ETHICS, AIDS, AND HIV INFECTION
Philosophy 716

GOAL AND SCOPE

In this new course we will examine some of the central ethical and public-policy questions associated with the current epidemic of HIV infection in the United States. We will begin by tracing the history of the epidemic and seeking to gain an overview of the terrain to be covered. Next we will look at questions surrounding the two largest at-risk groups in the U.S., namely, gay and bisexual men and intravenous drug users. In this part of the course we will almost inevitably need to confront broader issues relating to sexual orientation, sexual behavior, drug use, and drug-use policies. In the final part of the course we will survey and evaluate alternative approaches to controlling the epidemic and assess the probable impact of the epidemic on the health care delivery system.

OVERVIEW OF CLASS SESSIONS

Class 1 (January 24): Introduction to the Course
Class 2 (January 31): History and Overview I
Class 3 (February 7): History and Overview II
Class 4 (February 14): History and Overview III
Class 5 (February 21): Sexuality and the Epidemic I
Class 6 (February 28): Sexuality and the Epidemic II
Class 7 (March 7): Sexuality and the Epidemic III
Spring Vacation
Class 8 (March 21): Site Visit or Guest Speaker
Class 9 (March 28): Drug Use and the Epidemic I
Class 10 (April 4): Drug Use and the Epidemic II
Class 11 (April 11): Altering the Course of the Epidemic I: Testing, Screening, Counseling, Reporting, Notifying, or Isolating
Class 12 (April 18): Altering the Course of the Epidemic II: Through Public Education, Guarantees of Nondiscrimination, and Research

Class 13 (April 25): Site Visit or Guest Speaker

One Week Break

Class 14 (May 9): The Impact of the Epidemic on the Delivery of Health Care

TEXTBOOKS


ASSIGNED READINGS

Class 2 (January 31): History and Overview I

Shilts, Band, Parts I-V, pp. xi-335.

Class 3 (February 7): History and Overview II


Class 4 (February 14): History and Overview III

Allan M. Brandt, "AIDS in Historical Perspective," in Pierce and VanDeVeer, pp. 31-38.

Allan M. Brandt, "The Syphilis Epidemic and Its Relation to

Institute of Medicine, *Confronting*, pp. 27-56.


Class 5 (February 21): Sexuality and the Epidemic I


Class 6 (February 28): Sexuality and the Epidemic II


Sara Ruddick, "Better Sex," revised version printed *ibid*., pp. 280-299.

Michael Ruse, "Is Homosexuality Bad Sexuality?" in his


Class 7 (March 7): Sexuality and the Epidemic III

Lord Patrick Devlin, "Morals and the Criminal Law," Pierce and VanDeVeer, pp. 77-86.


United States Supreme Court, Bowers v. Hardwick [excerpts], ibid., pp. 219-229.


Spring Vacation

Class 8 (March 21): Site Visit or Guest Speaker

Readings to be assigned.

Class 9 (March 28): Drug Use and the Epidemic I

Institute of Medicine, Confronting, pp. 84-89.


Class 10 (April 4): Drug Use and the Epidemic II


Class 11 (April 11): Altering the Course of the Epidemic I: Testing, Screening, Counseling, Reporting, Notifying, Criminalizing, or Isolating


Institute of Medicine, Confronting, pp. 69-84.

David J. Mayo, "AIDS, Quarantines, and Noncompliant Positives," in Pierce and VanDeVeer, pp. 113-123.

Ronald Bayer and Gerald Oppenheimer, "AIDS in the Workplace: The Ethical Ramifications," in Pierce and VanDeVeer, pp. 129-137.

Kenneth R. Howe, "Why Mandatory Screening for AIDS Is a Very Bad Idea," in Pierce and VanDeVeer, pp. 140-149.


Class 12 (April 18): Altering the Course of the Epidemic II: Through Public Education, Guarantees of Nondiscrimination, and Research

Institute of Medicine, Confronting, pp. 64-69, 62-64, and 123-158.


United States, School Board of Nassau County, Florida v. Arline, Supreme Court Reporter 1987; 107: 1123-1134.

Class 13 (April 25): Site Visit or Guest Speaker

Readings to be assigned.

One week break

Class 14 (May 9): The Impact of the Epidemic on the Delivery of Health Care

Institute of Medicine, Confronting, pp. 93-121.


COURSE REQUIREMENTS

Students are requested to complete all assigned readings in advance of the class for which they are assigned and to participate actively in class discussions. This facet of each student's work will constitute 25% of the final grade.

There will be two written assignments for the course. The first is a short paper, preferably not more than 10 double-spaced pages in length, which can take one of two forms: (1) a site-visit report on an organization or government agency that is involved with the HIV epidemic; or (2) a critical analysis of one argument that is used in the ethical discussion surrounding the HIV epidemic. The site visit report should focus on the central
ethical questions confronted by the organization or agency you visit, as you perceive them. The critical analysis should show why the argument you treat is philosophically compelling or flawed. In either case, the short paper should reflect your capacity for independent philosophical reflection and argumentation. This assignment is due on Wednesday, March 28th. The short paper constitutes 25% of the final grade.

The second written assignment is a semester-end term paper on some aspect of ethics and the HIV epidemic. Criteria for the evaluation of term papers will be distributed later in the semester. Again, the approach in the term paper should be critical and analytical, rather than merely descriptive or narrative. The term paper should not exceed 20 double-spaced pages in length and is due on Friday, May 11th. The term paper constitutes 50% of the final grade.

Please try to submit papers on time, both in the interest of justice (equal time for all students) and in the interest of efficiency. Personal or familial emergencies can, of course, constitute legitimate grounds for extensions beyond deadlines.