



Philosophy 330: Biomedical Ethics

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San Diego State University Fall 2013
Online Course, Schedule # 22370

CAMPUS OFFICE HOURS Tuesday 10:30 am - 1:00 pm at AL-444

COLLABORATE OFFICE HOURS Thursdays - please email for appointment

TEACHING ASSISTANTS **Ben Harrison** bharrison@whitecatcreative.com
John Kleeman doyouwantmyemail@gmail.com

We shall try to abide by the conditions set forth in this syllabus; however, we reserve the right to make changes as needed to ensure that we fulfill our course objectives. You will be given fair notice about such changes.

Are you ready for a fully online class?

- 1) To see whether you meet the distance learning prerequisites, please take SDSU's "readiness survey" at https://sunspot.sdsu.edu/pls/webapp/survey.hybrid_learning.main
- 2) Download Mozilla's **Firefox** (other browsers such as Explorer, Safari, or Chrome do not work well with Blackboard).
- 3) Download (for free) all **necessary software**, including the latest versions of: Adobe's **Acrobat Reader** and **Flash Player**, **QuickTime Player**, and **Java**.
- 4) Have a **backup plan** for fulfilling course obligations when/if your computer malfunctions. For example, to find out about computers at the library; go to <http://scc.sdsu.edu/home.php>.
- 5) If you need to learn how to use Blackboard, go to: <http://its.sdsu.edu/blackboard/student/>



TECHNOLOGY

The instructor cannot provide IT support. You are responsible for your computing needs. When problems occur on the SDSU end (blackboard crash, our clerical errors), you will not be penalized. However, when problems occur on your end, you must fix them **prior to any deadlines**. Student IT problems are *not* an acceptable excuse for non-completion of work. **You can** go to Student Computing Center in Love Library for help or to use their computers; call (619) 594-3189; email scc@rohan.sdsu.edu; or click <http://scc.sdsu.edu/home.php>.



What is this class about?

COURSE DESCRIPTION AND OBJECTIVES

In this course, we will study ethical issues in modern medicine. Medical ethics in particular focuses on questions about how one should act in the context of patient care and the distribution of medical resources: What makes clinical research on humans morally justified? How can we justify human experimentation on vulnerable populations such as children and third world peoples? What obligations do doctors have toward their patients, patients' families, and society? Is abortion, in vitro fertilization or genetic engineering morally permissible? Should a pregnant woman be punished for exposing her fetus to risk? Who has the right to life and does such a right obligate others to provide medical care? Should gene doping, stem cell research or human reproductive cloning be legal? Are health benefits fairly distributed based on race/ethnicity, gender, or sexual orientation? How do we distribute scarce resources such as organs for transplantation? Does a person have a right, or even a duty, to die? Course objectives and goals:

- to interpret and analyze arguments from philosophical texts in biomedical ethics
- to understand the reasoning of others and to communicate well-formed objections
- to apply various ethical theories and moral principles to real life medical cases
- to contextualize controversies in medicine in light of historical and cultural conditions
- to approach complex medical problems which have a personal or global relevance from multiple perspectives
- to recognize the debate between competing groups (multicultural, religion vs. science, patient vs. researcher, adult vs. child) and try to negotiate a resolution
- to learn how to construct, communicate, and defend one's own well-reasoned arguments about contemporary moral issues in biomedical ethics

GENERAL EDUCATION OUTCOMES

Philosophy 330 is an upper division course which fulfills General Education section IV, Explorations of Human Experience. Philosophy 330 is aimed at "providing the breadth of knowledge necessary for meaningful work, life-long learning, socially responsible citizenship, and intellectual development. Through this course, "students gain intellectual and practical skills such as inquiry and analysis, creative and critical thinking, written and oral communication, etc." Among the "seven essential capacities" emphasized by San Diego State's General Education program, Philosophy 330 develops in students the ability to

1. Construct, analyze, and communicate arguments;
2. Apply theoretical models to the real world;
3. Contextualize phenomena;
4. Negotiate differences;
5. Integrate global and local perspectives;
6. Illustrate relevance of concepts across boundaries;
7. Evaluate consequences of actions.



What am I going to learn?



SPECIFIC LEARNING GOALS

This upper division GE course fulfills the goals for GE Courses in the Humanities and Fine Arts. In particular, Philosophy 330 will promote student's understanding of "human problems, responsibilities and possibilities in changing historical contexts and diverse cultures." Students will gain the ability to identify and to evaluate belief systems and values. Students will acquire "capacities for reflection, critique, communication, [and] cultural understanding." Upon completing this area of Foundations, students will be able to:

Goal 1: Analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments.

Goal 2: Develop a familiarity with various aesthetic and other value systems and the ways they are communicated across time and cultures.

Goal 3: Argue from multiple perspectives about issues in the humanities that have personal and global relevance.

Goal 4: Demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.

What books should I buy?

Required Course Reading Standard biomedical ethics textbook are very expensive and comprise of a number of articles taken from philosophical and medical journals. We have found the PDF files of these articles and placed them online for your use free of charge. You may access reading materials for this class in two ways;

- **Via Blackboard (online for free).** Each lesson module includes clickable URL for the required readings.
- Check out a binder with all the required readings from the **Love Library Reserves** (at the second floor checkout counter) for a four-hour period.



READINGS

This class will require roughly 15-20 pages of difficult reading each week. Students should try to complete a substantial amount of their readings per week. Waiting until an upcoming exam or quiz to cram one's reading will probably lead to poor understanding and retention of the material. As a consequence, one's test performance and grades will likely suffer. Just as some test questions will cover only concepts presented in class and not in the readings, so some test questions will be based on concepts found in the reading material but not discussed in lecture.

How does this course work?

ORGANIZATION AND PACING

This semester will be organized into six modules, each focusing on a general topic. A module in our course is roughly like a chapter in a book. You work through each module by reading the articles and viewing prerecorded lectures or videos.

Usually, you will have the current week's and the following week's course material available to you. This means you can work ahead and study materials a week before they are actually scheduled. Although you can view the reading materials and prerecorded lectures a week in advance, you cannot complete the assignments (quizzes, exams, papers, etc.) the scheduled dates for a given assignment. There is no set time in the day for you to read the articles or view the lectures, so in this sense you can work at your own pace. However, you are required to turn in assignments within the window of time that they are due. In this way, this arrangement will help keep you on track and ensure that the workload is evenly distributed for the entire session.



WORK completion deadlines rule apply to EVERYONE. It is challenging at times to balance school, work, family, etc.! With this in mind, we have incorporated a very flexible system that allows you to drop certain assignments. The grading options have been designed to be very accommodating to your different schedules, allowing you to drop two assignments per category (five out of seven assignments count). We will be strict, however, about due dates and deadlines. We will not extend deadlines or waive requirements for students except for the most dire of circumstances. Please do not ask us to make any special exceptions for you.



CRASHED OR MISSED TESTS

Sometimes technology problems occur even during a test. If your computer crashes while you are taking a test, email the instructor and TA's right away. We can reset the crashed test for you at our discretion. We will judge the conditions and circumstances and decide what course of action is justified. It may be possible to retrieve some of your saved answers, but if not, your newly opened test will contain different questions. Every test is unique as the questions are randomly drawn from a pool or larger set of questions.

Because you are allowed to drop two assignments per category and you are given a broad window of time to take each test, we will not offer any makeups even if it is due to sickness or an unforeseen emergency. An exception to this policy can be made for only the most extreme circumstances such as an extended illness (hospitalization, incarceration, etc.). If you miss a test, you will probably need to count it as one of the assignments you will need to drop.

Computer Problems? Go to **Student Computing Center at Love Library for help or to use their computers or call (619) 594-3189**

GRADES	In each category, two of the lowest/missing scores will be dropped.		
1. Exams/Papers	Total = 75%.	15% each,	5 out of 7 count.
2. Quizzes	Total = 20%.	4% each,	5 out of 7 count.
3. Discussion	Total = 5%.	1% each,	5 out of 7 count. No extra pts beyond 5.

GRADING SCALE

The grading scale:	89.9%-87% B+	79.9%-77% C+	69.9%-67% D+
100%-94% A	86.9%-84% B	76.9%-74% C	66.9%-64% D
93.9%-90% A-	83.9%-80% B-	73.9%-70% C-	63.9%-60% D-

SDSU Grading Guideline

- A – Outstanding achievement; available only for the highest accomplishment.
- B – Praiseworthy performance; above average work.
- C – Average; awarded for satisfactory performance.
- D – Minimally passing; less than average achievement.
- F – Failing.
- I – An incomplete grade will only be granted for extenuating circumstances.

What should I know for a quiz?



Not Cumulative: Most quizzes will not be cumulative and will be limited to **two modules** covering about two to four articles. The announcement page will tell you which modules you will have to know for an upcoming quiz.

More Text-Dependent: You are provided with more time on a quiz than an exam even though a quiz has one-third the number of questions and is worth less than an exam. The reason for this is because quiz questions will typically be closely related to the articles and will thus be a little more challenging. You should have read the articles prior to taking the quiz, but you are given more time so that you can carefully reread the text.

Only Objective Questions: A quiz will contain about 15- 20 multiple choice questions.

Time constraints: A given quiz will be available during a **48-hour window**. Once you open up the quiz, you will have **2 hours** to submit all your answers. This should be more than plenty of time; however, not enough time to begin and complete all the prep work needed for the quiz.



What should I know for an exam?

Not Cumulative: Most exams will test you on the lessons contained in a single module. If we omit some articles or lessons from a given exam, a message will appear on our announcement page or near the study guide questions for that module.

Emphasis on Study Guide Questions: At the end of each module will be a list of study questions related to the lessons within that module. Most exam questions will be related, but not limited to, these study questions. Thus, a good understanding of the answers to the study questions will best help you to prepare for exams.

Objective and Written Questions: Some exams will be totally objective and contain 50 multiple choice questions. If there is a written component to an exam, then it will include fewer objective questions. So, you might have an exam with two short answer questions that require you to write a total of two paragraphs. In that case, there may be only 30 multiple choice questions in that same exam. In another exam, you may be expected to write a short essay and then be given 25 multiple choice questions. An announcement will be placed at least three days before an exam to let you know what you can expect.



Time constraints: A given exam will be available during a **48-hour window**. Once you open up the exam, you will have **75 minutes** to submit all your answers. If you know the material well, this is more than sufficient time to complete the exam. In the past, we have given the same exams to students enrolled in face-to-face classes. These students were required to complete these same tests under closed-book, closed-notes conditions and within 50 minutes. You will have use of your notes and articles and will have an additional 25 minutes.

Know the Material: Although you can certainly access your notes and our learning resources while taking each test, the **tests are not intended to be open book exams**. Approach these tests just like you would approach an exam you might take sitting in a classroom. In other words, 'know your stuff'. You won't have time to look up all the answers and you might crash your test if you have other windows open.

What counts as cheating?

No Cheating: To prevent cheating, each test will be unique. **Each student will receive a randomly generated subset of questions drawn from a large pool of questions**, so that no two tests are alike. Although you will not be asked about every single concept or term, the questions you do receive will provide us with a good measure of your grasp of the materials.

Any student who cheats will receive an F for the assignment or for the course. Instances of cheating will be reported to University authorities. Please see SDSU's policy regarding cheating at <http://senate.sdsu.edu/policy/pfacademics.html#Cheat> Examples of cheating include... (a) copying, in part or in whole, for another's test or examination; (b) discussing answers or ideas relating to the answers on a test ... without the permission of the instructor; (c) obtaining copies of a test, an examination, ... (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.



What if I submit my test late? Late papers?

You are allotted 2 hours to complete a quiz and 75 minutes for an exam. The blackboard timer starts once you open up your test. The Blackboard timer does not stop when your time runs out nor will an alarm sound. Blackboard does not grade tests submitted after the time runs out. If your test is late, we may still accept it but a late penalty will apply.

- 1-2 minutes late - No penalty. Maybe transmission time takes that long?
- 3-5 minutes late – 5% penalty.
- 5-10 minutes late – 10% penalty.
- More than 10 minutes – No longer acceptable. Student will receive 0 (F).

Papers will be marked off 3% off for every day it is late. After one week, late papers will no longer be accepted. All papers should be turned in to Turnitin.com within blackboard.

How will my test be graded?

GRADE FEEDBACK: After you have successfully submitted your test, you will see a green exclamation point in My Grades. When we are in the process of grading a test, we will temporarily hide that grade column and then you will neither be able to see the exclamation point nor your score. Once all the test grades for the class have been determined, then we will make the scores visible to you.



GRADING CURVE: Despite how challenging a given test or paper might be, we expect that there is usually at least one student who will earn a 100%. A test or assignment whose average falls around the B-/C+ range seems fair to us. If the average falls below this range, then a curve may be applied to raise the average.

GRADE CALCULATIONS: Grades for exams, quizzes and papers will be converted into percentages. Your raw score will be divided by the total number of points on a given assignment or by a lesser number of points if the assignment is curved.



PROBLEMATIC TEST QUESTIONS: If you see a test question that appears problematic (typo, wrong name, no correct option, too many acceptable options, etc.), go ahead and do your best to answer the question. Do not leave it blank. Also, do not waste your time, while you are under the time clock, to email us about it. If it is truly a problematic question, then it will be omitted or you will be given full or partial credit for your answer. However, please note that a question that seems problematic to you may reflect a confusion on your part with the course material rather than a problem with the actual question. Often a measure of whether a question is bad is not the fact that many students missed the same question, but that even the best-scoring students for that given test missed the question.

JUSTIFICATION OF "INCORRECT" ANSWERS: After a test is graded you can view the questions, your answer, and the correct answer. You have one week to justify your answer to a test question by emailing us your explanation. You should provide textual support for you justification. Reconsideration of your test, if requested, may mean that your entire record will be placed under review and this may result in lower as well as higher grades.

What papers are required?

Twice during the session, you will have the opportunity to write two essays, approximately 3-5 pages each in length. Students will be asked to apply ethical standards or moral principles related to the reading materials. Papers are expected to be well-written with careful attention to grammar and spelling. Papers are to be submitted to Turnitin.com which will be located in the “Essay” folder in Blackboard.



Paper topics, directions and sample essays will also be placed in the “Essay” folder in Blackboard. For your midterm or final paper, you will write an essay containing your two main arguments, two objections to your thesis, and your replies to these objections. You will also need to apply concepts from at least two articles that we have read.

In regard to course writing assignments, please note: By taking this course, you agree that required reports will be submitted to Turnitin for plagiarism detection. Each text submitted to Turnitin is included as a source document in SDSU's institutional archive. You may remove all personally identifying information from your reports prior to submission.

ACADEMIC MISCONDUCT

All students are expected to follow the administrative rules and standards of conduct detailed in the San Diego State University catalog. Students are expected to submit only their own work on papers and examinations. While you may discuss the assignments with others in the class, collaboration on the preparation of a paper is not permitted. Unless the assignment specifically directs otherwise, papers should be based entirely on your own study of the assigned material and not on secondary sources of any kind.

What is plagiarism?

Turning in someone else's work, whether from printed sources or material available electronically, as if it were your own constitutes plagiarism. Plagiarism is an act of intellectual dishonesty. The academic consequences of plagiarism range from failure for the tainted assignment to failure for the course, depending on the seriousness of the offense. All such offenses are reported to the college dean, who will impose additional administrative consequences, which can include suspension or expulsion from the university.

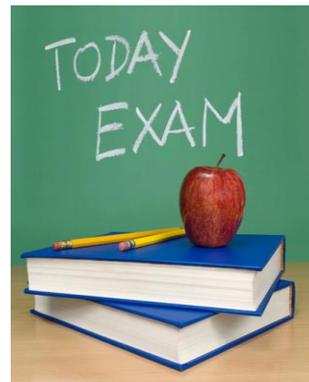


Examples of plagiarism include, but are not limited to the following: turning in another student's paper as if it were your own; collaboration with another student in writing the paper; quoting, paraphrasing, or borrowing ideas from published or unpublished material written by someone other than yourself, without specific acknowledgment of the source.

It is your responsibility to know and observe all the SDSU rules concerning academic integrity and plagiarism. You should familiarize yourself with SDSU Academic Senate Policy on Plagiarism http://its.sdsu.edu/docs/TURN_Plagiarism_AcadSen.pdf. If you have any questions about what constitutes plagiarism, how to credit the work and ideas of others properly, how to evaluate sources for quality and reliability, or any other related issues, please feel free to see me to discuss the matter.

How will we discourage cheating?

I've taught at the university for nearly 20 years and you have probably gone to school for almost that amount of time. You and I both know that some students cheat. It is not fair that you are working hard to learn the material while others are free-riders who are cheating their way to a grade which they have not earned. For online classes, it is especially difficult to protect the honest students from these offenders. We unfortunately must resort to certain precautionary measures which many of you will find most inconvenient, but the environment of online learning requires them. Here are some ways we shall discourage cheating:



TEST CONDITIONS

- There will be **many low-stakes tests** throughout the semester, making it more inconvenient for people to arrange the time to meet in order to cheat together.
- Tests will be accessible within a restricted **48-hour window of availability**.
- There may be **forced-completion** meaning you will be allowed a one-time entry into the test and will have to complete it in set amount of time (2 hours for quizzes, 75 minutes for exams). Once you open the test the timer will start. You must complete the test in one sitting; the timer does not pause to allow you to take breaks.
- Test questions will be **randomized** and will be drawn from a pool of possible questions so that every student's test will be **unique**.
- For now, you will **not be required** to take tests using **Respondus Lockdown Browser**. Also, we will allow **backtracking** instead of Test questions appearing **one at time**. This means that once you answer a question you can still return to that question to change your answer. We know most students prefer the ability of backtracking. However, if we do find it necessary, we may require Respondus Lockdown Browser or we may apply a no backtracking policy on tests in the future.

COMMUNICATIONS

- Once tests are in progress, students should not email the instructor, TA's or other students for help in answering any test questions. Disclosing what is or is not on your test before all students have completed it is a breach of academic integrity. **Do not talk about test questions**. Online tests are equivalent to classroom tests. You may, however, consult your notes or readings in answering your questions, being ever mindful of the time clock.
- Your **email exchanges** with the class are visible to us.
- We shall monitor internet and library activity (Google docs, Craig list, computing centers).
- We ask you **to inform us** of cheating. If you do report to us instances of cheating, please be assured that your identity and information will be kept confidential.

SCREENING YOUR WORK

- We shall conduct an advanced search to find **suspicious strings** of similar scores and test answers. Then, we shall determine the probable cause of these statistical anomalies.
- Written work will be screened for plagiarism via Turnitin technology. Students will submit their papers to Turnitin.com (located in the Essay folder of blackboard).

When sending email to me or a TA, please ***include your full name and the course Phil 330 in the subject line.***



How do we communicate?

EMAIL: I will be communicating with you by email. Please be sure that you can receive email from Blackboard. **Make sure that your email address within the system is correct.** Some email systems block Blackboard mailings as if they are spam. Either fix this, or obtain an SDSU email account (<http://www-rohan.sdsu.edu/newstudacct.shtml>.)

We have many students in our class, but we do wish to respond to your questions and concerns as soon as we can. Please **allow for a 24-hour turnaround.** If you do not hear back from us in due time, please try again with a different heading (in case the original was recognized as spam) and email all of us, instructor and TA's.

COLLABORATE OFFICE HOURS We shall use Collaborate for Thursday office hours. Thursday Collaborate office hours will be by appointment only. You should email me at least 24 hours prior in order to schedule a time when we can talk via our computers and Collaborate technology. To check system requirements and to configure your system, you should watch the following tutorial at <http://its.sdsu.edu/blackboard/collaborate/collaborate.html>. There are also Step-by-Step Instructions for Collaborate setup to be found if you go to "Office Hours



using Collaborate" located on the main menu of Blackboard. If you have a Collaborate Office Hour set up with me, you should log into Blackboard and go to "Office Hours using Collaborate" and you will see this purple icon directing you to the live online office hour that we have scheduled. If you have a particular question about an article, you might want to email me your question in advance. The Collaborate Office hour is optional. Students may wish to communicate simply by email or to meet with us face-to-face on campus.

CAMPUS OFFICE HOURS My office hours at the SDSU campus will be held in AL 444.

How do we communicate to the class?

Discussion Board: One way we will try to foster communication is through discussion boards. Every other week students will be asked to express their opinion about a morally problematic situation. The discussion board question will usually require that you write 4-6 sentence response. Your discussion post should explain your view and give your reasons. You are expected to write in complete, grammatically correct sentences in a scholarly style befitting university level students. Each discussion post is worth 1 point, but weak or incomplete responses may be given only partial or no credit. Replying to other students' posts is optional but may be an opportunity to engage with others. You will have a week to respond to a discussion question.





DISABLED STUDENT SERVICES

If you have special needs due to a learning disability, please avail yourself of the resources in the Student Disability Services in Calpulli Center, room 3101 (594-6473). The CSU Office of the Chancellor defines a learning disability as “. . . a generic term that refers to the heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders occur in persons of average to very superior intelligence and are presumed to be due to central nervous system dysfunction. Even though a learning disability may exist concomitantly with other handicapping conditions (e.g., sensory impairments) or environmental influences (e.g., cultural/language difficulties), it is not the direct result of these conditions or influences.” If you think something might prevent you from doing well in this course, you should discuss this with me so that proper arrangements may be made to accommodate your needs.



RELIGIOUS OBSERVANCES, ATHLETICS, ETC.

By the end of the first week of classes, students should notify the instructor of planned absences for religious observances. The above also holds for student athletes and supportive groups (like the marching band, not fans). They must inform faculty members within the first week in order to be excused from scheduled tasks on scheduled days.

ACADEMIC CALENDAR

September 9 is the last day to drop classes or change grading basis. No adds and drops are allowed after 11:59 pm on this date.

Students with disabilities or religious needs who require special accommodation must give us at least one weeks' notice. Disability accommodation requires documentation from SDS.

ASSIGNED READINGS

15-20 pages of reading for the class may not seem very much to read in a given week. However, we would like to stress that the articles you will be reading come from philosophical and biomedical journals. These primary sources are standard reading for an upper-division bioethics class. The articles are challenging and may require that you read it twice to fully understand the arguments of the author. In the past, we've required students to buy textbooks. These textbooks were nothing more than a compilation of the same articles that we provide for you online as free PDF files. We will still require the same kinds of readings this semester as we have for past classes. The difference is the cost. For those of you who prefer hard copies, you should just print them out yourselves.

**All articles will be made available in blackboard.
There are no books that you need to buy.**

What will we be reading?

<i>Date</i>	<i>Readings</i>
Module 1	<p>L01 The Belmont Report</p> <p>L02 Hellman. "Of Mice But Not Men: Problems of the Randomized Clinical Trial"</p> <p>L03 Miller & Brody. "What Makes Placebo Controlled Trials Unethical?"</p> <p>L04 Doumbo. "It Takes a Village: Medical Research and Ethics in Mali"</p> <p>L05 Brody. "Ethical Issues in Clinical Trials in Developing Countries"</p> <p>L06 Buchanan. "Judging the past. The Case of the Human Radiation Experiments"</p> <p>L07 King. "The Dangers of Difference"</p>
Module 2	<p>L08 Liao, et. al. "The Ashley Treatment: Best Interests, Convenience ..."</p> <p>L09 Benatar. "Between Prophylaxis and Child Abuse . . . Male Circumcision"</p> <p>L10 Dreger. "Ambiguous Sex" -- or Ambivalent Medicine? ... Intersexuality..."</p> <p>L11 Dreger. "Gender Identity Disorder in Childhood: Inconclusive Advice ..."</p> <p>L12 Hale. "Ethical Problems with the Mental Health Evaluation Standards ..."</p>
Module 3	<p>L13 Marquis. "Why Abortion is Immoral"</p> <p>L14 Warren. "On the Moral and Legal Status of Abortion"</p> <p>L15 Thomson. "A Defense of Abortion"</p> <p>L16 Little. "Abortion, Intimacy, and the Duty to Gestate"</p> <p>L17 Minkhoff & Paltrow. "The Rights of "Unborn Children" and the Value of..."</p> <p>L18 Purdy. "Women's Reproductive Autonomy ..."</p> <p>L19 Steinbock. "Payment for Egg Donation and Surrogacy"</p>
Module 4	<p>L20 Seavilleklein & Sherwin. "The Myth of the Gendered Chromosome..."</p> <p>L21 Davis. "Genetic Dilemmas and the Child's Right to an Open Future"</p> <p>L22 Fiester. "Creating Fido's Twin: Can Pet Cloning be Ethically Justified?"</p> <p>L23 Kass, Leon R. Why We Should Ban the Cloning of Human Beings"</p> <p>L24 Bostrom. "In Defense of Posthuman Dignity"</p> <p>L25 Strong. "Reproductive Cloning Combined with Genetic Modifications"</p>
Module 5	<p>L26 Rescher. "The Allocation of Exotic Medical Lifesaving Therapy"</p> <p>L27 Annas. "The Prostitute, the Playboy, and the Poet: Rationing Schemes ..."</p> <p>L28 Steinberg. "An "Opting in" Paradigm for Kidney Transplantation"</p> <p>L29 Gordon. "What "Race" Cannot Tell Us about Access to Kidney Transplantation"</p> <p>L30 Wilkinson. "Racist Organ Donors and Saving Lives"</p>
Module 6	<p>L31 Quill. "Terri Schiavo - A Tragedy Compounded"</p> <p>L32 Gay-Williams. "The Wrongfulness of Euthanasia"</p> <p>L33 Rachels. "Active and Passive Euthanasia"</p> <p>L34 Dula & Williams. "When Race Matters..."</p> <p>L35 Quill. "Death and Dignity. A Case of Individualized ..."</p> <p>L36 Hardwig. "Is There a Duty to Die?"</p>



Aug/Sept 2013

	Mon	Tue	Wed	Thu	Fri
Discussion 1 Available Sun noon Fri noon	Aug 26 Syllabus & Introduction	Aug 28	Aug 29 L01 Belmont Report	Aug 30	Aug 31 L02 Hellman
	Sept 2 Labor Day Holiday!	Sept 3 Quiz 1 worth 4% Syllabus, L01	Sept 4 L03 Miller/ Brody	Sept 5	Sept 6 L04 Doumbo
Quiz 2 worth 4% on L02-L04	Sept 9 L05 Brody	Sept 10	Sept 11 L06 Buchanan	Sept 12	Sept 13 L07 King
Discussion 2 Available Sun noon to Fri noon	Sept 16 Exam 1 worth 15% on L03-L07	Sept 17	Sept 18 L08 Liao	Sept 19	Sept 20 L09 Benatar
Quiz 3 worth 4% on L08-L09	Sept 23 L10 Dreger	Sept 24	Sept 25 L11 Dreger	Sept 26	Sept 27 L12 Hale
Discussion 3 Available Sun noon to Fri noon	Sept 30 Exam 2 worth 15% on L08-L12	Oct 1	Oct 2 L13 Marquis	Oct 3	Oct 4 L14 Warren
Quiz 4 worth 4% on L13-L14	Oct 7 L15 Thomson	Oct 8	Oct 9 L16 Little	Oct 10	Oct 11 L17 Paltrow/ Minkhoff
Discussion 4 Available Sun noon to Fri noon	Oct 14 L18 Purdy	Oct 15	Oct 16 L19 Steinbock	Oct 17	Oct 18 Exam 3 worth 15% on L13-19
Discussion 5 Available Sun noon to Fri noon	Oct 21 Writing Philosophy	Oct 22	Oct 23 L20 Sherwin/ Seavilleklein	Oct 24	Oct 25 L21 Davis
Quiz 5 worth 4% on L20-21	Oct 28 L22 Fiester	Oct 29	Oct 30 L23 Kass	Oct 31	

Nov/Dec 2013

	Mon	Tue	Wed	Thu	Fri
					Nov 1 Midterm Paper By Sat noon
	Nov 4 L24 Bostrom	Nov 5	Nov 6 L25 Strong	Nov 7	Nov 8 Exam 4 worth 15% on L20-25
Discussion 6 Available Sun noon to Fri noon	Nov 11	Nov 12	Nov 13 L26 Rescher	Nov 14	Nov 15 L27 Annas
Quiz 6 worth 4% on L26-L27	Nov 18 L28 Steinberg	Nov 19	Nov 20 L29 Gordon	Nov 21	Nov 22 L30 Wilkinson
	Nov 25 Exam 5 worth 15% on L26-L30	Nov 26	Nov 27 L31 Quill	Nov 28	Nov 29
Discussion 7 Available Sun noon to Fri noon	Dec 2 L32 GayWilliam	Dec 3	Dec 4 L33 Rachels	Dec 5	Dec 6 L34 Dula/ Williams
Quiz 7 worth 4% on L31-L33	Dec 9 L35 Quill	Dec 10	Dec 11 L36 Hardwig	Dec 12	Dec 13 Final Paper Sat noon deadline
	Dec 16 Final Exam Sun noon to Tues noon on L31-36	Dec 17	Dec 18		

Due dates are fixed (barring system failure or major calamity). Except for test dates, the course schedule is subject to revision. Given time constraints some articles may be omitted or replaced. If so, the class will be given advance notice and will be provided electronic copies of new articles.

GRADES

- | | | |
|------------------------|---------------------|----------------------------------------------------|
| 1. Exams/Papers | Total = 75%. | 15% each, 5 out of 7 count. |
| 2. Quizzes | Total = 20%. | 4% each, 5 out of 7 count. |
| 3. Discussion | Total = 5%. | 1% each, 5 out of 7 count. No extra pts. beyond 5. |

What are the important dates?

MODULE ONE EXPERIMENTATION ON HUMAN SUBJECTS

Discussion Board 1: opens Sun 8/25 noon, ends Fri 8/31 noon.

Quiz 1 on Syllabus and L01: opens Tues 9/3 noon, ends Thurs 9/5 noon. 2 hour limit.

Quiz 2 on L02-L04: opens Sun 9/8 noon, ends Tues 9/10 noon. 2 hour limit.

Discussion Board 2: opens Sun 9/15 noon, ends Sat 9/20 noon.

Exam 1 on L03-L07: opens Sun 9/15 noon, ends Tues 9/17 noon. 75 min limit.

MODULE TWO NORMALITY AND HEALTH VERSUS THE “ABNORMAL” PATIENT

Quiz 3 on L08-L09: opens Sun 9/22 noon, ends Tues 9/24 noon. 2 hour limit.

Discussion Board 3: opens Sun 9/29 noon, ends Fri 10/4 noon.

Exam 2 on L08-L12: opens Sun 9/29 noon, ends Tues 10/1 noon. 75 min limit.

MODULE THREE ABORTION AND REPRODUCTIVE CHOICES

Quiz 4 on L13-L14: opens Sun 10/6 noon, ends Tues 10/8 noon. 2 hour limit.

Discussion Board 4: opens Sun 10/13 noon, ends Fri 10/18.

Exam 3 on L13-L19: opens Thurs 10/17 noon, ends Sat 10/19 noon. 75 min limit.

MODULE FOUR GENETIC ENGINEERING AND HUMAN REPRODUCTIVE CLONING

Discussion Board 5: opens Sun 10/20 noon, ends Fri 10/25 noon.

Quiz 5 on L20-L21: opens Sun 10/27 noon, ends Tues 10/29 noon. 2 hour limit.

Midterm Paper one week window to submit essay to Turnitin.com, Deadline Sat 11/2 noon.

Exam 4 on L20-L25: opens Thurs 11/7 noon, ends Sat 11/9 noon. 75 min limit.

MODULE FIVE ORGAN ALLOCATION AND TRANSPLANTATION

Discussion Board 6: opens Sun 11/10 noon, ends Fri 11/15 noon.

Quiz 6 on L26-L27: opens Sun 11/17 noon, ends Tues 11/19 noon. 2 hour limit.

Exam 5 on L26-L30: opens Sun 8/11 noon, ends Tues 8/13 noon. 75 min limit.

MODULE SIX EUTHANASIA AND END-OF-LIFE DECISIONS

Discussion Board 7: opens Sun 12/1 noon, ends Fri 12/6 noon.

Quiz 7 on L31-L33: opens Sun 12/8 noon, ends Tues 12/10 noon. 2 hour limit.

Final Paper or Exam: Final Paper deadline is Sat 12/13 noon. Final exam opens Sun 8/15 noon, ends Tues 8/17 noon. 75 min limit.

REMINDER: You may skip two **quizzes**, two **major assignments** and two **discussion board posts**.