Description:
Contemporary debates in health care ethics have a history that crosses all cultures and historical periods, from ancient times to the present. Debates over abortion, assisted suicide, end of life care, euthanasia, health care for the poor and marginalized, treatment of persons with disabilities, experimentation, and financial compensation for practitioners, among other topics, have been informed by divergent views on health care ethics for over two thousand years. The purpose of this course is to explore how diverse, often competing views about health care ethics have developed in the context of the time and culture which gave rise to these ideas and practices. This is more than a history of ideas about health care ethics, as this course is also a history of how ethical principles, or the lack thereof, in health care treatments, impacted upon people both as recipients and as practitioners. Students will obtain a broad historical understanding of why the history of health care ethics is important to an understanding of contemporary debates by critically examining the historical context of these ideas and practices with a focus on specific themes to highlight particular periods and issues.

This course will include a mixture of lectures and seminar in-class discussions with an emphasis on the latter.

Course Objectives:
1. To emphasize the historical connections between health care ethics in the past and its relevance to debates in the present.

2. To make critical comparisons between continuities and disruptions in the history of health care ethics.

3. To analyze how these continuities and disruptions have had a direct bearing on the various types of treatments that have been available, or have not been available, to diverse groups of people at different periods in the past and why this is relevant today.

4. To understand the inter-connections between marginalized people in history and the implications this has had and continues to have on the theory and practice of health care ethics.

5. To think about how we have addressed, or might in the future deal with, some of these historical issues in our own work and personal lives.
Accommodation:
Students with disabilities who need accommodation are encouraged to contact the course instructor as soon as possible.

Evaluation and Assignments:
All assignments must be typed and have one consistent citation style (APA or MLA or Chicago). Composition, spelling and grammar is a very important part of all written work and will make up fifty per cent of the mark within each written assignment.

Be sure to paginate your typed assignments.

ACADEMIC INTEGRITY

Any acts of academic dishonesty including plagiarism, submitting the same paper twice, or failure to cite sources are taken seriously and handled according to York University Policy. For details, please refer to the Faculty of Graduate Studies calendar and the Senate Policy on Academic Policy posted online.

Plagiarism
Plagiarism is defined as the submission of work which you did not write, will get a minimum of zero for that assignment and may lead to formal charges of academic dishonesty. This could result in an F in the course, depending on the extent of plagiarism, and it may also lead to expulsion from the university. It is the sole responsibility of each student to ensure that your work is honest and is not plagiarized. All students are required to read the full York policy on academic integrity and also to complete the tutorial about how to respect these procedures:

ASSIGNMENTS:
(Please see additional details about requirements for each assignment on pages 3 and 4). Unless informed otherwise, all written assignments provided on the due date (#1, 2, 3) will be marked within two weeks; assignments provided at later times due to accommodation will be returned whenever graded.

1) 15% - Book Review:
The format is 5-7 double-spaced pages (1250 – 1750 words) on a book about the history of health care ethics. It can be chosen from the course reading list or it can be chosen from outside the reading list. The book should be approved by the course instructor by October 7. Due on Wednesday October 14.

A book review is not intended to be merely a summary of the content of the book under consideration but it should be a critical evaluation of the author’s writing, research and analysis. A book review should explain the positive and negative aspects
of the book, the author’s contribution to the area of research he/she focuses on and
the relevance of this particular source to your understanding of the history of health
care ethics.

2) 25% - Annotated Bibliography:
The format is 8-10 double-spaced pages. This bibliography can be focused on a topic
related to your final research essay. Please inform the course instructor of your
assignment topic by October 28. Due on Wednesday November 4.

This work can serve as preliminary research for your final research essay. An annotation
for one source should be a concise summary of the main points of that particular
source related to a specific theme in the history of health care ethics. Each annotation
should be half of one page in length, double-spaced, for a total of 20 annotations – two
annotations per page – for the entire assignment

3) 35% - Final Research Paper:
The format is 15 to 20 double-spaced pages (3750 – 5000 words), not including
endnotes or bibliography. Please inform the course instructor of your assignment topic
by November 4, if the focus of this assignment is different from your annotated
bibliography. Due on December 2.

A research topic in the history of health care ethics will be chosen in consultation with
the instructor. Suggested topics will be provided on the first day of class. Your essay
should be a critical examination of a topic which considers:
• the historical context of health care ethics during the period under consideration;
• the importance of your topic to ethics debates, then and now;
• a critical analysis of how a particular ethics debate was interpreted by people who
  lived in a given historical era and how the issues under consideration are viewed
today

4) 10% - In-class presentation:
Please choose a selected reading from the reading list. Students will be emailed within
one week of your presentation with feedback and mark for this assignment.

By the end of the second class, all students will be asked to choose one course reading
for future presentation to be done in class by the end of term. Student presentations
will include a brief discussion of the main points of the article lasting 10 to 15 minutes
in length followed by two questions to the class. Depending on the overall number of
students in this course, two students may present two articles together though each
student will be marked individually.

5) 15% - Attendance and Overall Participation
Attendance will be taken during every class. If you are not able to attend a class please
inform me. Regular participation is extremely important in a fourth year and graduate
course. In-class participation is essential for an instructor to assess a student’s
familiarity with the readings and efforts to understand the subject matter. Students
who are shy about in-class participation are welcome to meet with me to discuss ways for you to participate.

Assignment Notes:
Where appropriate, you should refer to significant differences of views among historians about ethical issues if it influences your analysis of a particular topic. For example, some historians say the development of professional health care ethics codes in mid-19th century United States was more of a public relations ploy by doctors to win over public support for increasing regulatory influence in the health care field while other historians say it was a genuine effort to improve health care delivery. A student may therefore need to consider the contentious nature of how the historical development of health care ethics has been interpreted from divergent perspectives, past and present.

A research paper must be based on secondary sources from the library or, more rarely due to time constraints for this course, on primary sources such as archival sources or newspapers. A research paper for this course will not be allowed to include Wikipedia as a source or other similar web based encyclopedia or reference sources when more scholarly and reliable material is available. For example, it is not acceptable under any circumstances to use Wikipedia as a source for Nazi medical atrocities as there are numerous scholarly, peer reviewed secondary sources that are far more reliable and in-depth than Wikipedia. If you are unsure about whether or not a source is appropriate for use in your paper, please consult the course instructor.

For graduate students, your research essay should include a minimum of approximately 20-25 secondary sources. For undergraduate students, your research essay should include a minimum of 15-20 secondary sources. There is no limit on the maximum number of sources.

Required course readings:
1) Purchase Reader directly from the publisher: Canadian Scholar’s Press: Available online using this link
2) Online Journal readings (indicated in course outline) available on the York University Library database

Course instructor contact information:
Geoffrey Reaume, Ph.D., Associate Professor
Critical Disability Studies, Faculty of Graduate Studies
School of Health Policy and Management, Faculty of Health, York University
Office: Health, Nursing and Environmental Studies Building, Room 416
Phone 416-736-2100, extension 22058  Email: greaume@yorku.ca
Office Hours: Wednesdays: 10-11:30 AM, 2:30-4 PM or by appointment.
CLASS OUTLINE AND READING LIST:
Class 1 (September 16) – Introduction: Hippocrates


Class 2 (September 23) – The Ancient World: Gender and Disability


Class 3 (September 30)
Charity, Religion and Gender in Medieval European and West Asian Health Care Ethics


Class 4 (October 7) – The Impact of Plagues on Medieval and Early Modern Health Practices

10) Lawrence I. Conrad, “Epidemic Disease in Formal and Popular Thought in Early Islamic Society” in T. Ranger and P. Slack, eds., *Epidemics and Ideas: Essays on the...


Class 5 (October 14)
Judeo-Christian Influences on Health Care Ethics in Medieval and Renaissance Europe


Class 6 (October 21)
Respecting the Dead? The Anatomical Use of the Remains of Deceased People, 16th to 19th Centuries


Class 7 (October 28) – Respecting the Living?
Debates on Human Medical Experimentation, 18th Century to Early 20th Century


Class 8 (November 4) – Medical Atrocities under the Nazis


29) Wolfgang Schutz, “The Medical Faculty of the University of Vienna 60 Years Following Austria’s Annexation”, *Perspectives in Biology and Medicine* 43:3 (Spring 2000): 389-396. Download from York University Library

**Class 9 (November 11) – The Historical Legacy of the Nuremberg Code**

30) “The Nuremberg Code (1947)”. Download text of Code from this [link](#)


34) Nancy D. Campbell and Laura Stark, “Making up ‘Vulnerable’ People: Human Subjects and the Subjective Experience of Medical Experiment”, *Social History of Medicine* (May 26, 2015 advance copy), 1-24  Download using this [link](#)

**Class 10 (November 18)**

Medical Experiments on Marginalized People in North American and Central American History


Class 11 (November 25) – Medical Codes of Ethics since the 19th Century: Principles and Practice


Class 12 (December 2) – Immigration, Class and Racial Conceptions of ‘Healthy’ Citizens
