

Course Syllabus

Course Code:

Course Name:

#

Credits:

Term:

PHIL 310

Introduction to Medical Ethics

3

SP 2025

Course Delivery Modality:

Meeting Times:

Meeting Place/Platform:

In-person

MWF 9:00am-9:50am

2910-201

Instructor:

Office:

Office Phone:

Email:

Peter Katz

20-149

9267

peter.katz@cnsu.edu

Office Hours:

Office Hours Modality:

Office Hours Instructions:

MWF 10-11, 12-1

In-person

Email to schedule any time

Instructor's Comments on Office Hours Etiquette:

Drop-ins during hours are fine, but it's a good idea to email ahead of time to schedule (and then we can also find a time that works for you if the office hours don't line up with your schedule).

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1. Course Description

Catalog Description

Medical Ethics is a field of applied and normative ethics that combines moral philosophy, interpersonal communication, and medical knowledge to mediate, advise, and otherwise engage in moral conflict in the clinical setting. Our class will equip you with a more robust comprehension of the complexities and contingencies of moral issues. It will prepare you to perform the critical self-analysis that, ideally, prepares us to engage robustly and rigorously with others beliefs and feelings around sensitive topics.

Instructor's Perspective on the Course

This is a class about clinical ethics: the application of ethical frameworks to real-life conflicts in the clinic. Let's take a look at some of the major categories of knowledge that we'll learn in this class:

Metaethics

In a liberal pluralist society, we may not always share moral foundations with our patients, their families, or healthcare practitioners. How do we affirm others' beliefs while still aiming for the good or right? Can there be a "good" or "right" at all in pluralism? What is the balance between inclusivity and the practical concerns of the clinic?

Normative Ethics

Principlism is the most prominent answer to the questions above. We will explore principlism both to learn to apply it, and to question it. Why these principles? How do we juggle between these different *prima facie* values? Where do they blur in the clinic?

Applied Ethics

The study of how we apply our ethics in the clinic—in other words, what we should do to confront problems. We'll ask: how do we know which way is the best way to approach a problem? how do certain problems trouble our definitions of right action? how do we balance all the competing ways we can do right—and harm? and how do we communicate these things to diverse patient and practitioner populations?

2. Required Course Materials

Required and Recommended Textbooks / Other Required Materials for the Course

Required Text: *Ethical Choices: An Introduction to Moral Philosophy with Cases*, edited by Richard Burnor and Yvonne Raley, 3rd Edition (2022).

Other readings available through Canvas

Optional or Recommended Texts:

A Writer's Reference, 9th Ed.

Additional articles are listed in the course calendar.

Supplemental materials may be added throughout the semester.

3. Learning Platform and Institutional Email

CNUCHS uses CANVAS® as the Learning Management System (LMS) to deliver all courses in all modalities. Your access to CANVAS® is granted using your institutional credentials (“@cnsu” email and dedicated password). It is your responsibility to make sure you have the proper hardware (computer, reliable internet access, webcam and microphone) and are able to access the system before the first day of class. If you experience technological problems accessing CANVAS®, your institutional email, or any other technology, please email CNUIT Helpdesk (help@cnsu.edu.on.spiceworks.com) for support. Always copy your course instructor in any communication with CNUIT Helpdesk in order for your course instructor to be aware that you are facing technological problems and have asked for support. Copying your instructor may be very helpful if you need to ask for deadline extensions or makeup of assignments, quizzes, and exams you missed due to technology problems.

Your institutional email (“your.name@cnsu.edu”) is the only recognized way to communicate with your course instructor and your peers in all matters related to this course. Please do not use your personal email or any other email that is not your “@cnsu.edu” email.

It is critically important that you check, on a daily basis, your CANVAS® course page and your “@cnsu.edu” email.

4. **Online Etiquette Guidelines (applies to all delivery modalities):**

What is needed to attend an online or hybrid courses:

- Stable/Reliable internet connection
- Computer with camera and microphone
- Have the required video communication platform set up and ready before class

Please note: you alone bear the responsibility to make sure you have all three conditions above set up and functioning before each class session starts. Lack of any of the three conditions above may impact your ability to participate in the course session and negatively impact both your performance and grade.

A. Basic requirements for success in online or hybrid courses:

- Select a **quiet** location, **free of distractions**.
- Attend all classes on time, if synchronous.
- Maintain a daily/weekly schedule with assignment/exam due dates.
- Reach out to faculty and PALs/GTAs immediately if a problem arises.
- Take advantage of faculty and PALs office hours when you need help.
- Contact IT immediately for any technical problems (also let your instructor know). IT email: help@cnsu.edu.on.spiceworks.com – copy your instructor on any IT email.

B. What is expected from you when attending synchronous sessions:

- Attend the entire time class is in session
 - o Communicate any absences ahead of time with instructor
 - o If you need to leave for some reason, put it in a private chat to instructor and disable camera
- Arrive early (5-10 minutes) as class will start promptly at the scheduled time.
- Camera is **required to be active all the time during lecture, showing your full face**.
- Come prepared with the needed materials for the class.
- Use the mute function so you do not distract others unintentionally.
- If using a background in your video communication platform, make sure:
 - o Your full face can be seen clearly
 - o The background has no motion (no animation background)
 - o It is professionally appropriate, generally utilize scenic backgrounds
- Report any problems with technology to appropriate party or parties including the instructor
- When in breakout rooms, stay on task
- Focus on the course materials at hand
- Be appropriately attired
- Restrict eating during lecture
- Photos, screenshots, recordings (audio or video) are not allowed unless you have prior permission from the instructor
- Any technology/electronics used should be only for learning the material of the course, this includes phones

C. Communication

For ALL forms of communication, such as video conferences, discussion boards, and any other medium, be aware of the following:

- Get comfortable with the chat feature, both for public and private conversations.
 - o Restrict private conversations with instructor only
- If you have a question, do any of the following:
 - o Raise your hand in the video or use the virtual hand feature.
 - o Write the question in the chat.

- o Wait for a break, then unmute yourself to ask a question.

Communication (continued)

- Think before communicating and read through comments before submitting.
- Use an appropriate tone and professional language.
- Avoid emoticons, shortcuts like acronyms, and abbreviations and colloquialisms.
- Avoid sarcasm and humor, take your posts seriously.
- Avoid all caps, it will look like you are screaming.
- Be respectful of other opinions and thoughts.
- Keep to the information presented and course relevant topics.
- Always use constructive criticism of the information.
- Word choice is critically important.
- Use proper writing style including grammar, spelling and sentence structure.
- Be as concise as possible.
- Allow time for others to think and respond.
- Always make sure to communicate with the instructor first on issues dealing with the course structure, assignments, exams and grades.

1. Be advised that all synchronous sessions are recorded.

5. Letter Grades, Grade Points for the Course, Credit Hour Definition, and Excused Absences

CNUCHS adopts the standard “A through F” letter grade convention with pluses but not minuses signs (CHS 3106 Grading Convention Policy). Most courses follow the “A through F” grade convention, while some follow a “P” (pass), “NP” (no pass) system. No course at CHS offers the option for the student to choose how to be graded with “A through F” or “P, NP”. Table below depicts the standard grade convention as well as the point values for this course:

STUDENTS ADMITTED UNTIL SPRING 2022		
Percent of Total	Course Points*	Final Grade
97 – 100%	97-100	A+
90 – 96%	90-96.9	A
87 – 89%	87-89.9	B+
80 – 86%	80-86.9	B
77 – 79%	77-79.9	C+
70 – 76%	70-76.9	C
60 – 69%	60-69.9	D
0 – 59%	0-59.9	F
70 - 100%	-	P
0 – 69%	-	NP

STUDENTS ADMITTED FROM SUMMER 2022 AND BEYOND		
Percent of Total	Course Points*	Final Grade
97 – 100%	97-100	A+
94 – 96%	94-96.9	A
90 – 93%	90-93.9	A-
87 – 89%	87-89.9	B+
84 – 86%	84-86.9	B
80 – 83%	80-83.9	B-
75 – 79%	75-79.9	C+
70 – 74%	70-74.9	C
60 – 69%	60-69.9	D
0 – 59%	0-59.9	F
70 - 100%	-	P
0 – 69%	-	NP

☒CNUCHS does not allow faculty to “grade on a curve”.

Credit Hour: For each 15-week term, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in-class time) and two (2) to three (3)

hours of out-of-class student work (homework). For courses that include workshop and/or laboratory time, one (1) hour of credit is assigned per three (3) hours each week of student time spent in this activity.

*** This is a tentative point breakdown for this course and may change during the term.**

Excused Absences: All supporting documents to request an excused absence must be sent to the Office of Student Affairs (chs.studentaffairs@cnsu.edu). The Office of Student Affairs will notify the course instructor the receipt of a valid excused absence documentation. Make sure you read the policy on excused absences. **Your faculty is not allowed to make direct arrangement with any student for quizzes, tests, or exams make-ups.**

6. Summary of Course's Evaluation Measures, Due Dates, and Point Values

This course is graded based on a A-F Grading Convention.

Required Evaluation Measure	Due Date	Max. Point Value*
Engagement (Formative) Regular, punctual attendance; consistent, thoughtful participation in discussions; preparedness; appropriate behavior in class and in all communication. On most days, you will need to turn in at least one thoughtful question about the reading in-class on our Nearpod. Your overall participation grade will be released every 5 weeks.	Ongoing	10%
Reading Quizzes (Formative) We will have quizzes regularly on our reading materials. These will test for understanding and also help me to know what we need to cover more thoroughly. If you get an answer incorrect on a quiz, you may write a short explanation of how you arrived at the answer you did; if your logic is valid, you may earn partial credit back.	Ongoing	10%
Final Exam (Summative) We will have one major exam over the Key Concepts List at the end of the semester. These questions will test your understanding of the terms, not simply their definitions. It will be open-note and you will work together for part of it.	Finals Week	10%
Ethics Consults (Summative) Throughout the semester, we will write ethics consult notes that make use of the readings from the last few weeks, as well as supplemental readings as needed.	3 Feb 14 Feb 3 Mar 12 Mar 26 Mar	50%
Final Essay (Signature Assignment; Summative) Your signature assignment will be a substantial essay that will tackle a complex ethical issue through multiple philosophical perspectives. This will involve all three of our categories: metaethics, normative ethics, and applied ethics.	Finals Week	20%
TOTAL COURSE POINTS:		100%

***Note: this is a tentative point breakdown and may change during the semester.**

All assignments, tests, quizzes and exams ought to be graded and returned to students **within 10 days** from the due date.

7. Academic Integrity and Good Conduct

As a member of CNUCHS community, you must be firmly committed to abide by the integrity principles and the Honor Code as per our **CHS 3801 Academic Integrity and Good Conduct Policy**, the instrument that defines the standards of conduct for all students. Such standards are based on four principles: Respect, Honesty and Integrity, Legal and Ethical Behavior, and Professionalism.

Violations of Academic Integrity and Good Conduct include (but is not limited to) academic dishonesty (i.e. cheating, plagiarism, and providing false information to an instructor) and personal misconduct (i.e. harassment, disruptive conduct, harmful behavior, lack of respect, and actions that endanger oneself, others and the academic process). This list is not exhaustive. For detailed information, please consult our CHS 3801 Academic Integrity and Good Conduct Policy.

It is important to provide a definition of plagiarism, which includes self-plagiarism. As per the American Psychological Association, plagiarism is the act of presenting the words, ideas, or images of another as one's own. Self-plagiarism is the act of presenting one's own previous work (such as homework, term paper, journal, etc.) as original. Self-plagiarism is as egregious as plagiarism. Artificial Intelligence cannot replace your own thinking and research. Unless otherwise specified, the use of Automated Writing Tools, including ChatGPT and similar artificial intelligence (AI) tools, constitutes the use of another's work as your own, and therefore, is plagiarism. If AI tools are permitted by your instructor for any assignment, for pedagogical reasons, they should be used with caution and proper citation.

Please read the following section to get acquainted with this course's specific rules on Academic Integrity and Good Conduct. This includes, but is not limited to, all penalties and consequences a student in this course may face in the event of breach of integrity and good conduct.

8. Course-Specific Policies

Grading

"Formative" assignments are process-oriented. These help you gauge where you are in your learning trajectory (and help me to know as well!), and reward effort and development.

"Summative" assignments are goal-oriented. These ensure for both of us that you have reached a particular level of understanding for the course learning objectives. However, **I continue to think of these grades as growth-oriented**. I encourage you to try new argumentative techniques, writing strategies, etc. (hence, we have draft-work early in the course). You will fill out a self-grading rubric after each essay, and then we will meet to discuss your process, what went well, what you're still working on, and how to continue to grow for your next assignment.

Late work

Life happens. O-Chem happens. Sometimes, even with the best of intentions and time-management, we just can't find the motive or inspiration to write. In any and all of these cases, please reach out for extensions; I am always happy to grant them for writing assignments, as long as it is before the due date.

When you need an extension, you do not need to tell me any personal details about what you're facing. While I'm happy to talk about the extension in person, please follow-up by filling out the Google Form (linked on our homepage). That's all you need.

In most cases, this will be sufficient (and I'll respond as such), though we may need to talk about the date you set. If you find yourself needing repeated extensions, I may ask to meet just to ensure your success in the course. We will stay in touch as you're finishing up any extended work to make sure that you stay on-track to succeed in the course.

All late work without an extension will receive a 20% penalty per day, as will any late work after your extension deadline. Written assignments are due on the date specified, usually at 11:59pm. Extensions granted after a due date will incur late penalties up to the point that the extension was granted (e.g., if due Monday and extension granted on Tuesday, still 20% penalty for Monday), so ask sooner, rather than later. Quizzes and process work cannot be made up.

Engagement

Moral philosophy requires us to explain our positions, hold them up to scrutiny, and adjust our views in the face of criticisms. I feel strongly that all of us—myself included—should have changed our mind or modified our position about at least one thing by the time this course is completed.

Students may sometimes disagree not only with each other but with the instructor. This is healthy. Differences in our opinions and beliefs enhance our learning and create an atmosphere where students and instructors alike will be encouraged to think critically and challenge their ideas. We will all adopt an attitude of good-will and compassion—in both our assertions and our responses.

In our disagreements, we are all professional adults and will act accordingly. Sometimes, someone might say something that makes us uncomfortable; discomfort is healthy. But sometimes, someone may say something that is hurtful, whether to ourselves or someone else. If you ever feel unsafe or unwelcome because of something that a student or myself has said, please tell me (or Student Affairs, if you would prefer to keep it anonymous).

We will regularly encounter difficult topics that may touch scars or unhealed wounds. To show the most respect for our classmates' and fellow humans' dignity, we will always treat these issues with the gravity and care they deserve. If you need support, please come talk to me and/or reach out to the university counselling services. If for whatever reason, a topic is too much for you right now, please care for yourself and reach out to me for an alternate topic. You never need to tell me why.

Even despite our best intentions, learning is messy and requires mistakes. While we should never be unkind, it is almost obligatory that we should be incorrect at times. Never be ashamed if you say something incorrect, or struggle with an assignment, or make a suboptimal choice. Just learn from the experience and try something else next time.

More pragmatically: come to class ready to engage in discussion. Avoid getting lost on phones or laptops and minimize tangential discussions during lecture or large-group discussion. Otherwise, we're all adults. Eat if you need to eat, go to the bathroom, take care of emergencies, whatever life requires—just be discreet.

In the case of illness, please provide appropriate documentation (doctor's notes, etc.) to the office of student affairs (chs.studentaffairs@cnsu.edu) for health-related excused absences. You never need to tell me why or what is going on.

Integrity

The nature of philosophy is discussion and conversation. I do not mind if you talk about your papers with your classmates; in fact, I'd encourage it! Writing, as well, is collaboration. You will even be required to read one another's papers and offer feedback. Everyone must, however, write their own version of their argument.

Plagiarism becomes complicated in these collaborative settings. If I really, really like a phrase that you use in a comment, can I use it? Do I have to cite you? This is often what acknowledgements are for, or even footnotes if someone influences you significantly and you want to thank them.

At the risk of being too reductive, let's follow W.D. Ross's intuitionism for plagiarism in this class. If you feel a little unsure or like you have to justify something as not-plagiarism, it's probably plagiarism. But also, let's practice the ethics of care: reach out to your peers, and please reach out to me! I will never penalize you for asking if something is plagiarism, even if it is. If you're panicking, come to me instead of cheating; we can figure out how to make the experience caring, ethical, and edifying rather than judgmental and punitive.

Actions that are definitely plagiarism include the obvious (copy-pasting a peer's work or an online source), the less obvious (patchworking, or copying a sentence from a source and just changing some of the words), and the not-obvious (reading a claim or evidence from another source and not citing them). Everything will be turned in on Canvas and run through Turnitin.

AI

In this class, you are welcome to use AI as a tool to assist your writing. Please feel free to use AI for:

- Editing tips
 - "How would you describe this writing? // How would you make it more [good qualities]? How would you make it less [qualities that need fixing]?"
 - "How would you transition between these two paragraphs to emphasize [argument link]?"
- Thought experiment ideas
 - "What are five thought-experiments that would help to demonstrate the following argument: [your main claim]"
- Clarifying major concepts
 - "Explain Kant's Categorical Imperative on an undergraduate level"
- Finding foundational sources
 - Always double-check sources that AI suggest, especially more recent sources. But it's a great resource for the major sources. "What are the most important sources on virtue?"
- Breaking through writer's block
 - Ask for multiple suggestions, and think critically about them. "Based on these paragraphs, what are four ideas that would make sense as next steps for this essay that aims to argue [your argument]?"

Please do *not* use AI for:

- First drafts
 - Struggling with ideas is part of the process. We do some of our best work when we make surprising or uncommon connections that a predictive language model will not make. If

we let statistical language model AI define our arguments, we're only going to make predictable and mundane arguments.

- Uncritically accepting too-general starting paper ideas
 - If we ask the AI “what is an argument I could make about utilitarianism?”, those arguments may not be claims you would normally make, or that you feel passionately about, or that you are equipped to or interested in following through.
- Just straight up writing your essay
 - AI can help us to refine our writing, find sources, or break out of writer's block. But simply telling it to write an essay about why deontology is more sound than utilitarianism in the case of euthanasia 1) will not really teach us anything and 2) will probably produce a mediocre essay at best.

Please include your ChatGPT (or other AI) chat logs as a separate file in your essay submission. We are all coming to understand what this technology means for education, and I hope to use this as an opportunity to improve all of our learning.

9. Learning and Student Support

A. Accommodations and Disability Services

Students needing special accommodations or disability services must send a request with proper supporting documents to the Office of Academic and Student Affairs (chs.studentaffairs@cnsu.edu) requiring specific accommodations as supported by documentation. Please do not send any request or documents related to accommodations and disability to the course instructor or any other faculty or staff in the college. The college, as soon as receiving the request and supporting documents at chs.studentaffairs@cnsu.edu, will make arrangements to meet the needs and assist the student in participating fully in all opportunities to succeed in completing his/her degree.

B. Learning Assistance and Tutoring

Do not hesitate in reaching out to your instructor if you feel you need extra help in your learning. We are all here first and foremost to support you. Attending your instructor's office hours, as indicated in the first page of this syllabus, is a good start to get help with assignments and have your questions answered. Some courses offer Peer Learning Assistance (PAL), a great opportunity to learn with a colleague of yours who has been formally trained to help you in your learning processes. While a PAL is not a teacher, he/she may hold office hours, conduct recitation sessions, and do group tutoring. PAL availability varies each term, so ask your course instructor. For detailed information about PALs, please consult the Student Handbook. CHS also offers, on a limited basis, tutoring services for select disciplines. Tutors are professionals hired by the college to offer supplemental help in selected disciplines – they are not CNUCHS students. Tutors conduct group tutoring, following a pre-determined calendar that varies each term, through the Media and Communication Studio (MCS). Please watch your email and ask the Office of Academic and Student Affairs for detailed information on tutoring. The Office of Academic and Student Affairs also have available a list of independent tutors in the Sacramento area. Note that this roster is not a referral or recommendation list; it is just a general contact list for interested students to reach out to independent tutors in the area.

C. Media and Communication Studio (MCS)

The Media and Communication Studio (MCS), <https://www.studiochs.com>, provides CHS students with support for academic projects, enabling students to become more confident, effective, and polished writers,

communicators, and creators. Media and Communication Studio staff assist students at all stages of their academic project: from brainstorming and planning, to researching and evaluating of sources, and to developing and implementing appropriate communication strategies. Because health practitioners straddle multiple discourse communities, the Studio staff also help students navigate projects that involve various oral and media components—including speeches and presentations, poster designs, podcasts, video, and even professional school interviews. Media and Communication Studio hours vary each semester. You can make an appointment with the MCS by creating an account through WC Online: <https://cnsu.mywconline.com>. A short video demonstrating this process can be found on the MCS Website.

D. Library Services

CHS students have access to the CNU library which includes a book collection, electronic search of various databases, and journals. Information regarding library resources and services is available at:

<http://healthsciences.cnsu.edu/research/library-learning-resources-center/library-learning-resource-center>

10. Course Calendar & Schedule

	Date	Subject	Readings	Due	Key terms
1	W 8 Jan	WELCOME	Syllabus, Introduction to Course		● bad/wrong/evil ● good/right/Good ● normative ● descriptive ● prescriptive ● value (intrinsic, instrumental, foundational (moral and non-moral))
	Th 9 Jan	What is ethics?	Optional: Attend Dr. Katz's presentation to see the kinds of questions we will ask this semester		
	F 10 Jan	Value	EC, Chapter 1 Value video		
2	M 13 Jan	MORAL REASONING			● moral agents ● moral patients ● override ● truth claim ● ununiversalizable ● moral principle ● moral judgement ● universalism ● particularism ● validity ● soundness ● contingency ● objectivism ● relativism ● subjectivism
	W 15 Jan	Moral Reasoning	EC, Chapter 2, 4 Moral Reasoning video		
	F 17 Jan	Clinical Ethics	Nash and Wells (2020), "Ethical Principles in the Practice of Medicine" from <i>Ethical Issues in Pediatric Hematology/Oncology</i>		
3		CASE STUDY: Value	Coggon (2016), "Mental Capacity Law, Autonomy, and Best Interests: An Argument for Conceptual and Practical Clarity in the Court of Protection"		● teleology ● eudaimonia ● virtues ● the golden mean ● intrinsic good ● extrinsic good
	M 20 Jan	VIRTUE			
		MLK, Jr. Day – No Class			

	W 22 Jan		EC, Chapter 12 Aristotle (~340 BCE), from <i>Nicomachean Ethics</i> <i>Virtue ethics</i> video		• intrinsic motivation • extrinsic motivation • practice • tradition • paragon
	F 24 Jan		MacIntyre (1981), from <i>After Virtue</i> <i>MacIntyre</i> video		
4&5	M 27 Jan	Building on virtue	EC, Chapter 10 Frankena (1963), from <i>Ethics</i> <i>Frankena</i> video		• natural value • Doctrine of Double Effect • moral principle condition • means-end condition • right intention condition • proportionality condition
	W 29 Jan	Double Effect	Bishop (1998), "The Principle of Double Effect: Comfort Care or Euthanasia?" <i>DDE</i> video		
	F 31 Jan	Palliative care	Rachels (1975), "Active and Passive Euthanasia" Brock (1992), "Voluntary Active Euthanasia" <i>Unexplainable</i> (2022), "Redefining Death"		• euthanasia ○ voluntary ○ involuntary ○ active ○ passive
	M 3 Feb		CASE STUDY: Palliative Care	Clinical Ethics Note #1, Draft 1	• withholding MANH • sedation
5&6		DEONTOLOGY			
	W 5 Feb	The kingdom of ends	EC, Chapter 9 Kant (1785), from <i>The Foundations of the Metaphysics</i> <i>of Morals</i> <i>Deontology I</i> video		• absolutism • rationality • a priori • good in-and-of-itself • individual • autonomy • will/volition • Categorical Imperative • rights • duties (perfect, imperfect) • ends not means
	F 7 Feb	Good in and of itself	Fried (1978), from <i>Right and Wrong</i>		
	M 10 Feb	Intuitionism	Ross (1930), from <i>The Right and the Good</i> <i>Deontology II</i> video		
	W 12 Feb	Decision-Making Capacity	Grootens-Wiegers (2017), "Medical decision-making in children and adolescents"		• Intuitionism • prima facie duties • actual moral duties

	F 14 Feb	CASE STUDY: Autonomy and Beneficence		Clinical Ethics Note #2, Draft 1	stringency
7	M 17 Feb	PRESIDENT'S DAY	No class		• justice • social contract • state of nature • equality principle • difference principle • veil of ignorance • positive rights • negative rights
	W 19 Feb	State of Nature	EC, Chapter 11		
	F 21 Feb	Debate: Universal Healthcare	Singer (2009), "Why We Must Ration Healthcare"		
8&9	M 24 Feb	CONSEQUENTIALISM			• utilitarianism • pleasure • pain • utilitarian calculus • optimific • act utilitarianism • rule utilitarianism • quantitative utilitarianism • qualitative utilitarianism • negative responsibility
	W 26 Feb	Intro to Utilitarianism	EC, Chapters 7 & 8 Mill (1861-1863), from <i>Utilitarianism</i> <i>Consequentialism</i> video		
	F 28 Feb	Utilitarianism's strength	Nielsen (1972), from "Against Moral Conservatism"		
	M 3 Mar	Utilitarianism and moral integrity	Williams (1973), from <i>Utilitarianism: For and Against</i>		
		CASE STUDY: Malarone research		Clinical Ethics Note 3, Draft 1	
9 & 10	W 5 Mar	FEMINIST ETHICS/ETHICS OF CARE			• female • feminine • patriarchy • relationships (symmetrical, asymmetrical) • intersectionality • particular others • emotions • Ethics of Care • justice/care
	F 7 Mar	Sex, Gender, Ethics	EC, Chapter 13 Baier (1987), "The Need for More than Justice"		
	M 10 Mar	Beyond Justice	Held (2005), from <i>The Ethics of Care</i>		
		A return to justice	Wiggleton-Little (2024), "'Just' a Painful Period"		
			Optional: Katz (in-progress), "Disavowing Pain"		

	W 12 Mar F 14 Mar	CASE STUDY: Aging parents Review Day		Clinical Ethics Note #4, Draft 1	
11 & 12	M 17 Mar W 19 Mar F 21 Mar M 24 Mar W 26 Mar F 28 Mar	PRINCIPLISM Presidents' Day — No class Principlism The Grounds of Principlism Critiquing Principlism CASE STUDY: Pluralism and Principle Religious bioethics	EC, Chapter 3 NCPHSBBR (1979), <i>The Belmont Report</i> <i>Belmont Report</i> video Beauchamp and Childress (2019), from <i>Principles of Biomedical Ethics</i> Engelhardt (1996), from <i>The Foundations of Bioethics</i> Readings assigned by selection	Clinical Ethics Note #5, Draft 1	• principlism • principles of bioethics • research (vs. treatment)
13	M 31 Mar W 2 Apr F 4 Apr	THE ROLE OF BIOETHICS Facilitators? Professors? People?	Pellegrino (2006) "Bioethics and Politics: 'Doing Ethics' in the Public Square" Nelson (2007), "Trusting Bioethicists" Elliott (2007), "The Tyranny of Expertise" Kuczewski (2007), "Democratic Ideals and Bioethics Commissions"		

14 & 15	M 7 Apr	Weeks 14–15 Student choice from the following list of medical ethics topics:			
	W 9 Apr	Abortion Animal ethics Artificial Intelligence Body ethics Emergency ethics Environmental ethics Death and dying Disability Gender-affirming care Immigration Pediatrics Posthumanism/Biotech Race and Ethnicity Research ethics Transplant/Organ Donation Unhoused people Topics from earlier in the course Other relevant suggestions			
16	TBD		Final exam	Final Essay	

Additional information on course calendar and schedule (topics, readings/preparation, assessment/evaluation):

Readings:

All readings outside of our textbook will be available via hyperlink or pdf on Canvas. Please bring a device other than your phone to class to consult the readings.

In all cases, the syllabus will let you know which readings you should have finished and by when.

Assignments:

All assignments will be presented with a thorough Assignment Sheet and a rubric.

Course schedule:

Canvas will always be our most up-to-date and accurate course schedule. If there is a conflict between the pdf syllabus and Canvas, Canvas is the correct source.

11. Course Learning Outcomes

Course Learning Outcome	Initial	Emerging	Proficient	Exemplary	Assessment Mechanisms	Bloom's Level
1. Philosophically analyzes issues to understand the cultural, ethical, and social underpinnings of controversial topics	Reacts to controversial topics without considering more than one perspective Unaware that cultural and social forces influence ethical decisions	Demonstrates very limited comprehension that more than one appropriate response exists regarding controversial topics Demonstrates limited awareness of the manifold forces impacting ethical decisions	Mostly comprehends that controversial topics demand evaluation from multiple perspectives Aware that various forces impact ethical decisions and at times can identify some of them	Comprehends that controversial topics demand evaluation from multiple perspectives and often able to identify such perspectives Can identify various cultural and social forces that impact ethical decisions	Written assignments Small-group and whole-class discussions	2
2. Develops coherent, structured, and logical arguments using adequate and appropriate sources	Unable to sustain a coherent, logical argument Does not find quality, appropriate sources/evidence to support an argument	Demonstrates a limited ability to pose a logical argument but does not structure it lucidly and clearly Uses sources to support claims but relies on inappropriate sources and evidence	Develops a logical, structured argument but cannot always communicate it clearly Sources and evidence are appropriate and adequate; they support the claims of the argument	Develops and communicates, to most audiences, a clear, logical, structured argument Demonstrates ability to identify, interpret, and evaluate sources and evidence. Employs evidence and sources appropriately	Written assignments Small-group and whole-class discussions	3
3. Demonstrates awareness of the complexities of the human condition by analyzing disparate ethical ideas and	Unreflectively evinces a view that good and bad, right and wrong are simple, static, and easily applied terms	Identifies terms like right and wrong with whatever her culture accepts or rejects Shows rudimentary comprehension that	Inconsistently distinguishes moral theories and interprets actions as, e.g., right or wrong based on those theories	Distinguishes various moral theories and appropriately deems actions praise or blameworthy based on those ethical systems	Written assignments Small-group and whole-class discussions	3

practices across cultures		spatial and temporal circumstances impact moral judgments	Somewhat comprehends that spatial and temporal circumstances impact moral decisions	Comprehends that time, place, and circumstance impact moral decisions		
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12. Course Learning Outcomes Map

Course Learning Outcome	Program Learning Outcome(s):
1. Philosophically analyzes issues to understand the cultural, ethical, and social underpinnings of controversial topics	Arts & Humanities
2. Develops coherent, structured, and logical arguments using adequate and appropriate sources	Arts & Humanities
3. Demonstrates awareness of the complexities of the human condition by analyzing disparate ethical ideas and practices across cultures	Arts & Humanities