

Course Syllabus

BIOETHICS

PHL 116 | University of Alabama at Birmingham | Fall 2018

TABLE OF CONTENTS

TABLE OF CONTENTS	1
1. BASIC COURSE INFO	2
COURSE DESCRIPTION	2
LEARNING OBJECTIVES.....	2
REQUIRED TEXTS.....	2
ASSIGNMENTS (OVERVIEW)	2
TIME COMMITMENT.....	3
CLASS UPDATES & WEBSITE	3
CONTENT COVERED.....	3
COURSE MATERIALS: HANDOUTS, LECTURE SLIDES, ETC.	3
ETIQUETTE/CIVILITY	3
NO DEVICES IN CLASS (ON-CAMPUS SECTIONS ONLY)	4
2. ASSIGNMENTS	4
ENGAGEMENT	4
QUIZZES.....	5
EXAMS.....	6
PROCTORU(ONLINE STUDENTS ONLY).....	6
LATE & MAKE-UP ASSIGNMENTS.....	6
CHEATING (INCLUDING PLAGIARISM)	7
GRADES.....	7
3. STUDENT SUPPORT	8
CONTACTING ME.....	8
INTERNET RESOURCES	8
WRITING SUPPORT.....	8
PHILOSOPHY CLUB.....	8
MENTAL AND PHYSICAL HEALTH.....	8
IF YOU FACE MAJOR DIFFICULTIES	9
DSS ACCESSIBILITY STATEMENT	9
TITLE IX STATEMENT.....	9
4. READINGS	9
WHEN TO READ.....	9
SCHEDULE/CALENDAR.....	10

Note: Print a copy of this syllabus for easy reference about due dates, policies, student support, etc. The syllabus is the ruling document, although small changes are sometimes needed. If changes are made, an announcement will be sent through Canvas.

1. BASIC COURSE INFO

Prof. Information:

Prof: Dr. Joshua May
Office: Humanities Bldg. Rm. 425
Email: joshmay@uab.edu
Website: www.joshdmay.com
Office Hours: Wed. 10:30-11:30 (& by appt.)

Section Info:

Online: Section QLA
On-campus: Section 1B
Time: MWF 9:05-9:55am
Location: Education Bldg. room 131
Course Website: Canvas

COURSE DESCRIPTION

Bioethics is the study of moral issues about life and death, typically arising from new technologies and advancements in biology and medicine. Our main topics will be:

- Euthanasia and physician-assisted suicide
- Assisted reproduction
- Human cloning
- Abortion
- Human and animal experimentation
- Medical financing (including the Affordable Care Act).

We'll also cover some basic logic and moral theory.

Warning: Some of these topics are sensitive and sacred to some people. Consider how comfortable you are considering reasons for and against the beliefs you have on these topics.

No prerequisites. Ethics and Civic Responsibility are significant components of this course (QEP).

LEARNING OBJECTIVES

- Develop an understanding of some of the major moral issues of our time.
- Learn some basic moral theories and concepts.
- Hone the ability to explicate and critically assess arguments.
- Facilitate the skill of evaluating and justifying one's moral beliefs.

REQUIRED TEXTS

- (1) *Medical Ethics: Accounts of Groundbreaking Cases* (8th ed.) by Gregory E. Pence (McGraw-Hill, 2016). ISBN-13: 978-1259907944. [Available locally or online: about \$100 new, but only \$25 to rent, \$50 ebook. Don't use the previous edition, as some content has changed.]
- (2) Additional readings (as PDFs) on the course webpage (in Canvas).

ASSIGNMENTS (OVERVIEW)

For due dates, see the Canvas site or the Schedule at the end of this syllabus.

- | | | |
|----------------------------|---------------|---|
| 1. Engagement Tasks | 15% of grade | (participation, peer discussion, surveys, etc.) |
| 2. Quizzes (x6) | 25% of grade | |
| 3. Midterm Exam | 30% of grade | |
| 4. Final Exam | 30% of grade. | (not cumulative) |

TIME COMMITMENT

This is a course worth 3 credit hours. During a normal 14-week semester, you should prepare to spend about 9 hours per week on course activities (e.g. reading the assigned chapters/articles, watching the videos, participating in the discussions, and completing the assessments).

CLASS UPDATES & WEBSITE

Important announcements and updates will be made occasionally on the course website in Canvas (<http://uab.instructure.com/>). So do check it frequently or have it set up to email you each announcement.

CONTENT COVERED

We will be discussing content primarily from the text(s). However, we may not cover everything in the assigned reading. [Also: Given that this course covers important specific cases in medicine and the law, students will be tested on basic details of such cases.]

COURSE MATERIALS: HANDOUTS, LECTURE SLIDES, ETC.

Lecture Slides: To help students, I will provide PowerPoint slides, but they will be rather *barebones*. You will likely want to supplement them with your *own notes* on the lectures (and perhaps readings).

Lecture Recordings: You will have access to about 20 screen capture recordings of me lecturing over the slides. [They will be posted around the day the relevant lecture is scheduled—see the Schedule/Calendar at the end of this syllabus.] Each lecture is about 35-45 minutes long and meant to cover the reading(s) assigned for that day (see the Schedule/Calendar).

Copyright Notice: The course materials that I create (e.g. handouts, recordings, exams) are intellectual property. They are for you to use in this class only, during this semester. Course materials are not for others to use (e.g. they're not to be posted on other websites or otherwise shared with other people).

ETIQUETTE/CIVILITY

We should, of course, behave in a civil manner toward each other, even when interacting online (e.g. during online discussions and over email). Consider, for example, the following guides:

- *Respect*: Each student's opinion is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion in a diplomatic way. Do not insult the person or their idea. Do not use negative or inappropriate language.
- *Confidentiality*: When discussing topics be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- *Format*: When posting use proper grammar, spelling, and complete sentences. Avoid using ALL CAPITALS. This signifies that you are yelling. Avoid using abbreviations such as 'cu l8r' for 'See you later.'
- *Relevance*: Think before you type. Keep posts relevant to the discussion board topic.
- *Student and Instructor Etiquette*: I will of course treat each student with respect and dignity and expect to be treated the same.

No DEVICES IN CLASS (ON-CAMPUS SECTIONS ONLY)

During class, turn off and put away all computers, phones, and other electronic devices. Texting, web surfing, and the like are all distractions to you and your fellow classmates. After much deliberation, I believe the best option is to just ban it all during lecture. Think of the class meetings as a “philosophy retreat” where you focus on only philosophy. That’s not too much to ask. (Of course, if you have a special need for some such device, do talk with me and we can make exceptions as needed.)

A rationale I endorse:

<http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>

Penalties: If I catch you during class, I’ll ask you to put the device away and you won’t be marked as present for that lecture. If the problem persists, you will need to leave.

2. ASSIGNMENTS

ENGAGEMENT

Your Engagement grade will be based on these assignments (adding up to 100 points):

- (a) *Profile Picture* [5 pts] – an appropriate picture of yourself on Canvas.
- (b) *2 Surveys* [8 pts, 4 ea.] – brief opinion polls about the class.
- (c) *Peer Discussion* [15 pts] – brief report on an ethical discussion with a peer outside of class.
- (d) *Participation* [72 pts] –

Online students: 9 Discussion Posts [8 each] - corresponding to our 9 modules.

Discussion Groups: To make these discussions more manageable, you will be put into groups of about 10, and your discussion posts will only be among your same group throughout the course.

Rules/Guidelines for Posts:

- For these discussion posts, I’m not expecting you to write an essay. While a good answer will usually be at least a paragraph, an acceptable answer can be just a few sentences long. However, you should take the question seriously and make a thoughtful attempt at answering it.
- You can either (a) answer the relevant question or (b) just (thoughtfully) engage with a post someone has already made in the thread.
- Grading scale: 5=turned in; 6 or 7=good; 8=exceptional
- Of course, be courteous and respectful. These issues are sensitive and sometimes ignite passions, but this is a place for rational and civil discussion.
- Tip: Great posts are often personal. Either dig into the philosophical issues that arise and give your own opinion or relate a personal story or experience that relates to the topic. Avoid simply stating a general uninformative reaction.

On-campus students: *timely attendance* and *appropriate behavior* in lecture...

I will do roll call. It encourages attendance but also helps me to learn names. Your Engagement grade will be primarily determined by this. We’ll have about 36 regular class meetings [so about 2 points each] and your grade will largely be determined by the proportion of lectures you attend. For example, if you attend 75% of lectures, then you will receive around a C grade. However, I reward those who consistently participate in class and penalize those who consistently cause

problems (see below).

Tardiness: If you're late and miss roll call, you can receive 50% of the points for the day, but *only if you inform me after class that you were late.*

Unexcused absences: You'll receive 0 points for the missed lecture. Ultimately, acquiring a few unexcused absences isn't very detrimental (provided you aren't disruptive in class). But of course missing more than a few classes can make it difficult to keep up with the material.

Excused absences: These require proper documentation—e.g. for jury duty (note from the court), military service (note from military superior), or required university-sponsored activities (documentation from UAB official or supervisor). Students who get absences excused won't earn the points for that day but won't lose points either—the day just won't be factored into the calculation of their attendance score. Remember, students with excused absences are still required to complete work and readings by the required due dates, unless I approve an extension.

Participation & Disruptions: I'm very interested in what you think about the issues we discuss in class. For example, ask questions (even if just about clarification) and make comments (such as criticizing one of the authors we're discussing). Outstanding participation can be like extra credit for your final Engagement grade: it can boost it. Being disruptive, however, can negatively affect your score (e.g. losing attendance points that day).

QUIZZES

The quizzes, which will all be Canvas, will be *multiple choice* and will occur about every other week (see the Schedule/Calendar).

Time Limit: To help prevent cheating, such as perusing the Internet or slides, the quizzes are timed (you'll have 5 minutes for each). It's plenty of time if you know the material. (The average time it takes to complete this sort of quiz is 3.5 minutes.)

Closed-book: When taking the quizzes, you're not supposed to be using your book, notes, or collaborate with anyone. Treat it like an in-class quiz: just bring your own brain and answer the questions based on what you've learned.

Dummy Question: Each quiz will have a "dummy question" that tells you what the correct answer is in order to get almost half the points (40 points). The 5 real questions are then worth 12 points each. That way, if you miss one or two of the real questions, you won't lose so many points overall. E.g. 1 incorrect answer = 88% (instead of 80%); 2 incorrect answers = 76% (instead of 60%); 3 incorrect answers = 64% (instead of 40%).

Are the quizzes cumulative? No. They cover the material preceding it (from the last quiz). So, for example, Quiz 2 will cover the material on the Schedule that falls between Quiz 1 and Quiz 2 (including the material covered in the lecture for that day). That's not a precise measurement, since sometimes a quiz will occur during the middle of a topic, in which case the following quiz may cover some of that same overlapping topic.

How should you study for quizzes? Study the relevant readings and lectures. The slides provide a good guide for the material you'll be held accountable for. You might, for example, look through them for key terms, concepts, arguments, theories, etc. and then create flash cards (you can do this online with free sites like [quizlet.com](https://www.quizlet.com)).

When will correct answers be visible? Two days after each quiz's due date. This is to prevent sharing of answers with students who take it later in the day on the due date or those who need to complete the assignment late.

EXAMS

Format: Both the midterm and final exams will involve: (a) *multiple-choice questions* and (b) a *short essay*. Before the exams, you'll receive a *Study Guide*. The final is *not* cumulative.

Essay feedback: I have to grade a lot of exams over a short period of time, so I'm usually only able to provide some comments on the essay portion of the Midterm, but not on the Final.

Answers to multiple-choice: I generally don't let students see the answers to the multiple-choice section. Sorry, I know that's unfortunate, but the exams are the main hurdle in this course and I need to prevent versions of them from floating around out there for some future students to cheat off of or use to gain an unfair advantage over others.

PROCTORU (ONLINE STUDENTS ONLY)

The two exams in this course require that online students use ProctorU, a live online proctoring service that allows you to take your exam from the comfort of your home. ProctorU is available 24/7, however, you will need to schedule your proctoring session at least 72 hours in advance to avoid any scheduling fees (otherwise it's free to you as a student).

Watch their video to learn how it works (<https://vimeo.com/129576577>), and make sure your computer meets the technology requirements (<https://www.proctoru.com/resources/test-takers/live/>). This is very important. If you can't use ProctorU for whatever reason, then you *can't* take this course. This requirement is necessary to avoid cheating and thus to insure the quality and integrity of this course.

Next, create a ProctorU account ASAP (go.proctoru.com). Soon you should also test your equipment (<https://test-it-out.proctoru.com/>). There you can learn about what to expect during your proctoring session, and ask any questions you may have about the proctoring process with a ProctorU representative. In order to use ProctorU, you will need to have a high-speed internet connection, a webcam (internal or external), a Windows or Apple Operating System, and a government issued photo ID.

Timing: Students can complete the exams online any time within their 48-hour due date period, using ProctorU. But you'll have a limited time to finish once started.

Technical difficulties: These are an unfortunate risk of taking a course online. It is your responsibility to avoid them. E.g. try to take the test earlier in the day on a reliable computer, have backup options in case you lose Internet access during a test, etc. Canvas and ProctorU keep a log of your session, so I can verify whether you had certain technical problems, but not all.

LATE & MAKE-UP ASSIGNMENTS

Assignments can be made up or submitted late only if you have very *extenuating circumstances* (e.g. medical, military, jury duty) that you can document. Make sure you let me know *as soon as such special circumstances arise*; otherwise I might not be able to work something out with you. Moreover, make-ups are conditional on our being able to schedule a mutually convenient time for it and a time that is either soon before or after the original

assignment occurred. For example, don't expect to be able to take an exam two weeks after (or before) the rest of the class takes it.

Late penalties: If I accept a late assignment without an agreed upon extension, a 5% penalty applies for the first day late; 2% per day is applied for the next 13 calendar days after the due date. Assignments won't be accepted after more than 14 calendar days, except in exceptional circumstances and in consultation with the professor. Late penalties are rounded down to the nearest whole point (e.g. 1 day late on a 10-point assignment yields 1 point off).

CHEATING (INCLUDING PLAGIARISM)

Should students cheat? No! It's both immoral and imprudent. I warn against this every semester, and still nearly every time at least one person gets caught! *I take this extremely seriously.* I will give all cheaters a failing grade and report the incidents to the university.

What counts as cheating? Academic cheating or misconduct includes *abetting, collusion, fabrication, and misrepresentation*. But it's *your responsibility* to make sure that your work doesn't violate university policies. (Compare: Ignorance of the law is generally no excuse.)

All UAB students are expected to be familiar with the *UAB Academic Honor Code*, as well as any honor codes that are specific to their schools or disciplines. The code represents a commitment to integrity in the academic community and respect for educational endeavors. For your convenience, here is the link to UAB's page on *Academic Integrity*:

<http://www.uab.edu/students/one-stop/policies/academic-honor-code>

If you need any help in understanding the honor code or are in any doubt about whether your work may violate it, check with me well in advance. For a tutorial on plagiarism, see:

<https://www.mhsl.uab.edu/2009/plagiarism/>

How is cheating detected? Various ways. Note, however, that if you take this course you're agreeing to submit your work online, when instructed, to a program called *TurnItIn* that detects cheating (from plagiarism to collusion). Note that TurnItIn will retain an anonymous version of your submission as part of their database so that students who cheat from it can be detected. Because of this program, the vast majority of you who do your own work and cite the sources of your information properly will not have to compete with students who commit undetected plagiarism.

GRADES

All grades for assignments will be posted on the course website. Canvas automatically calculates your grade based on the weight of the assignments. Using the "What-If Grades" feature, you can see what your final course grade will be if you get a certain score on future assignments. I use a standard conversion from percents to letter grades (A=90-100, B=80-89, C=70-79, etc.). Note: For final grades, UAB only uses A, B, C, D, F (no +/-).

Note Well: The default grade for any assignment is *not* an "A" or 100% with points taken away for errors. Rather, the default grade (if we must imagine one) is more like a "C" which is supposed to be the grade for average work meeting minimum expectations. Points are then taken off for doing worse than this or added for doing better.

Grade disputes: Ultimately, not everyone will receive the grade they wanted. But please note that I apply the usual standards in the discipline of Philosophy and I apply them fairly. That means I can't make a special exception for anyone (e.g. "I tried really hard" or "I need to get

an A for a scholarship" or "I felt I did really well," etc.). Making special exceptions for some students but not others is unfair and unethical. I will amend grades only if I made a calculating error or inadvertently misapplied a standard. I will not change the grading standards or offer extra credit opportunities for only some students.

Extra credit: I rarely offer this, and when I do the opportunity is open to the entire class. I usually only offer extra credit for attending events relevant to our course, typically only for events organized by the Philosophy Department. Giving extra credit for events is tricky. Some students can't attend them because they have other obligations, and then they can't take advantage of the opportunity. It's a bit of a dilemma. It's good to encourage students to support events related to our class topics, but that unfortunately leaves some others out. So what I do is make sure the extra credit isn't especially hefty. That way, for those who can't make it, you're not missing out on an amazing opportunity to substantially improve your grade in our class. But it still provides an incentive for students to attend who can make it.

3. STUDENT SUPPORT

CONTACTING ME

Email is the preferred method of contact for this course (I aim to respond within 24 hours on weekdays). Other ways to talk with me include: before or after class, during my regular office hours, by appointment to meet in person or chat via Skype. I encourage you to *communicate with me outside of class*. Talking to me about the material, especially in preparation for an upcoming assignment, is not just for those who fear failing the course; it's also for those who want to secure an "A" (or whatever your goal is).

INTERNET RESOURCES

The website for this class (and my personal website) have some links that may prove useful in the course. See also the *Library's Philosophy Guide*: <http://uab.libguides.com/philosophy>

WRITING SUPPORT

I'll be expecting you to do *college-level writing*. Your writing should be clear, organized, professional, and so on. Furthermore, writing in philosophy is often very different from writing in other disciplines. Since philosophy requires the clear communication of often difficult and subtle ideas, weak writing renders high level performance impossible. If you have any questions, I encourage you to talk to me about assignments before the due date.

PHILOSOPHY CLUB

At UAB's Student Fellowship of Philosophy (Phil Club), all are welcome. You don't need to be a Philosophy major or minor to attend meetings, and your friends are welcome too. Meetings each semester are either weekly or biweekly and snacks (often pizza) are typically available. The Club usually either discusses a philosophical topic, watches a video, or organizes events. Early in the semester I'll announce the meeting schedule, but you can also see their Facebook group ("UAB Philosophy Club").

MENTAL AND PHYSICAL HEALTH

The Health and Wellness Center is located at 1714 9th Avenue South. Call (205) 934-3581 for an appointment. In addition to a wide array of health services, the center offers a strong, confidential counseling program free of charge to current UAB students. Psychiatric services are also available. Call (205) 934-5816 or stop by to schedule an appointment. Stress, anxiety, and depression are the leading issues handled by our professional counselors.

IF YOU FACE MAJOR DIFFICULTIES

If for any reason you are struggling—due to medical issues or otherwise—get in touch with me as soon as possible. I'm happy to work with you to find the best course of action and, if possible, to help you complete the course successfully. But you must get in touch as soon as you know there's a problem. Waiting until the last minute, for example, might mean we can't work anything out. I also recommend getting in touch with UAB's *Office of Student Advocacy, Rights, and Conduct* (<http://www.uab.edu/students/sarc/>).

DSS ACCESSIBILITY STATEMENT

If you're registered with Disability Support Services (DSS), let me know as soon as possible about requested accommodations. If you have a disability but haven't yet contacted DSS, please contact them as soon as possible (<https://www.uab.edu/students/disability/>). Accommodations are not retroactive. Students should obtain an accommodation letter from DSS at the *beginning* of each semester, get that letter to the instructor, and contact the instructor several days before the accommodation is required. Requests for reasonable accommodations involve an interactive process and consist of a collaborative effort among the student, DSS, faculty and staff.

TITLE IX STATEMENT

The University of Alabama at Birmingham is committed to providing an environment that is free from sexual misconduct, which includes gender-based assault, harassment, exploitation, dating and domestic violence, stalking, as well as discrimination based on sex, sexual orientation, gender identity, and gender expression. If you have experienced any of the aforementioned conduct we encourage you to report the incident. UAB provides several avenues for reporting. For more information about Title IX, policy, reporting, protections, resources and supports, please visit <http://www.uab.edu/titleix> for UAB's Title IX Policy, UAB's Equal Opportunity, AntiHarassment Policy and Duty to Report and Non-Retaliation Policy.

4. COURSE SCHEDULE

WHEN TO READ

Students are expected to *do the assigned reading*. You should aim to do the reading the day it's covered in class—or at least around that time. The point of this is: *don't give up on the reading*. If you didn't get to it before we covered it in class, make sure you do it after. This is especially important because philosophy involves close examination of often fairly dense arguments. However, you aren't expected to have figured it all out before the relevant lecture. That's what we're going to try to do in class. (Notice also that I've provided the page numbers of each reading so you can see the length and plan ahead.)

Mental Fatigue: Don't underestimate this. When reading, if you find that you can't process it, you may be getting mentally exhausted. Try putting the reading down and coming back to it later, even the next day. It's quite likely that you'll find it much easier after a break, especially after you're well rested (and nourished).

Pro Tip: I don't expect you to read the footnotes or endnotes of the articles before the articles are covered in lecture. Just have a quick read to get an overall sense of what the author's main ideas are.

SCHEDULE/CALENDAR

Some readings are in our textbook (*Medical Ethics*), while the rest are PDFs available for you to download on the course Canvas site. Note well:

- The schedule is subject to minor change, but unlikely.
- Tasks in brackets and no bolded—e.g. [Disc. 1]—are for *online students only*.
- 📖 = read for the corresponding lecture. 🎧 = listen.
- **pp.** = pages (e.g. "pp. 2-3 only" = read pages 2-3 only; "20pp." = 20 pages in length)

Week	Date	Module #, Lecture Topic, & Reading	Task Due
#1	8/27	1a. Intro: Bioethics! 📖 Syllabus	Profile Pic
	8/29	1b. Intro: Human Subjects 📖 <i>Medical Ethics</i> Ch. 9: "...Vulnerable Subjects" (pp. 196-209 only)	[Disc. 1]
	8/31	1c. Intro: Ethical Reasoning 📖 <i>Medical Ethics</i> Ch. 1: "Good & Bad Ethical Reasoning..." [1 st part] (pp. 1-8 only)	Survey 1
#2	9/3	No Class – Labor Day	
	9/5	2a. Death with Dignity: Competent Patients 📖 <i>Medical Ethics</i> Ch. 2 "...Terminal and Nonterminal Patients" (32pp.)	[Disc. 2]
	9/7	2b. Death with Dignity: Autonomy 📖 Brock, Dan (1992) "Voluntary Active Euthanasia" (<i>skip final section</i> , 18pp.)	Quiz 1
#3	9/10	2c. Death with Dignity: Harm 📖 Callahan, Daniel (1992) "When Self-Determination Runs Amok" (10pp.)	
	9/12	Catch Up & Discussion Day	
	9/14	3a. Euthanasia: Comas 📖 <i>Medical Ethics</i> Ch. 3 "Comas: Quinlan, Cruzan & Schiavo" (25pp.)	[Disc. 3]
#4	9/17	3b. Euthanasia: Personhood 📖 Fletcher, Joseph (1974) "Four Indicators of Humanhood" (10pp.)	
	9/19	3c. Euthanasia: Letting Die 1 📖 Rachels, James (1975) "Active and Passive Euthanasia" (6pp.)	Quiz 2
	9/21	3d. Euthanasia: Letting Die 2 📖 Foot, Philippa (1984) "Killing and Letting Die" (excerpt, 6pp.)	
#5	9/24	4a. Ethical Theory: Applied to Poverty 📖 Singer (1999) "The Singer Solution to World Poverty" <i>New York Times</i> (5pp.)	[Disc. 4]
	9/26	4b. Ethical Theory: Trolley Problem 📖 Foot, Philippa (1967) "...the Doctrine of the Double Effect" (excerpt, 10pp.)	
	9/28	No Class – Prof. Away for Conference	
#6	10/1	4c. Ethical Theory: Principles 📖 <i>Medical Ethics</i> Ch. 1 "...Ethical Theories, Principles, & Bioethics" (pp. 8-18 only)	
	10/3	5a. Reproduction: Having Them 📖 Paul, Laurie (2015) "What You Can't Expect When You're Expecting." (<i>skip Sect. 6</i> , 13 pp.)	[Disc. 5]
	10/5	5b. Reproduction: Surrogacy 📖 <i>Medical Ethics</i> Ch. 5 "Assisted Reproduction ..." (21pp.)	Quiz 3
#7	10/8	5c. Reproduction: For Surrogacy 📖 Robertson, John (1983) "Surrogate Mothers: Not So Novel after All" (11pp.)	
	10/10	5d. Reproduction: Anti-Surrogacy 📖 Ketchum, Sara Ann (1989) "Selling Babies and Selling Bodies" (11pp.)	
	10/12	**Midterm Exam**	Midterm

#8	10/15	6a. Embryos: Stem Cells & Cloning 📖 <i>Medical Ethics</i> Ch. 6 "Embryos, Stem Cells, and Reproductive Cloning" (22pp.)	[Disc. 6]
	10/17	6b. Embryos: For Cloning 🎧 <i>This American Life</i> (2005) "If By Chance We Meet Again" (21 min. or transcript)	
	10/19	6c. Embryos: Against Cloning 📖 Kass, Leon (1979) "'Making Babies' Revisited" (<i>only sects. 1-7, 20pp.</i>)	
#9	10/22	7a. Abortion: Intro 📖 <i>Medical Ethics</i> Ch. 4 "Abortion: The Trial of Kenneth Edelin" (22pp.)	[Disc. 7]
	10/24	7b. Abortion: Personhood 1 📖 Warren, Mary Anne (1973) "On the Moral and Legal Status of Abortion" (14pp.)	
	10/26	7c. Abortion: Personhood 2	
#10	10/29	7d. Abortion: Bodily Rights 📖 Thomson, Judith Jarvis (1971) "A Defense of Abortion" (excerpt, 8pp.)	Quiz 4
	10/31	Catch Up & Discussion Day	
	11/2	7e. Interlude: Philosophy Skills	
#11	11/5	8a. Animal Use: Intro 📖 <i>Medical Ethics</i> Ch. 8 "Medical Research on Animals" (15pp.)	[Disc. 8]
	11/7	8b. Animal Use: Rights 📖 Cohen, Carl (1997) "Do Animals Have Rights?" (11 pp.)	Quiz 5
	11/9	No Class – Prof. Away at Ethics Bowl	
#12	11/12	8c. Animal Use: Speciesism 📖 Singer, Peter (1974) "All Animals Are Equal" (16pp.)	
	11/14	Catch Up & Discussion Day	
	11/16	9a. Medical Finance: Pre-ACA 🎧 <i>This American Life</i> (2009) "More Is Less" (60 min. audio or transcript) 📖 <i>Medical Ethics</i> Ch.17 "... Affordable Care Act" [<i>1st half: pp. 367-76 only</i>]	[Disc. 9]
<i>Thanksgiving Break: 11/19 - 11/23</i>			
#13	11/26	9b. Medical Finance: Duty to Die? 📖 Hardwig, John (1997) "Is There a Duty to Die?" (10pp.)	Peer Disc.
	11/28	9c. Medical Finance: Post-ACA 📖 <i>Medical Ethics</i> Ch. 17 "...Affordable Care Act" [<i>2nd half: pp. 377-88 only</i>]	
	11/30	Catch Up & Discussion Day	
#14	12/3	9d. Medical Finance & Wrap-Up 📖 Gutman, Amy (1981) "For and Against Equal Access to Health Care" (18pp.)	Quiz 6
	12/5	Review for Final Exam (in Class)	Survey 2
	12/7	No Class – Study for Exam	
#15	12/10-4	**Final Exam** Wed. 12/12, 8-10:30am (for <u>on-campus</u> students) or any time that day (for <u>online</u> students)	