Ethical Issues Common to the Helping Professions

(Syllabus subject to revision—always check the updated version on D2L)

Meeting Time and Location: Tuesdays 6-8:30pm in Chavez Building, Room 301
Instructor: Dr. Sarah Raskoff (sraskoff@email.arizona.edu)
Office: Social Sciences 130
Office Hours: TBD
Course Site (updated syllabus, links to readings): https://d2l.arizona.edu/d2l/home/762240

Course Description: A main aim of the course is to provide an introduction to the field of bioethics. So we will begin with a crash course in moral theory, and then turn to ten topics within the field of bioethics. The course also aims to develop your critical reasoning abilities. So for each of the topics we discuss, we will look at a number of opposing viewpoints, with an emphasis on understanding and assessing the merits of the arguments that each author makes. Finally, the course aims to develop your ability to apply moral principles to real life cases. In each section of the course we will therefore examine a number of hard cases, in which various moral principles seem to conflict, and we will discuss how these conflicts might be resolved.

Readings
Philosophy textbooks are incredibly expensive and tend to be anthologies of texts you already pay to access via your library fees. So all the readings for this course are available for download on the course page on D2L.

Assessment
Participation 5%
Reading quizzes 15% (2/week, one in-class and one on D2L)
Midterm exam 15% Tuesday, February 26, 6-7pm
Final exam 20% Tuesday, May 7, 8:30-10:30pm (subject to change)
Paper 1 draft due and class workshop 5% Tuesday, February 5, 6pm
Paper 1 final (1500 words) 15% Monday, February 11, 11:59pm
Paper 2 draft due and class workshop 5% Tuesday April 30, 6pm
Paper 2 final (1500 words) 20% Friday May 3, 11:59pm

Rules
• You have two quizzes a week: one in class each Tuesday and one on D2L due by Thursday, 11:59pm each week we have class. **The single exception to this is the syllabus quiz, which you must take on D2L by Thursday, 1/10 even though there will be no class on 1/8.** Under no circumstances will make-up quizzes of either type be given. At the end of the semester, I will drop your lowest quiz score.
• Anyone who misses more than 4 sessions (without an official excuse) will be dropped from the course.
• Showing up is necessary but not sufficient for receiving a good participation grade in this class. I also expect you to pay attention to lectures, participate in class discussions, and otherwise engage with the material.
• Papers (drafts and finals) are to be submitted in .doc or .docx format to the Dropbox by 11:59pm on the day that they are due. You may go 10% above or below the word limit, not including citations. Beyond that, and you will receive a 0 for that paper. (Note: you can download Microsoft Word from the UA website for free, so nobody should have any trouble with the .doc or .docx format.)
• As a rule, work will not be accepted late except in case of documented emergency or illness. You may petition me in writing for an exception if you feel you have a compelling reason for turning work in late.
• If you cannot attend an exam, you must let me know at least a week before the exam, or you must bring me documentation of whatever emergency arises.
• This is my first time teaching a class that meets only once a week for 2.5 hours, so it might take me a couple of weeks to figure out the best way to split up class time. Please note that this syllabus is subject to change, so you should always check the D2L for the most up-to-date version.
Email Etiquette
- If you need to contact me, I prefer you do so by email.
- I will do my best to respond to all emails within two business days. If your email question is sent at the last minute, it may not be possible for me to send you a response before an assignment is due or a test is given.

Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The University Libraries have some excellent tips for avoiding plagiarism, available at http://new.library.arizona.edu/research/citing/plagiarism.

Absence and Class Participation Policy
The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy

Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See http://policy.arizona.edu/employmenthuman-resources/attendance.

Grades
Grades in the course are based strictly on a student’s quality of work. Considerations of any other sort are not relevant.

A = 90+ B = 80–89 C = 70–79 D = 60–69 Fail/E = 59 and below

Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies which are available at: https://catalog.arizona.edu/policy/undergraduate-change-schedule-dropadd

Students who receive grades lower than what they desired often have knee-jerk reactions to their grade. This causes problems. Consequently, I ask that you wait 24 hours after receiving your grade before asking me to re-evaluate your grade. If you think that you have been unfairly graded, please submit a document in writing which explains why you have been graded unfairly. This will help me in deciding whether to change your grade, and to guide the external moderator in determining your final grade. If your paper is moderated externally, their decision is final (and your grade may be lower than what I gave you).

Threatening Behavior, Nondiscrimination and Anti-harassment Policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

The University is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Schedule and Weekly Readings

1/8
Week 1: NO IN-PERSON MEETING
Read the syllabus and take the syllabus quiz on D2L by 11:59pm on Thursday, 1/10
1/15

Week 2: Paternalism and Patient Autonomy
1. Gerald Dworkin, “Paternalism”
   https://utmedhumanities.wordpress.com/2014/12/01/whose-body-is-it-anyway-from-complications-by-atul-gawande/
4. Terrence Ackerman, “Why Doctors Should Intervene”

1/22

Week 3: Libertarian Paternalism and Healthy Eating Policy
6. Richard Thaler and Cass Sunstein, Nudge excerpts from introduction
8. Sarah Conly, Against Autonomy, pp.162-169
10. Alva Noe, “The Value in Sweet Drinks”

1/29

Week 4: Truth-Telling and Confidentiality
12. David C Thomasma, “Telling the Truth to Patients: A Clinical Ethics Exploration”

2/5
FIRST PAPER DRAFT DUE
Week 5: First Paper Workshop

2/12

Week 6: Informed Consent

2/19

Week 7: Human Research
20. Allan M. Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study”

2/26

Week 8: MIDTERM EXAM

3/12

Week 9: Abortion
23. Michael Tooley, “Abortion and Infanticide”
24. Don Marquis, “Why Abortion is Immoral”
3/19
Week 10: Abortion
   25. L.W. Sumner, “A Moderate View”
   26. Lewis Vaughn, “Does A Fetus Feel Pain?”

3/26
Week 11: Reproductive Technology
   30. TBD: EITHER Laura M. Purdy, “Surrogate Mothering: Exploitation or Empowerment?” OR Elizabeth S. Anderson, “Is Women’s Labor a Commodity?”

4/2
Week 12: Genetic Choices
   32. Laura M. Purdy, “Genetics and Reproductive Risk: Can Having Children Be Immoral?”
   33. Jeff McMahan, “The Morality of Screening for Disability”

4/9
Week 13: Healthcare in America
   34. Sarah Kliff, “Everything You Need to Know About Obamacare”
   35. Atul Gawande, “Is Healthcare a Right?”
       https://www.newyorker.com/magazine/2017/10/02/is-healthcare-a-right
   36. Norman Daniels, "Is There a Right to Health Care and, If So, What Does It Encompass?"

4/16
Week 14: Healthcare in America
   38. Joseph Heath, “Personal Responsibility”

4/26
Week 15: The Social Determinants of Health
   40. Susan Sherwin, “Gender, Race, and Class in the Delivery of Health Care”

4/30
SECOND PAPER DRAFT DUE
Week 16: Second Paper Workshop and Study Session

5/7
FINAL EXAM
(The final is currently schedule very late 8:30-10:30pm. We will talk in class about the possibility of rescheduling.)