Office Information
Office Location: Faculty Center, Rm. 276
Office ph#: TBA
Office Hours: TBA

E-mail address
ana.andrei@tamucc.edu

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 of in-class assignments completed in small groups. 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.”

**Advisement**
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. For the College of Liberal Arts the undergraduate advisor is Linda Miller (825-3466; linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-5896; Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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. 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 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.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the
course is taught or the Office of the Provost.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Text (required)**
Ronald Munson, *Intervention and Reflection: Basic Issues in Medical Ethics* (8th or 9th edition, available at the bookstore and on reserve at the library)

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

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<th>Page</th>
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<td>January</td>
<td>22</td>
<td><strong>Introduction</strong></td>
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<td>27</td>
<td></td>
<td><strong>Part I: Ethical Theories and Principles</strong></td>
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<td>Reading: pp. 862-904</td>
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<td>29</td>
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<td>Reading: pp. 862-904, continued</td>
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<td>February</td>
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<td><strong>Part II: The Relationship Between the Patient and the Health Care Professional</strong></td>
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<td>Reading: Introductory Material, pp. 38-46</td>
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<td><strong>Truth, Lies, and Deception</strong></td>
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<td>Reading: Lipkin, pp. 73-74</td>
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<td>Cullen and Klein, hand-out</td>
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<td><strong>Informed Consent</strong></td>
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<td>Reading: Canterbury decision, hand-out</td>
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<td>Reading: Dax case, pp. 3-6</td>
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<td>Video: Please Let Me Die</td>
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<td><strong>Part III: Euthanasia and Physician-Assisted Suicide</strong></td>
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<td>Reading: Introductory Material, pp. 555-585</td>
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<td>Reading: Gay-Williams, pp. 593-595</td>
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March
3 Reading: Singer, pp. 605-612
5 Reading: Rachels, pp. 585-589
10 **Part IV: Abortion and Impaired Infants**
   *Abortion*
   Reading: Introductory Material, pp. 454-461; and Warren, pp. 482-490
12 Reading: Marquis, pp. 461-465
17 **Spring Break**
19 **Spring Break**
24 **Impaired Infants**
   Reading: Introductory Material, pp. 623-639; and Weir, hand-out
26 Reading: Robertson, pp. 536-543

April
2 **Paper Progress Reports Due**

2 **Part V: Genetics**
   *Research and Interventions*
   Reading: Introductory Material, pp. 259-280
   Video: Cracking the Code
7 Reading: Savulescu, pp. 294-300
9 **Cloning**
   Reading: Introductory Material, pp. 366-367; pp. 341-346; Strong, pp. 406-410; and hand-out on Human Reproductive Cloning
14 Review
16 **Test**

21 **Part VI: Medical Research on Vulnerable Subjects -- Tuskegee and the Developing World**
   *The Tuskegee Study*
   Reading: Bad Blood, Bad Faith, pp. 774-777
   *Research in the Developing World*
   Reading: Annas and Grodin, pp. 844-847
23 Reading: Bagenda and Musoke-Mudido, pp. 847-849; and Macklin, hand-out
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<td>28</td>
<td><strong>Part VII: Distribution of Medical Resources</strong>&lt;br&gt;<em>Macro-Allocation</em>&lt;br&gt;Reading: Introductory Material, pp. 675-694&lt;br&gt;Video: Sick Around the World</td>
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<td>30</td>
<td>Reading: 675-694, continued; hand-outs on the Affordable Care Act, the Massachussetts health care system, and the Canadian approach to health care</td>
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May 5

**Review**

**Paper Due**

*Final Exam Date: TBA*