Office Information
Office Location: Faculty Center, Rm. 276
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Office Hours: MW 3:00-4:30; TR 3:30-4:30; and by appointment

E-mail address
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Course Description
We will begin with an examination of the nature of morality, and of various moral theories and principles. In the remainder of the course, we will put this background to use in an exploration of various moral issues that arise in medicine: including informed consent, euthanasia and physician-assisted suicide, genetics, medical research involving vulnerable subjects, and distribution of medical resources. We will read, discuss, and write about articles presenting different viewpoints on the issues, and case studies relevant to the issues.

Learning Outcomes
Students taking the course will be expected to:
1) demonstrate an understanding of a variety of ethical theories and principles
2) apply those theories and principles to moral issues in medicine
3) construct and evaluate arguments in support of moral positions.

Written Assignments and Grading
Two tests (20% each); one paper, at least 4-5 pages (25%); short assignments, including in-class assignments, as well as a progress report and discussion assignment concerning the paper (10%); final exam (25%).

The tests and final exam will include short answer questions (e.g., true/false, multiple choice, definitions, brief explanations) and one essay per test or exam. The short assignments will consist largely or entirely of in-class assignments completed in small groups (but may also include one or two brief homework assignments). In the progress report, students will begin formulating arguments on a medical ethics topic of their own choosing; they will also discuss those progress reports in small groups in class, and develop them into a paper in which they present and discuss the arguments in more detail.

Attendance, class participation, and improvement will be considered in deciding borderline cases. I will grade work on a 100 point scale, where A=90-100, B=80-89, etc.
Late Assignments and Incompletes
Students who miss a test or fail to turn in another assignment on time for a good reason, will be given a chance to make up the assignment and turn it in during the same or following week, at a time arranged with the instructor. An incomplete for the course is possible only in cases in which the course work is nearly complete, and the student has a legitimate reason for not completing the course work by the end of the semester.

Attendance, Late Arrivals, Early Departures
Attendance is not required, but is strongly encouraged. Attending class enables students to participate in discussion and learn from both the instructor and their classmates. Also, lecture material will be covered in detail on tests and the exam, and will include information not covered in the readings; and class periods will include in-class assignments that count towards the overall course grade. So missing classes is likely to have a negative impact on students’ grades.

Late arrivals and early departures tend to disrupt the class, and are therefore discouraged (if they are necessary in exceptional cases, however, please inform the instructor beforehand if possible).

Plagiarism
Plagiarism is the presentation of work as one’s own, which was in fact produced by another author (e.g., the submission of a paper as one’s own work, when it was written by someone else; or the submission of a portion of a paper written by another author, without citing the source of the material). University policy strictly prohibits plagiarism. Plagiarized work will be assigned a grade of “F.”

Academic Advising
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Notice to Students with Disabilities
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Grade Appeal Process
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with
a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.

1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at: http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Texts (required)
Ronald Munson, Intervention and Reflection: Basic Issues in Medical Ethics (8th edition, available at the bookstore and on reserve at the library)

Article on reserve at the library:

Course Schedule
All page numbers for readings refer to the Munson text

January 12 Introduction

17 Part I: Ethical Theories and Principles
Reading: pp. 743-755
19 Reading: pp. 770-774; and pp. 777-781

24 Part II: The Relationship Between the Patient and the Health Care Professional
Reading: Introductory Material, pp. 101-110

26 Truth, Lies, and Deception
Reading: Lipkin, pp. 152-154
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<tr>
<th>Date</th>
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<tr>
<td>February 3</td>
<td>Cullen and Klein, pp. 154-161</td>
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| February 2 | *Informed Consent*  
Reading: Canterbury decision (hand-out) |
| February 22 | Reading: Dax case, pp. 98-101  
Video: Please Let Me Die |
| 7         | **Part III: Euthanasia and Physician-Assisted Suicide**  
Reading: Introductory Material, pp. 676-703 |
| 9         | Reading: Gay-Williams, pp. 703-706 |
| 14        | Review |
| 16        | Test |
| 21        | Reading: Singer, pp. 715-722 |
| 23        | Reading: Rachels, pp. 725-729 |
| 28        | **Part IV: Abortion and Impaired Infants**  
& *Abortion*  
Reading: Introductory Material, pp. 547-553; and Warren, pp. 586-594 |
| March 1   | Reading: Marquis, pp. 594-598 |
| 6         | *Impaired Infants*  
Reading: Introductory Material, pp. 623-639; and Weir, pp. 651-657 |
| 8         | Reading: Robertson, pp. 639-645 |
| 13        | Spring Break |
| 15        | Spring Break |
| 20        | **Paper Progress Reports Due** |
| 22        | **Part V: Genetics**  
& *Research and Interventions*  
Reading: Introductory Material, pp. 276-296; and pp. 306-312  
Video: Cracking the Code |
| 27        | Reading: Savulescu, pp. 320-326 |
| 29        | *Cloning*  
Reading: Introductory Material, pp. 377-378; pp. 384-387; and Strong, pp. 443-447 |
| April 3   | Review |
| 5         | Test |
April 10  Part VI: Medical Research on Vulnerable Subjects -- Tuskegee and the Developing World
   The Tuskegee Study
   Reading: Bad Blood, Bad Faith, pp. 212-214
   Research in the Developing World
   Reading: Annas and Grodin, pp. 194-198
   12  Reading: Bagenda and Musoke-Mudido, pp. 198-200; and Macklin, “After Helsinki: Unresolved Issues in International Research” (on reserve)

17  Part VII: Distribution of Medical Resources
   Micro-Allocation
   Reading: Introductory Material, pp. 455-475
   Rescher, pp. 492-500
   19  Reading: Annas, pp. 500-504

24  Macro-Allocation
   Reading: Introductory Material, pp. 515-525

26  Reading: Krugman, pp. 533-534; and Custer, pp. 534-536

May 1  Review
   Paper Due