



# Philosophy 330 Biomedical Ethics

Spring Semester 2015

Schedule #22458

*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.*

## COURSE INFORMATION

Instructor: Dr. Araceli Peñafuerte Neuner  
Distance Education through Blackboard  
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## 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 medical issues with 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

## ENROLLMENT OVERVIEW

Prerequisites: Completion of the General Education requirement in Foundations of Learning II.C., Humanities. Also, to satisfy upper division GE requirement, student should have upper division standing. Phil 101 (Intro to Ethics) is recommended, but not required. **Deadline to add, drop or change grading basis: February 3 (11:59 pm)**

## SUCCESS IN A FULLY ONLINE COURSE

This online course offers the advantage of learning anyplace and anytime. Despite this flexibility, to succeed in the online learning environment students should keep in mind the following requirements:

- A computer - PC or Macintosh- with a stable Internet connection. Higher speed Internet connections (cable modem, DSL) are strongly recommended.
- Basic computer skills - email, surf the Internet, and create basic word processor files.
- Microsoft Office 2010, or higher (Must include Word and PowerPoint).
- Complete readings and assignments by the dates indicated on the syllabus. Time management is key for online classes. Distance learning courses require as much time as traditional classroom instruction. The primary difference is that online instruction allows flexibility. Procrastinators are rarely successful in distance learning courses.
- Check email and Blackboard announcement page on a daily basis.

## STUDENT RESOURCES AND IT SUPPORT

1. **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](mailto:scc@rohan.sdsu.edu); or click <http://scc.sdsu.edu/home.php>.
2. Have a "technology back-up" plan. Students should plan out an alternative location to do assignments and quizzes in the event their computer or Internet connection is not working!
3. 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](https://sunspot.sdsu.edu/pls/webapp/survey.hybrid_learning.main)
4. To learn more about Blackboard, please go to [Blackboard Support](#) at <http://its.sdsu.edu/blackboard/student/>

## GENERAL EDUCATION OUTCOMES

Philosophy 330 is an upper division course which fulfills General Education section IV, Explorations of Human Experience. Courses in this area must not be taken sooner than the semester in which a student achieves **upper division standing** (60 units passed). Upper division courses in the major department may not be used to satisfy General Education section IV, Explorations of Human Experience. Courses in a student's major (collaborative, cross-listed, "Same course as") may not be used in 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 these abilities: 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.

### 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.

### COURSE MATERIAL AND REQUIRED READINGS

Standard biomedical ethics textbook can be very expensive. We have found the PDF files of these articles from the Library archives and placed them online for your use free of charge. You may access reading materials **Via Blackboard**. To access some of the articles which are linked to the SDSU library, you will need your Red ID number and a **Library pin code** (<http://library.sdsu.edu> or call 619-594-6793).

This class will require roughly 15-20 pages of reading each week. This may not seem like much; 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. Those who prefer hard copies may print out the articles for their personal use. The lectures are designed to make these articles easier to understand, but they are not meant to make reading the articles obsolete. Just as some test questions will cover concepts presented only in class but not in the readings, some test questions will be based on key concepts found in the readings but not discussed in lecture.



## READING LIST

Table 1: Reading List and Sources

| Module#  | Lesson # and Article Title / Author   | Journal ,Volume. Issue (Year): Start Page.  |
|----------|---|---|
| Module 1 | <b>L01</b> "The Belmont Report" (excerpts from)   | <a href="#">U.S Health and Human Services website</a>                               |
|          | <b>L02</b> "Of Mice But Not Men: Problems of the Randomized Clinical Trial" by Hellman        | <a href="#">The New England Journal of Medicine</a> 324.22 (2004): 1585             |
|          | <b>L03</b> "What Makes Placebo Controlled Trials Unethical?" by Miller and Brody              | <a href="#">The American Journal of Bioethics</a> 2.2 (2002): 3                     |
|          | <b>L04</b> "It Takes a Village: Medical Research and Ethics in Mali" by Doumbo                | <a href="#">American Association for the Advancement of Science</a> 307 (2005): 679 |
|          | <b>L05</b> "Judging the past. The Case of the Human Radiation Experiments" by Buchanan        | <a href="#">Hasting Center Report</a> 26.3 (1996): 25                               |
|          | <b>L06</b> "The Dangers of Difference" by King  | <a href="#">Hasting Center Report</a> 22.6 (1992): 35                               |
| Module 2 | <b>L07</b> "The Ashley Treatment: Best Interests, Convenience ..." by Liao, et. al.           | <a href="#">Hasting Center Report</a> 37.2 (2007): 16                               |
|          | <b>L08</b> "The Development of Professional Guidelines on . . . Male Circumcision" by Mussell | <a href="#">Journal of Medical Ethics</a> 30 (2004): 254                            |
|          | <b>L09</b> "Ambiguous Sex" -- or Ambivalent Medicine? ... Intersexuality..." by Dreger        | <a href="#">Hasting Center Report</a> 28.3 (1998): 24                               |
|          | <b>L10</b> "Gender Identity Disorder in Childhood: Inconclusive Advice ..." by Dreger         | <a href="#">Hasting Center Report</a> 39.1 (2009): 26                               |
|          | <b>L11</b> "Ethical Problems with the Mental Health Evaluation Standards ..." by Hale         | <a href="#">Perspectives in Biology and Medicine</a> 50.4 (2007): 491               |
| Module 3 | <b>L12</b> "Why Abortion is Immoral" by Marquis   | <a href="#">The Journal of Philosophy</a> 86.4 (1989): 183                          |
|          | <b>L13</b> "On the Moral and Legal Status of Abortion" by Warren                              | <a href="#">The Monist</a> 57.1 (1973): 43  |
|          | <b>L14</b> "A Defense of Abortion" by Thomson   | <a href="#">Philosophy and Public Affairs</a> 1.1 (1971): 47                        |
|          | <b>L15</b> "Fathers and Fetuses" by Harris  | <a href="#">Ethics</a> 96.3 (1986): 594   |
|          | <b>L16</b> "The Rights of "Unborn Children" and the Value of..." by Minhoff & Paltrow         | <a href="#">Hasting Center Report</a> 36.2 (2006): 26                               |

|          |  |  |
|----------|--|--|
|          | <b>L17</b> "Payment for Egg Donation and Surrogacy" by Steinbock                         | The Mount Sinai Journal of Medicine 7.4 (2004): 255            |
| Module 4 | <b>L18</b> "The Myth of the Gendered Chromosome..." by Seavilleklein & Sherwin           | <u>Cambridge Quarterly of Healthcare Ethics</u> 16.1 (2006): 7 |
|          | <b>L19</b> "Choosing Children: Intergenerational Justice?" by Doyal and Mclean           | Reproductive BioMedicine Online 10 (2005): 119                 |
|          | <b>L20</b> "Creating Fido's Twin: Can Pet Cloning be Ethically Justified?" by Fiester    | <u>Hasting Center Report</u> 35.4 (2005): 34                   |
|          | <b>L21</b> "Why We Should Ban the Cloning of Human Beings" by Kass                       | <u>Texas Review of Law and Politics</u> 44 (1999)              |
|          | <b>L22</b> "In Defense of Posthuman Dignity" by Bostrom                                  | <u>Bioethics</u> 19.3 (2005): 202                              |
|          | <b>L23</b> "Reproductive Cloning Combined with Genetic Modifications" by Strong          | Journal of Medical Ethics 31.11 (2005): 654                    |
| Module 5 | <b>L24</b> "The Allocation of Exotic Medical Lifesaving Therapy" by Rescher              | <u>Ethics</u> 79.3 (1969): 173                                 |
|          | <b>L25</b> "The Prostitute, the Playboy, and the Poet: Rationing Schemes ..." by Annas   | <u>American Journal of Public Health</u> 75.2 (1985): 187      |
|          | <b>L26</b> "An "Opting in" Paradigm for Kidney Transplantation" by Steinberg             | <u>American Journal of Bioethics</u> 4.4 (2004): 4             |
|          | <b>L27</b> "What "Race" Cannot Tell Us about Access to Kidney Transplantation" by Gordon | Cambridge Quarterly of Healthcare Ethics 11 (2002): 134        |
|          | <b>L28</b> "Racist Organ Donors and Saving Lives" by Wilkinson                           | <u>Bioethics</u> 21.2 (2007): 63                               |
| Module 6 | <b>L29</b> "Terri Schiavo - A Tragedy Compounded" by Quill                               | <u>New England Journal of Medicine</u> 352.16 (2005): 1630     |
|          | <b>L30</b> "The Wrongfulness of Euthanasia" by Gay-Williams                              |  |
|          | <b>L31</b> "Active and Passive Euthanasia" by Rachels                                    | <u>The New England Journal of Medicine</u> 292 (1975): 78      |
|          | <b>L32</b> "Is There a Duty to Die?" by Hardwig  | <u>Hasting Center Report</u> 27.2 (1997): 34                   |

How to look up these articles via SDSU Library: Go to [Library & Information Access](#) page at library.sdsu.edu. Click on Articles & Journals under the “Find” column. Under “Find a specific article from citation” enter Journal Title, Year, Volume, Start Page and then click on “Find Your Article” button.

**COURSE ASSESSMENT AND GRADES**

- FIVE MAJOR ASSIGNMENTS: Each assignment is worth 100 points. Total = 500 points**  
 Five out of seven assignments will count toward a student’s course grade. The seven major assignments will consist of six exams (including the final exam) and a research paper. Although a student needs only to submit five major assignments, a student may complete six or seven assignments. However, only the top five major assignment scores will count. Being worth 100 points each, every “major” assignment is worth 14-15% of the course grade.
- FIVE QUIZZES: Each quiz is worth 30 points. Total = 150 points**  
 Five out of six quizzes are required. A student may skip one quiz. If a student takes all six quizzes, then the lowest quiz will automatically be dropped. Each quiz is worth approximately 4-5% of the course grade given that each quiz is worth 30 points.
- FIVE DISCUSSIONS: Each discussion is worth 10 points. Total = 50 points**  
 Students should participate in five out of six discussions. Discussions will consist of discussion boards or class surveys. Each discussion is worth 10 points (roughly 1-2% of course grade).

**TOTAL POINTS = 700 points**

**GRADING SCALE**

**Table 2: Grading Scale**

|                         |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|--------------------------|
| By Point Scale          | <b>B+</b> 629-609 points | <b>C+</b> 559-539 points | <b>D+</b> 489-469 points |
| <b>A</b> 700-651 points | <b>B</b> 608-581 points  | <b>C</b> 538-511 points  | <b>D</b> 468-441 points  |
| <b>A-</b> 650-630points | <b>B-</b> 580-560 points | <b>C-</b> 510-490 points | <b>D-</b> 440-420 points |

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| By Percentage      | <b>B+</b> 89.9-87% | <b>C+</b> 79.9-77% | <b>D+</b> 69.9-67% |
| <b>A</b> 100-93%   | <b>B</b> 86.9-83%  | <b>C</b> 76.9-73%  | <b>D</b> 66.9-63%  |
| <b>A-</b> 92.9-90% | <b>B-</b> 82.9-80% | <b>C-</b> 72.9-70% | <b>D-</b> 62.9-60% |

**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.

**BORDERLINE CASES:** When deciding borderline cases, the instructor may take into consideration a student’s attendance, quality of discussion, improvement throughout the semester, online activity, effort, number of attempted assignments, overall class distribution, and other special circumstances.

## ABOUT DISCUSSIONS

**Survey/ Questionnaire:** Students can earn discussion points by filling out a survey or questionnaire. The goals for a survey/questionnaire may include one or more of the following: 1) to foster communication between instructor/TA's and students, 2) to take opinion polls about ethical issues, and 3) to teach students how to write and construct arguments.

**Discussion Board:** The discussion board question will usually require that you write a one- or two-paragraph response. Students will be asked to express their opinion about a morally problematic situation. Usually you will not see the posts of other students until all discussion board responses have been graded. Your discussion post will be graded according to how well you express your view and support it with reasons. You are expected to write in complete, grammatically correct sentences in a scholarly style befitting university level students. Discussion boards are intended to teach students how to justify their views with ethical principles or theories, and not simply allow students to voice their opinions on a given topic. In most cases, replying to other students' posts will be optional but may be an opportunity to engage with others.

Usually you will be given a five-day window to complete the survey, questionnaire or discussion board. Each discussion opportunity will be worth a maximum of 10 points.

## ABOUT QUIZZES

**Not Cumulative:** Most quizzes will not be cumulative and will test you on two articles along with related lectures. Typically a quiz will test you on the first two lessons of a given module. The announcement page will state which lessons will be tested in an upcoming quiz. For example, an announcement later in the semester would state, as noted in the Syllabus Course Schedule, that Quiz 5 will cover the first two lessons in Module 5, which are Lessons 24 (Rescher) and 25 (Annas).

**Less Pressure:** 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 quiz is intended to encourage you to start each module and begin reading the first two articles without much time pressure. The quiz will also help prepare you for the exam and allow you to see how well you have been learning the material in a given module.

**Time constraints:** A given quiz will be available during a **60-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, this will not be enough time to begin and complete all the prep work needed for a quiz.

**Only Objective Questions:** A quiz will contain about 15-20 multiple choice questions with each question varying in point value from 1-2 points. Each quiz will be worth a total of 30 points.

## ABOUT EXAMS

**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 the test will include fewer objective questions. So, you might have an exam with one short essay that requires you to write a total of two paragraphs. In that case, there may be only 30 multiple choice questions in that same exam. 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 **60-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 similar exams to students enrolled in face-to-face classes. These students were required to answer 50 questions under closed-book, closed-notes conditions within 50 minutes; half the class submitted their test within half hour. For our exams, 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. That is, '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.

## THE TIME CLOCK DURING TESTS



When you take a test (quiz or exam), you will be given a time limit to submit your test. While you are taking your test, you can opt to save your answers, take a break, and resume your test later. However, keep in mind that the **time clock continues to tick** and you will be using your valuable time if you decide to take a break. Once you open your test, there is no stopping the time clock. It is your responsibility to watch your time; your test will not be automatically submitted once you have reached the time limit. For any given test, the 60-hour window will end at 11:59pm. So, to avail yourself of the maximum allotted time for a test, students should open up a quiz two hours prior to 11:59 pm (i.e. 9:59 pm); students should open up an exam 75 minutes prior to the deadline (10:44 pm). For any test (exam or quiz), the deadline is 11:59 pm. This means that all your answers must be **submitted by midnight**. This does not mean that you may open the test at 11:59 pm and continue to work on the questions past midnight.

## LATE TESTS

You have 2 hours to complete a quiz and 75 minutes for an exam. The blackboard timer starts once you open up your test. The timer does not stop when your time runs out nor will an alarm sound. If your test is late, we may still accept it but a late penalty will apply. You must submit all your answers by **midnight**.

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)

## CRASHED OR MISSED TESTS

Sometimes technology problems occur even during a test. If your computer crashes during a test, **email us 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.

If you pass the test deadline and email us within 24 hours, we may **reopen the test** for you. If we grant this exception and you don't have a legitimate or documentable excuse for being late, then we will apply a **late penalty** to your test (usually 5% or 10% off).

If a student can offer good reason for missing an exam or quiz (evidence or documentation needed), then a **makeup exam or quiz** will be given during the semester. Electronic failure or human error on the student's part is not a legitimate excuse for missing or late test submissions. Neither is a conflict with work schedules or being in Mexico or on a car trip where internet access failed an acceptable excuse. As a rule, makeup tests will be different in format from those taken by the rest of the class and may consist of more written answers. Due to the format, makeup tests will probably be more difficult than the regular exam, but students needing makeups will have been given additional time to prepare for it. Makeup tests can be deferred until the end of the semester, if students want to see how well they do with their other scores before determining whether a makeup test (for an excused, legitimate absence approved by the instructor) is necessary.

## ACADEMIC DISHONESTY

The University adheres to a strict [policy regarding cheating and plagiarism](http://www.sa.sdsu.edu/srr/conduct1.html). These activities will not be tolerated in this class. Become familiar with the policy (<http://www.sa.sdsu.edu/srr/conduct1.html>). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of plagiarism or cheating include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Submitting someone else's work as your own such as copying another student's answers.
- Viewing, sharing, or discussing questions on an exam or quiz.

Please consult the [policy](http://www.sa.sdsu.edu/srr/conduct1.html) (<http://www.sa.sdsu.edu/srr/conduct1.html>) if you have questions on what is plagiarism, please consult and this [helpful guide from the Library](#): ([http://infodome.sdsu.edu/infolit/exploratorium/Standard\\_5/plagiarism.pdf](http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf))

## 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 materials available to you. This means you can work ahead and study materials a week before you will be tested on them. Although you can view the reading materials and prerecorded lectures a week in advance, you cannot complete the assignments (quizzes, exams, papers, etc.) before 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.



## TEST QUESTIONS AND GRADING

**GRADE FEEDBACK:** After you have successfully submitted your test, you will see a gold exclamation point in My Grades. After you take a test, it is a good idea to view My Grades and check whether you have a gold exclamation mark indicating that you have successfully submitted your test. 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 earns a 100%. An assignment whose average falls around the B-/C+ range seems fair. If the average falls below this range, then a curve may be applied to raise the average.

**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 question, but that even the best-scoring students for that given test missed it.

**JUSTIFICATION OF “INCORRECT” ANSWERS:** After a test is graded you will be able to view the questions, your answer, and the correct answer. After you see your test score in My Grades, there still may be a delay (24-48 hours) in seeing your old test because we must wait for some late test-takers to submit their answers. After the test questions become visible, you may have one week to justify your answer to a test question by emailing us your explanation. You should provide textual support for your justification. Reconsideration of your test, if requested, may mean that your entire record will be placed under review; this may result in lower as well as higher grades.

#### ARGUMENTATIVE ESSAY AND TURNITIN.COM

Students will have the opportunity to write an argumentative essay, approximately 4-6 pages in length. This essay will require students 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.

Also in the “Essays” folder, you will find paper topics, directions, guidelines, rubrics, and sample essays to help guide you through your essay writing. These essays will require that you present your main arguments, objections to your view, 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.

#### LATE ESSAYS

**Papers will be marked off 5% 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. Once you submit your paper, you will see a gold exclamation mark for it in My Grades. Just as for tests, you should check My Grades for the gold exclamation mark. If you have problems submitting your paper via Turnitin.com, then you should **email us your essay** to our class email [SDSU.Phil.330@gmail.com](mailto:SDSU.Phil.330@gmail.com) in order to show us proof that it was written on time. We will then ask you to submit the same paper, which you had emailed us, to Turnitin.com at a later time.

## DISCOURAGE CHEATING

There will be students who will attempt to cheat. It is not fair that some students work 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 **60-hour window of availability**.
- Once you open the test the timer will start. You must complete the test in one sitting; the timer does not pause while you 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**.

### 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.
- 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).

## ANNOUNCING AND EMAILING REMINDERS

We shall do our best to place reminders about assignments, quizzes and discussions in our Blackboard announcement page. Students will also be emailed about upcoming quizzes and exams. Announcements about discussion boards or surveys will also be noted in Blackboard, but will usually not be emailed to students. Please note that failure to receive a reminder email will not excuse a



student from completing assignments by the deadlines noted in the syllabus.

### STUDENTS WITH DISABILITIES AND RELIGIOUS OBSERVANCE/ATHLETICS

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

By the end of the first week of classes, students should notify instructor of planned absences for religious observances. This 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.

### CONTACT INFORMATION

I will try to respond within 24-48 hours to emails sent to [aneuner1@mail.sdsu.edu](mailto:aneuner1@mail.sdsu.edu) or for non-course related messages to [aneuner@att.net](mailto:aneuner@att.net). For quick questions, the turnaround time may be much shorter.

**EMAIL:** The TA's and I will be communicating with you by email. You should check your email once a day and log in to our Blackboard announcement page at least every other day. 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>.) If you do not hear back from us in due time, please email us again with a different heading (in case the original was recognized as spam).

**CAMPUS OFFICE HOURS** Dr. Neuner's office hours at the SDSU campus will be held in AL 444. Dr. Neuner's will hold regular office hours on Mon and Wed 1-1:45 pm and Tues 10-12noon. Additional office hours may be offered prior to exams. TA's may also post office hours or hold study groups prior to a given assignment or upon request. TA contact information will be posted in our Blackboard announcement page.

## COURSE SCHEDULE AND IMPORTANT DATES

### MODULE ONE EXPERIMENTATION ON HUMAN SUBJECTS

[Quiz 1](#) on L01-02: opens Thurs 1/29 noon, ends Sat 1/31 midnight. 2-hour limit.

[Discussion 1](#): opens Sun 2/1 noon, ends Fri 2/6 midnight.

[Exam 1](#) on L01-L06: opens Thurs 2/5 noon, ends Sat 2/7 midnight. 75-min limit

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### MODULE TWO NORMALITY AND HEALTH VERSUS THE “ABNORMAL” PATIENT

[Quiz 2](#) on L07-L08: opens Thurs 2/12 noon, ends Sat 2/14 midnight. 2-hour limit.

[Discussion 2](#): opens Sun 2/15 noon, ends Fri 2/20 midnight.

[Exam 2](#) on L07-L11: opens Sun 2/22 noon, ends Tues 2/24 midnight. 75-min limit.

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### MODULE THREE ABORTION AND REPRODUCTIVE CHOICES

[Discussion 3](#): opens Sun 3/1 noon, ends Fri 3/6 midnight.

[Quiz 3](#) on L12-L13: opens Sun 3/1 noon, ends Tues 3/3 midnight. 2-hour limit.

[Exam 3](#) on L12-L17: opens Thurs 3/12 noon, ends Sat 3/14 midnight. 75-min limit.

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### MODULE FOUR GENETIC ENGINEERING AND HUMAN REPRODUCTIVE CLONING

[Discussion 4](#): opens Sun 3/15 noon, ends Fri 3/20 midnight.

[Quiz 4](#) on L18-L19: opens Thurs 3/19 noon, ends Sat 3/21 midnight. 2-hour limit.

[Earlier Essay](#): Argumentative Essay (optional) is due by Fri 3/27 midnight.

[Exam 4](#) on L18-L23: opens Thurs 4/9 noon, ends Sat 4/11 midnight. 75-min limit.

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### MODULE FIVE ORGAN ALLOCATION AND TRANSPLANTATION

[Discussion 5](#): opens Sun 4/5 noon, ends Fri 4/10 midnight.

[Quiz 5](#) on L24-L25: opens Thurs 4/16 noon, ends Sat 4/18 midnight. 2-hour limit.

[Later Essay](#): Argumentative Essay (optional) is due by Mon 4/27 midnight.

[Exam 5](#) on L24-L28: opens Thurs 4/23 noon, ends Sat 4/25 midnight. 75-min limit.

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### MODULE SIX EUTHANASIA AND END-OF-LIFE DECISIONS

[Discussion 6](#): opens Sun 4/26 noon, ends Fri 5/1 midnight.

**Quiz 6 on L29-L30:** opens Thurs 4/30 noon, ends Sat 5/2 midnight. 2-hour limit.

**Final Exam on L29-32:** Final opens Thurs 5/7 noon, ends Sat 5/9 midnight. 75-min limit.

## Spring 2015 Calendar

*Please see previous page for exact dates and times for each assignments.*

| Mon  | Tue  | Wed                                    | Thu    | Fri  |
|--|--|--|--------|--|
| Jan 19   | Jan 20   | Jan 21<br><b>L01</b> Belmont<br>Report | Jan 22 | Jan 23<br><b>L02</b> Hellman                               |
| Jan 26<br><b>L03</b> Miller/ Brody                 | Jan 27   | Jan 28<br><b>L04</b> Doumbo            | Jan 29 | Jan 30<br><b>Quiz 1</b><br>worth 4% on<br>Syllabus,L01-L02 |
| Feb 2<br><b>L05</b> Buchanan                       | Feb 3<br><b>Discussion 1</b><br>Available Sun<br>noon - Fri 11:59p | Feb 4<br><b>L06</b> King               | Feb 5  | Feb 6<br><b>Exam 1</b><br>worth 15%<br>on L01-L06          |
| Feb 9<br><b>L07</b> Liao                           | Feb 10   | Feb 11<br><b>L08</b> Mussell           | Feb 12 | Feb 13<br><b>Quiz 2</b><br>worth 4%<br>on L07-L08          |
| Feb 16<br><b>L09</b> Dreger                        | Feb 17<br><b>Discussion 2</b><br>Available Sun<br>noon-Fri11:59pm  | Feb 18<br><b>L10</b> Dreger            | Feb 19 | Feb 20<br><b>L11</b> Hale                                  |
| Feb 23<br><b>Exam 2</b><br>worth 15%<br>on L07-L11 | Feb 24   | Feb 25<br><b>L12</b> Marquis           | Feb 26 | Feb 27<br><b>L13</b> Warren                                |
| Mar 2<br><b>Quiz 3</b><br>worth 4%<br>on L12-L13   | Mar 3<br><b>Discussion 3</b><br>Available Sun<br>noon-Fri 11:59pm  | Mar 4<br><b>L14</b> Thomson            | Mar 5  | Mar 6<br><b>L15</b> Little                                 |
| Mar 9<br><b>L16</b> Minkhoff/<br>Paltrow           | Mar 10   | Mar 11<br><b>L17</b> Steinbock         | Mar 12 | Mar 13<br><b>Exam 3</b><br>worth 15%<br>on L12-17          |
| Mar 16<br><b>L18</b> Sherwin/<br>Seavilleklein     | Mar 17<br><b>Discussion 4</b><br>Available Sun<br>noon-Fri11:59pm  | Mar 18<br><b>L19</b> Doyal/<br>McLean  | Mar 19 | Mar 20<br><b>Quiz 4</b><br>worth 4%<br>on L18-L19          |
| Mar 23<br><b>L20</b> Fiester                       | Mar 24   | Mar 25<br><b>L21</b> Kass              | Mar 26 | Mar 27<br><b>L22</b> Bostrom<br><b>Essay Due Date#1</b>    |

| Mon                                      | Tue   | Wed                        | Thu    | Fri  |
|--|---|----------------------------|--------|--|
| Mar 30<br>SPRING<br>BREAK!               | Mar 31<br>NO CLASSES  | Apr 1<br>THIS WEEK→        | Apr 2  | Apr 3                                      |
| Apr 6<br>L23 Strong                      | Apr 7<br>Discussion 5<br>Available Sun<br>noon-Fri 11:59pm  | Apr 8<br>L24 Rescher       | Apr 9  | Apr 10<br>Exam 4<br>worth 15%<br>on L18-23 |
| Apr 13<br>L25 Annas                      | Apr 14  | Apr 15<br>L26 Steinberg    | Apr 16 | Apr 17<br>Quiz 5<br>worth 4%<br>on L24-L25 |
| Apr 20<br>L27 Gordon                     | Apr 21  | Apr 22<br>L28 Wilkinson    | Apr 23 | Apr 24<br>Exam 5<br>worth 15%<br>on L24-28 |
| Apr 27<br>L29 Quill<br>Essay Due Date #2 | Apr 28<br>Discussion 6<br>Available Sun<br>noon-Fri 11:59pm | Apr 29<br>L30 Gay-Williams | Apr 30 | May 1<br>Quiz 6<br>worth 4%<br>on L29-L30  |
| May 4<br>L31 Rachels                     | May 5   | May 6<br>L32 Hardwig       | May 7  | May 8<br>Final Exam<br>On L29-32           |

**Fixed Due Dates:** Test 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 provided electronic copies of new articles.

| GRADES          | Total Points       | Points Each, Minimum Required      |
|-----------------|--------------------|------------------------------------|
| 1. Exams/Essay* | Total = 500 points | 100 points each, 5 out of 7 count. |
| 2. Quizzes      | Total = 150 points | 30 points each, 5 out of 6 count.  |
| 3. Discussions  | Total = 50 points  | 10 points each, 5 out of 6 count.  |

**\*Essay Deadlines:** There are two essay due dates, a student may turn in an essay during the March 27 or the April 27 deadline. Only one essay may be submitted per student. The essay topics for the March 27 deadline will be different from the topics for the April 27 deadline. Essays are optional.