Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Philosophy

2. Course Prefix and Number: PHIL 1031 1033

3. Effective Term: Summer 201

4. Course Title: Introduction to Ethics and the Health Sciences
   Abbreviated Title (30 characters or less):

5. Requested Action:  
   - C: Renumber a Course  
   - G: Add a Course  
   - C: Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision: Distance

6. Course Credit:
   Contact/Group Hours  
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): 3

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<th>Contact/Group</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
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<td>Lecture</td>
<td>Weekly</td>
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   Total Credit Hours:

7. Grading Type:  
   - C: Regular (ABCDF)  
   - G: Satisfactory/Unsatisfactory (S/U)  
   - C: Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   None

9. Restrictions: List specific restriction in space above.
   - College  
   - Major  
   - Standing  
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Philosophical inquiry into moral issues in the health sciences, e.g. health care rights, euthanasia, environmental justice, reproductive rights, animal welfare.

11. May Count Either:  
    Program Type or Program Title
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type: N/A

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - C: Applicable
    - G: Not Applicable
14. Justification:

This proposal is for an online version of the course currently offered every term (summer included) under PHIL 1030. The content will be the same as this course. PHIL 1030 is a high demand course (required by some majors and taken by students across campus). Each term we have over 100 students wait-listed. Distance courses have the potential to help students who have conflicts in scheduling. It will also allow students who are not on campus in the summer to complete this core requirement.

The development of this course is in keeping with Auburn University’s current strategic plan to develop distance learning for high demand courses. Dr. Graham has been awarded adequate resources by the AU Office of Distance Learning for course development and instruction. The Learning Management System Canvas, which is currently being used by Dr. Graham in PHIL 1030 will, if adequately supported, provide adequate resources for achieving the objectives of this philosophy core course.

15. Resources:

Support from the writing center, library, center for accessibility may be accessed on line by the student.

AU online Bookstore: http://www.aubookstore.com/pretextbooks.asp

AU digital library: http://diglib.auburn.edu/

AU library: http://www.lib.auburn.edu/

policies: https://sites.auburn.edu/admin/universitypolicies/default.aspx

Accessibility Link: https://fp.auburn.edu/disability/index.asp

Writing Center: https://fp.auburn.edu/writing/writingcenter.aspx

16. Student Learning Outcomes:

Upon Completion of the course:

1. The Student will show an improvement in the ability to read analytically and critically about moral issues in the health sciences by:
   a) reading philosophical essays on moral theory and moral issues in health sciences
   b) identifying the author's main point or thesis and major points made in a piece of philosophical writing
   c) identifying opposing views that the author addresses or that the student entertains in the course of the reading

2. Students will show an improvement in the ability to construct, present and critique an argument or philosophical view about issues in the health sciences by:
   a) identifying and stating arguments (the conclusion and evidence offered for it) found in articles or offered by other students in the class
   b) identifying key assumptions in the arguments
   c) evaluating the argument by critically analyzing moral concepts in the argument, the plausibility of the evidence itself and the degree of support it provides for the author's conclusion

This is all to say the student learns to identify arguments, critically evaluate
the arguments and learns to reflect on and critically assess his/her own views or others'.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Online content delivery: Course content will be delivered on Canvas. Instructure, through lecture (audio/visual recordings) and printable lecture material (handouts, homework exercises, etc.)

INTRODUCTORY MODULE: A. NAVIGATION MODULES: Listen to the Introductory Lecture on Navigating Through this Course and Helpful Links Module
Read over syllabus
B. What is philosophy? What is ethics? What is the nature of moral reasoning?
Submit homework questions (see Module on Homework questions).
Complete Practice Quiz on line.
GROUP DISCUSSION PRACTICE – Instructor Led (see module on Group Discussions)
DISCUSSION CLOSES: Monday of the next week.

CRITICAL REASONING MODULE: Giving and evaluating reasons
Quiz 1 due. Material: What is philosophy? What is ethics? Submit Homework questions before lecture release

RELATIVISM IN MORALITY: What is a moral theory? What is ethical relativism?
Quiz 2 due. Material: Arguments
Submit homework questions before lecture release.

RELIGION AND MORALITY: What is the relation between morality and religion? Do consequences matter to philosophy?
Quiz 3 due. Material: ethical relativism. Submit homework before lecture release

WRITING ASSIGNMENT #1 DUE.

DO CONSEQUENCES DETERMINE MORAL RIGHTNESS?
Utilitarianism and Kantianism
Quiz 4 due: Material: ethics and religion. Submit homework before lecture release
DISCUSSION GROUP LEADER 1: Submit leading question.
DISCUSSION CLOSES AFTER 2 CLASS DAYS

MODULE ON HEALTH CARE PRINCIPLES: – Working with Basic Moral Principles in health care
Access Dax case. Submit homework before lecture,

MODULE ON RESPECT FOR AUTONOMY? - Paternalism and Autonomy
Quiz 5 due. Material: Health care principles. Cases to print/prepare

AUTONOMY AGAIN– Paternalism and Autonomy in general
Quiz 6 due. Material: G. Dworkin on Paternalism. Submit Homework before lecture

MODULE ON BENEFICENCE: Does the patient always know best?
Quiz 7 due. Material: Paternalism in medicine: T. Ackerman
DISCUSSION GROUP LEADER 2: Submit leading question Monday
DISCUSSION CLOSES AFTER 2 CLASS DAYS
MODULE ON RATIONALITY, RATIONAL ACTIONS, RATIONAL BELIEFS
Quiz 8 due. Material: Rationality (Savelescu and Momeyer)
DISCUSSION GROUP LEADER #3: Submit leading question
DISCUSSION CLOSES AFTER 2 CLASS DAYS

WRITING ASSIGNMENT #2 DRAFT DUE

MODULE ON END OF LIFE ISSUES: Moral issues in End of life
Quiz 9 due. Material: Personhood Handout
DISCUSSION GROUP #4: Submit Leading question
DISCUSSION CLOSES IN 2 CLASS DAYS

Moral Issues at End of life Continued
Quiz 10 due. Material. Gay-Williams and P. Foot
DISCUSSION GROUP #5: Submit leading question
DISCUSSION CLOSES IN 2 CLASS DAYS

MODULE: WHAT IS JUSTICE IN HEALTH CARE?
Quiz 11 due. Material: Lecture on Buchanan.

MODULE: Health care rationing
Material: D. Brock

Writing Assignment final draft due.

FINAL EXAM: On Campus or Proctored. Date: TBA

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Assignments:
1. Module-directed quizzes delivered online through Canvas. These are questions in the form of multiple choice or short answers to motivate the student to learn basic concepts and arguments in the reading and to assess the student's progress in meeting the learning objectives (mastery of content and analytical skills)
2. Module driven final exam delivered through Canvas. This evaluation requires the student to review and reflect on material studied (learning basic moral theories and how they figure into arguments about particular issues in health care) and the questions will help assess the student's mastery of critical skills, ability to identify and construct and then evaluate arguments for specific claims in ethics in addition to moral theories.
3. Module driven homework assignments will be submitted through canvas, and will replace the in class "reading quizzes" I use in regular classes that encourage students to read material before the lecture.
4. Written assignments will be submitted through Canvas and Turn-It-In. These assignments are designed to help improve the students ability to identify, write out and critically evaluate arguments an author has offered for a particular issue in health care.
5. Group Discussions will be conducted through Canvas. These assignments build a classroom community, encourage peer discussion and evaluation and help the student learn to identify arguments and listen to opposing views in order to reflect on and critically evaluate beliefs about moral issues in the health sciences.

Quizzes will be made available through Canvas. For each quiz a pool of questions will be made available, from which 5 questions will be randomly generated. The student will have 5 minutes to complete the quiz.
The Final exam will be on campus or proctored. It is comprehensive. A study guide is given to help the student prepare for written essays. Questions will be T/F, Multiple choice and essay.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale: Canvas prefers a percentage grading system. The course evaluation will involve:
Quizzes (for each module) 30%
Short Writing Assignments (2 - 10% and 20% respectively) 30%
Final Exam (on campus) 30%
Leading Group Discussions and participation as member: 10%

Grading scale: 90-100 = Grade A
80-89 = Grade B
70-79 = Grade C
60-69 = Grade D
Below 60 = Grade F

See instructions for each assignment and criteria for assessment (see assignment section above for more detail on grading)

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: (Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1286 Haley Center, 844-2096 (V/TT).
Approvals

Department Chair / Head

[Signature]

College / School Curriculum Committee

[Signature]

College / School Dean

[Signature]

Dean of the Graduate School (for Graduate Courses)

[Dated: 11/14/2012]

[Signature]

Dated

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

[Dated: 11/14/2012]

[Signature]

Dated

Contact Person: [Blank]

Telephone: [Blank]

E-Mail Address: [Blank]

Fax: [Blank]
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: College of Liberal Arts
   Department: Philosophy

2. Course Prefix and Number: PHIL 1030/1033
   3. Effective Term: Summer 2014

4. Course Title:
   Abbreviated Title (30 characters or less):
   Introduction to Ethics in the Health Sciences
   Health Ethics

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s):
   Corequisite(s):
   Pre/Corequisite(s):
   DE Adjustment:

6. Affected Program(s):
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)
   N/A

7. Justification for DE Delivery:
   See attachment
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g., accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   See attachment
   (Indicate how distance education students will be given access to all necessary academic resources, such as library materials, laboratory facilities, and learning centers.)

9. Course Content Delivery:
   See attachment
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    See attachment
    (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)
7. This proposal is for an online version of the course currently offered every term (summer included) under PHIL 1030. The content will be the same as this course. PHIL 1030 is a high demand course (required by some majors and taken by students across campus). Each term we have over 100 students wait-listed. Distance courses have the potential to help students who have conflicts in scheduling. It will also allow students who are not on campus in the summer to complete this core requirement. The development of this course is in keeping with Auburn University's current strategic plan to develop distance learning for high demand courses.

8. Dr. Graham has been awarded adequate resources (by the AU Office of Distance Learning) for course development and instruction. The Learning Management System Canvas, which is currently being used by Dr. Graham in PHIL 1030 provides adequate resources for achieving the objectives of this philosophy core course.

9. The course is delivered through CANVAS. Lectures will be taped and presented in modules with assignments and tests delivered/submitted on Canvas. Large exams (final exam) will be taken on campus. Group work on Canvas discussion boards. Support from the writing center, library, center for accessibility may be accessed on line by the student.

AU online Bookstore: http://www.aubookstore.com/pretextbooks.asp

AU digital library: http://diglib.auburn.edu/

AU library: http://www.lib.auburn.edu/

Policies: https://sites.auburn.edu/admin/universitypolicies/default.aspx

Accessibility Link: https://fp.auburn.edu/disability/index.asp

Writing Center: https://fp.auburn.edu/writing/writingcenter.aspx

10). Office Hours will be conducted by email, but Skype, phone calls and office visits (for those on campus) will be encouraged. Student interaction will be required on discussion boards, which will be graded and will culminate in an assignment. Each person will lead a discussion to be followed by responses.
Philosophy 1033 – Introduction to Ethics in the Health Sciences DISTANCE

Professor:
Dr. Jody Graham, Ph.D
6084 Haley Center
Department of Philosophy
Phone: 334 844 3777
Email: grahaj2@auburn.edu

Virtual Office Hours:
Monday 8-9 and Wednesday 10-12, or by appointment – THROUGH CANVAS OR PHONE.
I encourage you to come by my office during office hours if you are on campus. But if not, you may contact me by phone (844-3777) or email (grahaj2@auburn.edu). Have your text and handouts with you so we can go over them when you ask your questions.

COURSE TEXT: Required Text. Lewis Vaughn’s Bioethics (Oxford: OUP, 2010) and articles and handouts (e.g. FAQs on homework) to Read from Canvas. You may order your text from several online sources: AU Bookstore (http://www.aubookstore.com/pretextbooks.asp), Oxford University Press, or other online sources, BUT YOU ARE RESPONSIBLE FOR ENSURING THAT YOUR BOOK ARRIVES SO THAT YOU CAN READ ALONG WITH THE LECTURES. I will post the 1st chapter as backup (see module Readings on Canvas)

Computing Requirements: You must have access to a computer that connects to the internet. If you do not own a computer you may use the computers available at the library

On line help: If you have trouble accessing this course you must promptly get in touch with the help desk on campus to help you: OIT Help Desk 844-4944.
For helpful links to campus resources, see module “HELPFUL LINKS” on Canvas.
Here are some resource websites:

AU digital library: http://diglib.auburn.edu/
AU library: http://www.lib.auburn.edu/
Writing Center: https://fp.auburn.edu/writing/writingcenter.aspx

Course Content: This course is an introduction to ethics in the health sciences. We will be examining fundamental questions in ethics by examining moral issues in the health sciences. We will study both theories about morality and particular moral issues, asking such questions as: What is the nature of morality? Is it just a matter of opinion? Are there any universal moral truths? Is it about character or rules? Is terminating health care against our wills always wrong? If so, why? Is abortion or stem cell research permissible, and if so, why? You will come to notice that the main questions I will ask you to reflect on throughout the course will be: in what sense is the answer to the question “what ought I to do in this situation?” universal or relative to the individual or culture? Can we offer good reasons for guidelines to follow when we are confronted with some of these moral issues or are our judgments just arbitrary?
Course Format: Course material will be found on the Canvas. The format of the course will involve reading from texts, handouts, audio lecture and discussion groups. It is most important that you read and answer the homework questions to help you know what questions to ask me BEFORE you take the test. You will also be asked to participate in discussion groups, as a leader and also a participant (see module — Group Discussions on Canvas)

Course Objectives: This course is not designed to tell you what ethical code is correct. It is designed to train you to be better prepared to reflect on and critically evaluate ethical claims and theories that you or others might endorse.

Upon completion of the course the student
1. Should have an improved understanding of what is involved in the philosophical study of morality (non-descriptive ethics), which will include studying and critically evaluating moral theories, analyzing moral concepts and critically evaluating moral judgments concerning particular topics in health ethics.
2. Should have an improved ability to identify arguments (orally and written), construct, and evaluate arguments.
3. Should have an improved ability to formulate his/her beliefs clearly and concisely and anticipate challenges to his/her arguments for those beliefs
4. Should have an improved ability to listen to others’ arguments and work with those arguments and beliefs even if they differ significantly from their own.
5. Should have an improved ability to read philosophical texts and We will accomplish this by studying views of authors, who have thought about particular moral issues, and reflecting and critically evaluating those views in addition to listening to each other in class.

Course Requirements:
Short Interview by SKYPE required before the end of 2nd week. Sign up on line.
Short Writing Assignments (2-10%, 20%): total: 30%
Final Exam: 30% *
Leading Group Discussions (see module on Leading Group Discussions) (10%)
Quizzes: (for each module) 30%
Home work questions: No grade assigned, but must be submitted to Canvas before you have access to the lecture

*ON CAMPUS OR ARRANGE A PROCTORED EXAM

Class policies and expectations:
Email expectations:
1. You must check your email account regularly (daily is recommended) throughout the term as official announcements will be made by email and posted on our website.
2. Please use the subject “PHIL 1033” in the subject so that your email will not be missed.
3. Please type your full name in the message
4. Before sending me email, please make sure that the answer is not available on your syllabus or in your notes (please don’t send “lazy” questions to your professor e.g. “when’s the final again?” — remember this is an ethics class, so we’ll talk about vices!). I
5. I will try to respond to appropriate email as promptly as possible but it may be that I cannot get to your email until 1-2 days later. If it is urgent, you may leave a phone message — or call the main office (844-4344).

**Grading:** A standard percentage scale will be used e.g. 90-100 = A, 80-89 = B etc. By “A” I mean “excellent or outstanding work in the class”, “B” good to very good work, “C” average work, etc. **Grading on written assignments and group discussions:** these assignments demand different criteria for assessing the merits of the student’s work. So, for each type of assignment I will provide a detailed set of instructions and an outline describing what will count as an “excellent” assignment, “good” assignment etc. Drafts of papers will help guide you in a very concrete way in addition to instructions.

**Academic Honesty:** Please read the Student Policy eHandbook and the Code of Student Discipline(https://sites.auburn.edu/admin/universitypolicies/Policies/CodeofStudentDiscipline.pdf) Put simply: I do not tolerate cheating on any form of evaluation. I expect you to do your own work on assignments and tests. I expect you to ask for help **early on.**

**Late Written Assignments:** If you are unable to submit an assignment by the due date due to pressing circumstances, you must discuss this with me. Otherwise, late assignments lose 5 points per day (lowest possible: 0)

**Missed work:** You are responsible for your work. If you miss any form of evaluation, you may make it up provided you have a) a reasonable excuse for missed work (see Tiger Cub) and b) you provide documentation that testifies to the fact that you were unable to submit the evaluation, and c) contact me within a week of the missed evaluation. (Exceptions will be made for unusual circumstances. You should not expect an assignment identical to the one missed.)

**SPECIAL ACCOMMODATIONS:** If you need special accommodations for midterm, final or quizzes, please see the Director of Office of Accessibility. HC 1244. https://fp.auburn.edu/disability/index.asp

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**How do I get the most from this online course?**

One exciting feature of taking my course online is that you may choose the time to listen to lectures when you are most alert and ready to learn! That said, this material is supposed to challenge you and so to get the most out of the course you really (really!) need to

1. Read carefully, and actively, before and after the lectures (see the **module How to Read a Philosophy Text** on Canvas)
2. Answer the homework questions, and then revise your answers if you need to. That is part of studying for the exams (see **module Homework Questions**)
3. Listen to lectures with the material in front of you.
4. Study your notes as you go along and don’t wait until a few days before the test (Use homework questions, quizzes and also module Study Guides on Canvas)
5. Be prepared for your discussion group. You should be using your groups as study partners and the online chat in order to ask questions to each other (even the “lazy” ones you don’t ask your professor!!)
6. Email questions or call during office hours.
7. GIVE YOURSELF TIME TO READ, UNDERSTAND, REFLECT

BRIEF DESCRIPTION OF HOW YOU WILL BE EVALUATED:

1. Quizzes: These are quizzes that are given in Canvas. For each quiz, you will have 1-5 questions. You may use your book, and your notes, but you will have only 10 minutes to complete the quiz. So you really need to study as if you did not have your book, because you won’t have time to read it. Some questions will require you to apply the material, and so again, you must not rely on learning the material as you take the quiz. The quizzes assess your basic understanding of the material, ability to apply it in new contexts, and analytical/critical skills when relevant.

2. Short writing assignments: You will be asked to identify arguments and critically discuss the author’s argument. Instructions will be given in advance. Assignment should be submitted through TURN IT IN (see module on Submitting Assignments on Canvas)

3. Group Discussions:
You will be assigned a group and your group will, over the course of the term, participate in “group discussions” in the discussion board. PLEASE READ the file in the module ‘GROUP DISCUSSION INSTRUCTIONS’ CAREFULLY. Each person will take a turn as the leader who will be responsible for summarizing the issue and key arguments, and generating and guiding the discussion. Then each person will be required to participate once in response by raising a challenge or developing an idea suggested by the leader in roughly 1-2 paragraphs. The group leader will then examine the responses and submit a decision by the group on Canvas. Please prepare carefully and bring informed questions and thoughts to the discussion. Respondents and leader will be graded on the extent to which the material studied is brought to bear on the discussion, the extent to which responses are properly addressing the issue and what the leader has said, the extent to which correct reasoning but also insight and thoughtfulness is brought into the comment (however short it may be).

4. Final Exam: This is a cumulative exam. The form will bear some resemblance to that of the quizzes, but will include more comprehensive written answers. This will be taken ON CAMPUS OR STUDENT ARRANGES PROCTOR. Date of final:

6. Homework questions are for your benefit to be guided through the article.
SCHEDULE OF READINGS AND MODULES:
EACH MODULE CONTAINS AN INTRODUCTORY AUDIO LECTURE FOR WHICH THERE IS NO PREPARATION/READING. THIS LECTURE WILL GIVE YOU INSTRUCTIONS ON WHAT TO READ AND HOMEWORK PREPARATION FOR THE LECTURE.

Names and page numbers refer to Lewis Vaughn’s text book (V) unless I indicate otherwise (e.g. readings from Canvas).

WEEK 1: Introduction to Ethics
1. NAVIGATION MODULE: LISTEN TO “WELCOME! INTRODUCTION TO AND NAVIGATING THROUGH THIS COURSE”

What is philosophy? What is ethics? What is the nature of moral reasoning?
Submit homework questions before lecture release.
2. LISTEN TO “WHAT IS ETHICS? AND WHAT DO WE DO NOW?” after Reading out “What is ethics” lecture questions.
3. Answer homework questions
4. Take practice quiz
5. LISTEN TO “SOME GENERAL REMARKS ABOUT MORALITY” Read Vaughn 3-29; Read and answer accompanying reading questions

GROUP DISCUSSION – Read Group Discussion Instructions. Practice Case study: DAX CASE.

GROUP DISCUSSION PRACTICE – Instructor Led

DISCUSSION CLOSES: after 2 classes.

WEEK 2: Giving and evaluating reasons
Quiz 1 due. Material: What is philosophy? What is ethics? Submit Homework questions before lecture release
1. LISTEN TO “GIVING AND EVALUATING REASONS Part I”; Read Logic Handout I and reread Vaughn, 22-25
2. Practice deductive logic exercises. Practice quiz has answers to the exercises.

3. LISTEN TO “GIVING AND EVALUATING REASONS Part II”; Logic Handout II and reread Vaughn, 25-29
4. Practice inductive logic exercises. Practice quiz has answers to the exercises.

WEEK 3: What is a moral theory? What is ethical relativism?
Quiz 2 due. Material: Arguments
1. LISTEN TO “IS MORALITY RELATIVE OR JUST A MATTER OF OPINION?”
2. Read Vaughn, chpt 2 and 13-17 in chapt 1. Read homework questions.
3. READ SHORT ASSIGNMENT #1 INSTRUCTION HANDOUT.

WEEK 4: What is the relation between morality and religion? Do consequences matter to philosophy?
Quiz 3 due: Material: ethical relativism. Submit homework before lecture release
WRITING ASSIGNMENT DRAFT DUE.
1. LISTEN TO “WHAT IS THE RELATION BETWEEN MORALITY AND RELIGION?”
2. Read Vaughn 17-18. Read a) Religion and Morality handout b) homework questions.
3. LISTEN TO “IS THE MORALITY OF AN ACT DETERMINED BY PROMOTING THE GREATEST GOOD OVERALL? Read: Vaughn, 30-34. Read Homework questions.

WEEK 5: Utilitarianism and Kantianism
Quiz 4 due: Material: ethics and religion. Submit homework before lecture release
4. LISTEN TO “KANT’S MORAL THEORY” Read Vaughn, 34-36.

GROUP DISCUSSION – What has intrinsic value? Discussion of the pleasure machine from lecture.
DISCUSSION GROUP LEADER 1: Submit leading question Monday.
DISCUSSION CLOSES AFTER 2 CLASS DAYS

WEEK 6 – Working with Basic Moral Principles in health care
Submit homework before lecture release
LEARNING MODULE 3 – Working with Basic Moral Principles in Health Care
1. LISTEN TO “MORAL PRINCIPLES IN BIOETHICS – HISTORY AND DESCRIPTION” Read Vaughn, 7-12 and The Belmont Report 217-220.

WEEK 7 – Balancing Moral Principles
Quiz 5 due. Material: Health care principles. Submit
1. LISTEN TO “BALANCING PRINCIPLES”; Read Balancing Principles Handout.

DISCUSSION GROUP TOPIC: What is autonomy?
DISCUSSION LEADER 2: Submit leading question Monday
DISCUSSION CLOSES IN 7 DAYS

WEEK 8 – Paternalism and Autonomy in general
Quiz 6 due. Material: Balancing Principles. Submit Homework before lecture
LEARNING MODULE 4 – Paternalism and Autonomy
1. Read: Vaughn 51-57 and cases 1-3.
2. Read Homework Questions for Paternalism/Autonomy. Read: Dworkin, (63)
3. LISTEN TO “LECTURE ON DWORKIN ON PATERNALISM”

WRITING ASSIGNMENT #2 DUE

WEEK 9 – Paternalism in Medicine
Quiz 7 due. Material: Dworkin on Paternalism. Submit homework questions
LEARNING MODULE 5 – Paternalism in medicine
1. Read: Goldman (73).
2. LISTEN TO “LECTURE ON GOLDMAN’S CHALLENGE TO THE ARGUMENT FOR
   PATERNALISM”
3. Read: Ackerman (79)
4. LISTEN TO “LECTURE ON ACKERMAN’S REJECTION OF NONINTERFERENCE”

WEEK 10 - Rationality and Assessing Best Interest
Quiz 8 due. Material: Paternalism in medicine: Ackerman. Submit Homework questions
   1. Read: Savulescu and Momoyer (175)
   2. LISTEN TO “LECTURE ON RATIONAL BELIEFS”

DISCUSSION TOPIC: Contraints on Autonomy. Case study: Adolescent refusing treatment
DISCUSSION GROUP LEADER #3: Submit leading question Monday
DISCUSSION CLOSES IN 2 CLASS DAYS

WEEK 11 – BREAK

WEEK 12 – Moral Issues in Reproductive Technology
Writing Assignment draft due
LEARNING MODULE 6 – Virtue Theory and Natural Law
   1. Read Vaughn 39-40 36-39 and Virtue Theory Handout
   2. LISTEN TO “VIRTUE THEORY AND NATURAL LAW”

LEARNING MODULE: 1. Read Vaughn, 354-60, and B. Steinbock (CANVAS)
   2. Read: Nash case (link) and Personhood handout
   3. LISTEN TO “PERSONHOOD DEBATE”

WEEK 13 – Moral issues in End of life
Quiz 9 due. Material: Personhood. Submit Homework
LEARNING MODULE 9 - End of Life Issues— when is life worth living and why?
   1. Read: Vaughn, 526-38 Study Cruzan case and cases 1-3.
   2. LISTEN TO “TERMINOLOGY AND END OF LIFE DISTINCTIONS”
   3. Read Gay Williams (540) and Brock (550).

DISCUSSION GROUP TOPIC: PERSONHOOD: selective termination in pregnancy
DISCUSSION GROUP #4: Submit Leading question Monday
DISCUSSION CLOSES IN 2 CLASS DAYS

WEEK 14 – Moral Issues at End of life –continued
Quiz 10 due. Material. End of life terminology and arguments. Submit Homework
   1. Read Arguments on Killing/Letting Die
   2. LISTEN TO “LECTURE ON KILLING/LETTING DIE, BROCK’S CHALLENGE
   3. Read: Philippa Foot “Euthanasia” (CANVAS). Submit homework questions
   4. LISTEN TO “LECTURE ON FOOT”
WEEK 15 – Justice and Health Care
Writing Assignment final draft due.

LEARNING MODULE 10 – Moral issues in health care.
1. Read Vaughn, 613-24. Read Homework Questions
2. Read Daniels (627) and Buchanan (634)

LISTEN TO “LECTURE ON DANIELS AND BUCHANAN”
DISCUSSION TOPIC: What makes a life a good life?
DISCUSSION GROUP #5: Submit leading question Monday
DISCUSSION CLOSES IN 2 DAYS

FINAL EXAM: On Campus or Proctored. Date: TBA