



## Course Requirements:

Participation **5%**  
4 Short In-Class Quizzes **12%**  
Midterm Exam **25%**  
Final Exam **30%**  
Case Study Essay **25%**  
Case Study Presentation **3%**

- Participation: This includes participation class discussions, small assignments, case study discussions, and group activities. Because we only meet once a week, it is important to come to every class. **Attendance is required**. You can also participate by coming to office hours and discussing class materials directly with me. Each unexcused absence will result in the loss of 1% of your final grade.
- 4 Short In-Class Quizzes: These quizzes will be spread out over the course of the semester. They are designed to evaluate your comprehension of the assigned readings and lecture materials. Quizzes must be taken in class and cannot be made up.
- Midterm Exam: The midterm will consist of a mix of short answer questions and essays. You will be given a choice of essay questions to answer on the exam.
- Final Exam: The final will consist of a mix of short answer and essay questions. Possible essay questions will be made available a week before the final date. Only a small selection of the essay will actually appear on the final. The final will be accumulative.
- Case Study Essay: You will be asked to produce a 6-page essay. The essay is designed to evaluate your ability to articulate yourself in a logical, well-structured, clear, and concise way. Check Course Web for more instructions on the essay. You will need to pick a case study to discuss in your essay. Your case study may come from the textbook or from your own research. **Essays are due on the day of your presentation**. It is encouraged for the topic of your case to be related to the topics of that day's class, but it does not need to be.
- Case Study Presentation: You will be asked to do a short 5-8 minute presentation on your case study and your ethical analysis of it. There are 6 groups for presentations spread out throughout the semester. You will sign up for a slot on the second week of class (there will be a Google Spreadsheet made available to everyone, first come first serve). You should prepare a handout or Power Point for your presentation.

## Reasoning with Case Studies:

We will begin or end most classes with a case study. These case studies will be related to each week's topics. Case studies are chosen because they are difficult. Over the course of the semester, you will learn how to apply different ethical frameworks to cases and develop arguments defending different views.

The aim of your case study essay and presentation is to demonstrate that you can correctly use an ethical framework to reason through a case and use ethical principles to defend or criticize a position. You will be asked to distinguish ethical reasons from legal or economic reasons.

### Grading Scale:

100-98% A+	97-94% A	93-90% A-	
89-88% B+	87-84% B	83-80% B-	
79-78% C+	77-74% C	73-70% C-	
69-68% D+	67-63% D	63-60% D-	<60% F

### Late Policy:

Class participation and in-class quizzes **cannot** be made up. No late work will be accepted for credit. If for some reason you cannot make your presentation day or hand in your essay that day, you must contact me at least 72 hours in advance with a relevant reason and supporting documentation to reschedule to a different group. Look at the syllabus and plan ahead accordingly.

### Grade Center Policy:

All your grades will be posted within one week of your handing in work in your Grade Center on Course Web. Please monitor your progress through the semester. All grades will be final on December 14, 2018.

### Courtesy:

Lively discussions, like the ones in which we will engage throughout this semester, have the potential to result in intense emotions and hurt feelings. Please keep this in mind and remain civil at all times. Verbal abuse, excessive vulgar language, racial or ethnic slurs, sexual harassment, and so forth will not be tolerated.

### Communication:

Announcements will be made either on Course Web or via email to your university email account. You are required to check this account regularly or set it up so that email will be forwarded to your regular account. I will attempt to respond to all emails within **48 hours** and will try to respond to most within 24 hours.

### Office Hours:

Students who do not participate in class discussion are encouraged to attend office hours. Office hours can be used to talk over assignments, reading, or class performance, or for more freewheeling discussion about the topics at hand. If you are struggling in the course the best thing you can do is explain the situation to me as soon as possible so that we can work out a solution together.

### Writing Resources:

I encourage all of you to take advantage of the Writing Center, located at 317B O'Hara Student Center. For information about the center, visit: **[www.writingcenter.pitt.edu](http://www.writingcenter.pitt.edu)**  
You can easily make an appointment with a writing consultant online.

### Cell Phones:

To ensure a respectful and productive environment, please silence your phones and refrain from checking your phone for the duration of the class.

### Academic Integrity:

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

### Disability Services:

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

### Copyright Notice:

Course materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See Library of Congress Copyright Office and the University Copyright Policy.

### Statement On Classroom Recording:

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

August 27	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• (Handout) Principle approach to bioethics.</li> </ul> <p><u>Case Study:</u> Charlie Gard (in class)</p>
September 3	<p><b>Labor Day - No Class</b></p>
September 10	<p><b>Ethical Frameworks</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Introduction Moral Reasoning in the Medical Context <b>SLA</b> p. 1-41</li> <li>• Foundations of the Health Professional-Patient Relationship <b>SLA</b> p. 43-58.</li> </ul> <p><u>Case Study:</u> Hippocratic Oath <b>SLA</b> p. 59</p>
September 17 <b>QUIZ 1</b>	<p><b>The Beginning of Life: Abortion</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Marquis, Why Abortion is Immoral <b>SLA</b> p. 556-563</li> <li>• Thomson, A Defense of Abortion <b>SLA</b> p. 564-573</li> <li>• (Optional) Warren, On the Moral and Legal Status of Abortion <b>SLA</b> p. 545-555</li> </ul> <p><u>Case Study:</u> Roe v Wade [<b>CW</b>]</p>
September 24  <b>Presentation Group 1</b>	<p><b>The Beginning of Life: Selective Abortion &amp; Assisted Reproduction</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Steinbock, Disability, Prenatal Testing, and Selective Abortion <b>SLA</b> p. 619-627</li> <li>• Murray, What Are Families For? <b>SLA</b> p. 650-655</li> <li>• (Optional) Amundson &amp; Tresky, Bioethics and disability rights. [<b>CW</b>]</li> </ul> <p><u>Case Study:</u> Selective sex abortions (in class)</p>
October 1 <b>QUIZ 2</b>	<p><b>The End of Life: Competent and Incompetent Patients</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Buchanan and Brock, Deciding for Others: Competency <b>SLA</b> p. 332-342</li> <li>• Dresser and Robertson, Quality of Life and Non-Treatment Decisions for Incompetent Patients <b>SLA</b> p. 398-409</li> </ul> <p><u>Case Study:</u> Terry Schiavo <b>SLA</b> p. 369-373</p>
October 8  <b>Presentation Group 2</b>	<p><b>The End of Life: Physician-Assisted Death</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Brock, Voluntary Active Euthanasia <b>SLA</b> p. 441-454</li> <li>• Arras, Physician-Assisted Suicide <b>SLA</b> p. 455-461</li> <li>• (Optional) Ackerman, "For Now Have I My Death" <b>SLA</b> p. 493-501</li> </ul> <p><u>Case Study:</u> Death and Dignity <b>SLA</b> p. 437-440</p>
October 16  <i>* TUESDAY MEETING *</i>	<p><b>MIDTERM</b></p>

<p>October 22</p> <p><b>Presentation Group 3</b></p>	<p><b>Experimentation on Human Subjects 1</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• The Belmont Report <b>SLA</b> p. 734-740</li> <li>• Hellman and Hellman, Of Mice But Not Men <b>SLA</b> p. 744-749</li> <li>• (Optional) Freedman, A Response <b>SLA</b> p. 749-752.</li> </ul> <p><u>Case Study:</u> Tuskegee Syphilis Experiment <b>SLA</b> p. 721-733</p>
<p>October 29</p> <p><b>Presentation Group 4</b></p>	<p><b>Experimentation on Human Subjects 2</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Lurie and Wolfe, Unethical Trials of Interventions <b>SLA</b> p. 757-761</li> <li>• Crouch and Arras, AZT Trials and Tribulations <b>SLA</b> p. 766-770</li> <li>• London, The Ambiguity and the Exigency <b>SLA</b> p. 771-780</li> </ul> <p><u>Case Study:</u> AZT Trials (in class)</p>
<p>November 5</p> <p><b>QUIZ 3</b></p>	<p><b>Justice and Health Care 1</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Daniels, Equal Opportunity and Healthcare <b>SLA</b> p. 182-185</li> <li>• Sade, Foundational Ethics of the Health Care System <b>SLA</b> p. 193-208.</li> <li>• (Optional) An Ethical Framework for Access to Health Care <b>SLA</b> p. 174-182</li> </ul> <p><u>Case Study:</u> The Young Invincibles <b>SLA</b> p. 167-173</p>
<p>November 12</p> <p><b>Presentation Group 5</b></p>	<p><b>Justice and Health Care 2</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Persad, Wertheimer, and Emanuel, Principles for Allocation of Scarce Medical Interventions <b>SLA</b> p. 265-275</li> <li>• The Case for Allowing Kidney Sales <b>SLA</b> p. 277-280</li> </ul> <p><u>Case Study:</u> Malaria vaccine (in class)</p>
<p>November 19</p> <p><b>QUIZ 4</b></p>	<p><b>Race and Medicine / Drug and Addiction</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Root, The use of race as proxy in medicine for genetic differences [CW]</li> <li>• Mercer, Aristotle on Drugs [CW]</li> <li>• (Optional) Velasquez-Manoff, What doctors should ignore [CW]</li> </ul> <p><u>Case Study:</u> BiDil (in class)</p>
<p>November 26</p> <p><b>Presentation Group 6</b></p>	<p><b>Ethics for Emerging Technologies / Review</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Savulescu, Genetic Interventions and the Ethics of Enhancement of Human Beings <b>SLA</b> p. 818-828</li> <li>• Hayden, Should you edit your children's genes? [CW]</li> </ul> <p><u>Case Study:</u> The future of CRISPR (in class)</p>
<p>December 3</p>	<p><b>FINAL EXAM</b></p>