/2 students make 16 copies.**

**2<sup>nd</sup> workshop day: 2 copies.**

**3D.** Revise 3C for final editing workshop. **2 copies.**

**3E.** Revise Assignment 3D for a grade (45 percent of the final grade). **5-6 pages; 1 copy.**

**Submit paper to Turnitin.com AND submit a paper copy and drafts to your instructor's box BY NOON on Friday, March 16.**

## Class Schedule

	<b>Day</b>	<b>Date</b>	<b>Assignment Due</b>	<b>In Class</b>
<b>Week 1</b>	Tuesday	Jan. 10		Introductions, explain syllabus Review argumentation, citation
	Thursday	Jan. 12	<b>Reading:</b> McCormick; Groopman; Weston ch. 1-2, Appendix II <b>Writing:</b> 1A	Discuss reading Review Weston, including definitions Workshop 1A
<b>Week 2</b>	Tuesday	Jan. 17	<b>Reading:</b> Skloot pp. 1-86; Weston ch. 7-8	Discuss reading Review Weston
	Thursday	Jan. 19	<b>Reading:</b> Higgs; Sokol (online); Ruddick <b>Writing:</b> 1B	Discuss reading Workshop 1B
<b>Week 3</b>	Tuesday	Jan. 24	<b>Writing:</b> 1C	All-class claims workshop
	Thursday	Jan. 26	Writing: 1D	All-class workshop of 1D
<b>Week 4</b>	Tuesday	Jan. 31	Bring 3 copies of 1D	Small-group workshop of 1D
	Thursday	Feb. 2	<b>Writing:</b> 1E	Documentary: <i>The Way of All Flesh</i>
<b>Week 5</b>	Tuesday	Feb. 7	<b>Reading:</b> Pedroni and Pimple	Discuss reading
	Thursday	Feb. 9	<b>Reading:</b> Skloot pp. 89-176 <b>Writing:</b> 2A	Discuss reading Workshop 2A
<b>Week 6</b>	Tuesday	Feb. 14	<b>Reading:</b> Brody; Meisel and Kuczewski <b>Writing:</b> 2B	Discuss reading Workshop 2B
	Thursday	Feb. 16	<b>Reading:</b> Skloot pp. 179-328 <b>Writing:</b> Work on handout	Discuss reading and handout Discuss possible claims
<b>Week 7</b>	Tuesday	Feb. 21	<b>Writing:</b> 2C (due at conference)	Conferences: Students will meet individually with instructor to discuss 2C. Attendance is mandatory. Bring your folder with all completed work. No class.
	Thursday	Feb. 23		Conferences continued, no class
<b>Week 8</b>	Tuesday	Feb. 28	<b>Writing:</b> 2D	Discuss issues of justice in McCormick and Skloot
	Thursday	Mar. 1	<b>Reading:</b> Daniels <b>Writing:</b> 3A	Discuss reading Workshop 3A
<b>Week 9</b>	Tuesday	Mar. 6	<b>Reading:</b> Vidal; Blanchard et al. <b>Writing:</b> 3B	Discuss reading
	Thursday	Mar. 8	<b>Writing:</b> 3C	All-class workshop
<b>Week 10</b>	Tuesday	Mar. 13	<b>Writing:</b> Bring 2 copies of 3C	Small-group workshop
	Thursday	Mar. 15	<b>Writing:</b> Bring 2 copies of 3D, bring complete folder	Editing workshop
	Friday	Mar. 16	<b>Writing:</b> 3E due at noon	