**Spring 2020 Syllabus SOCY 1022-100**

**Ethics and Social Issues in Health and Medicine**

Class meets Tuesdays and Thursdays 11:00 – 11:50 in EKLE 1B20

(plus Friday recitation as assigned)

Instructor: Dr. Liane Pedersen-Gallegos

Office hours (Ketchum 169): Thursdays Noon – 1:45 and by appt.

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Teaching Assistant: Sara Veljic

Office hours (Ketchum 481): Thursdays 9:30 – 10:30, Fridays 10:30 – 11:30 and by appt.

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**Course Description**

This course explores current ethical and policy issues in U.S. health and medical practices. It includes such issues as patient autonomy, access to medical care, organ transplants, genetic engineering, contraception, abortion, and euthanasia. Approved for arts and sciences core curriculum: ideals and values.

# **Technical Support**

This course may include embedded and streaming audio and video resources. Most modern browsers should be able to display this content. However, in some circumstances you may need to install the Flash or Quicktime media player (for example, there are known compatibility issues with Chrome). Should you have any difficulty accessing any of your course content please contact the instructor, TA, or you may contact the on-campus IT help line directly at 303-735-HELP (4357).

**Required Textbook**

There is one required textbook for the class: Vaughn, Lewis, *Bioethics: Principles, Issues, and Cases, 4th ed.* Oxford University Press, 2017. ISBN: 978-0-1903268. If you are using a different edition of the text, note that the chapters, page numbers and readings included may not align with the official edition assigned.

There will also be occasional reading/film assignments on the CANVAS Course Web Site.

Every student is expected to read all the assignments. *It is necessary to keep up with the readings and the assignments to succeed in the class.* While there is flexibility in the schedule for students to read and prepare the assignments up to a week ahead of time, the posting sites for each week will be “open” for a 40 hour period, closing at midnight on the day assignments are due.

# **Discussion Posts**

The purpose of the post assignments is two-fold: to demonstrate that the reading assignments have been done (and understood) and to provide a forum for students to apply critical thinking to the topic at hand. One post is due each week, on each Thursday beginning with the second week of class. For each post students are to select a direct quote—one not already posted by another student—from the “main chapter” reading assignment listed on the syllabus and one quotation from the “supplemental” readings, relating it to the main chapter quote chosen. Posts are due by 11:59 PM on Thursdays. Each post will be available on CANVAS beginning the day before they are due at 8:00 AM and will remain open (you may edit your post any time until the CANVAS site closes) until 11:59 the next day, the due date. (Hint: the earlier in the two day opening you post, the easier it will be to check to be sure your quote is unique, but in any case every student is expected to read every post every week.) Be sure to check that each post has successfully been submitted—it is your responsibility to ensure that the assignment is properly loaded into the CANVAS system.

Posts will ideally be comprised of three to five sentences to include: 1) the quote itself, which may be part of a sentence or a whole sentence, but should be no longer than two sentences each (one sentence is ideal), and must include author and page references so the readers can easily find the quotes; 2) the student’s commentary on the quote, indicating that the student understands the quotes in context, having read the whole assignment for the week. An important learning goal of the posts is to provide students with a deeper appreciation of main points covered each week.

Posts should be brief, in consideration to the other students, all of whom are required to read all of the week’s posts. The ideal post will be between two and five sentences long, not to exceed 150 words each. The limits placed on the posts are intended to keep the workload manageable for all students, while ensuring everyone has a voice in the on-line discussions.

The tenor of the posts is to remain collegial. This is not to say that everyone must agree with what others post—in fact a range of ideas and opinions is ideal—it is to say, though, that the tone of the interchange is to be cordial.

**Grading Criteria for Discussion Posts**

While individual posts are not worth a lot, in total they comprise the majority of points for the overall grade in the class. Posts are each worth ten points. Credit is earned by adhering to the assignment guidelines: use of original quotations (ones not already chosen by another student) and placing the quotes in context sufficient to demonstrate that one has read and understood the assignment.

Developing good writing skills is a fundamental part of higher education. Correct grammar and spelling are also social courtesies writers extend to their readers and reflect a level of investment the writer has in their own thinking and writing. The occasional misspelling and grammatical error will be overlooked, but points will be deducted if the quality of the post is diminished due to errors (3 or more errors in a single posting).

***Missing posts cannot be made up***, as the timeliness of the online discussion is key. The discussion pages will be open for a limited time, closing at 11:59 PM on the respective due dates. The CANVAS system will close at that time, even if a post is in progress, making it important to start the post with ample time available to finish it before the deadline. In the event of a technical problem with last minute posts, email the post to the grader (Sara Veljic) **within 30 minutes of the deadline** to be considered for partial credit.

Points from the posts will be deducted for: lack of correct citation for quotes (including page number), three or more typos in the post, “thin” post that contains too little indication of comprehension or critical thinking, and ***no credit will be given for quotes already used by another student***.

Students are expected to read all of the posts for the week, including any instructor feedback. Instructor commentary provided on the discussion posts will be helpful in clarifying important concepts in the class.

An example of a good post (including quotation from assigned readings) from an earlier class follows:

*Sample Post*

**“The principle of beneficence is at the heart of many of the disputes because, as we have seen, the obligation to help or not harm subjects often seems to conflict the aim of doing science” (Vaughn, p. 275)**

**“A good analysis of exploitation is that it is a wrong done to individuals who do not receive a fair share of the benefits produced by an activity in which they take part, even if they receive some benefit” (Brody, p. 335)**

Vaughn’s point is that science should help, or at least not harm subjects. Brody goes further in his article about the ethical problems involved when conducting experiments in developing countries where the subjects do not have access to the benefits of the research after the research is concluded and researchers have left. His point is based on a utilitarian perspective, maintaining that the problem arises when expectations of research benefits are not met once the research concludes, and the subjects have no recourse to secure them. In a significant way, this leaves subjects worse off than they were before the research began, while patients in the home country of the researchers stand to benefit. In both quotes the virtue of benefiting subjects, regardless of their status, is key.

**Exams**

There will be three exams over the course of the semester, the third of which is the final exam. See the calendar below for these dates. If you have a conflict with an exam date, you are expected to speak with the instructor within the first six weeks of class. Make-up exams are only available by pre-approval (see more detailed instructions below).

**Student Engagement in the Class**

***Texting, checking email and surfing the web during class is considered disrespectful. Therefore, the instructor and TA will not do these things. Students are asked to refrain as well.*** Student engagement/participation is important. The “student engagement grade” is not based on how much you speak in class. This grade reflects the attention paid to lecture and class discussion. Because it is necessary to be present in order to be engaged in the class, attendance will be taken and considered in the “student engagement” grade. Attendance will be documented by “one minute papers” students are to submit at the end of each class, based on a specific question asked at the end of the class. ***“Class attendance” implies the student is present and attentive for the entire class.*** On a campus the size of CU Boulder, walking from one class to another in the brief time allotted can be a challenge, so students’ occasional late arrival is understandable. If a student’s classes are sufficiently far apart that arriving to class on time is routinely a problem, as a courtesy please notify the instructor. However, leaving class early constitutes an absence for the day, even when notifying the instructor ahead of time (which is an appreciated courtesy if a student knows ahead of time that they need to leave early). Inappropriate use of a laptop, tablet, cell phone, or similar device ***will*** negatively affect your class engagement grade. **Course Calendar**

Dr. Li reserves the right to adjust the course calendar and will alert students if there are any adjustments.

1. **Week of January 12 (the first day of class is Tuesday, January 14) Introduction**

Reading Assignment: “Laptops are Great. But not During a Lecture or a Meeting” (on Canvas); Rosenhan (on Canvas); and Cleary, Hunt, and Horsfall (on Canvas) (22 pages)

 No discussion post due this week.

1. **Week of January 19**

Reading Assignment: Chapter 1 Moral Reasoning in *Bioethics* (31 pages)

Discussion Post due Thursday, January 23

1. **Week of January 26**

Reading Assignment: Chapter 2 Bioethics and Moral Theories and

Four supplemental readings: Mill; Kant; Noddings; and Baier (43 pages)

Discussion Post due Thursday, January 30

1. **Week of February 2**

Reading Assignment: Chapter 3 Paternalism and Patient Autonomy and

Seven supplemental readings: Dworkin; Goldman; Ackerman; Schwartz; Bovia v Superior Court; AMA Council on Ethical and Judicial Affairs; and Hall. (48 pages total)

Discussion Post due Thursday, February 6

**5 Week of February 9**

Reading Assignment: Continuation of Supplemental Readings from Chapter 3: Cowart and Burt (10 pages)

No post assignments this week.

 **Test #1 Thursday, February 13**

1. **Week of February 16**

Reading Assignment: Chapter 4 Truth-Telling and Confidentiality and

Five Supplemental Readings: Thomasma; Lipkin; Schwartz; Cullen and Klein; and Macklin (39 pages)

Discussion Post due Thursday, February 20

**7 Week of February 23**

Reading Assignment: Chapter 5 Informed Consent and

Four Supplemental Readings: Katz; Brody; Levine; and Canterbury v Spence (38 pages)

Discussion Post due Thursday, February 27

1. **Week of March 1**

Reading Assignment: Chapter 6 Human Research and

Seven Supplemental Readings: The Nuremberg Code, Declaration of Helsinki, The Belmont Report, Final Report Human Radiation Experiments; Hellman and Hellman; Brandt; and Chen (53 pages)

Discussion Post due Thursday, March 5

1. **Week of March 8**

Reading Assignment: Chapter 7: Abortion and

Four Supplemental Readings: Thomson; Marquis; Noonan; and Warren (57 pages)

Discussion Post due Thursday, March 12

**9 Week of March 8**

Reading Assignment: Continuation of Supplemental Readings from Chapter 7

Five Supplemental Readings: English; Little; Sherwin; Roe v. Wade US Supreme Court; and Planned Parenthood of Southeastern Pennsylvania v. Casey, US Supreme Court (33 pages)

No post assignments this week.

**Test #2 Thursday, March 12**

1. **Week of March 15**

Reading Assignment: Chapter 8 Reproductive Technology and

Six Supplemental Readings: Singer; Robertson; Steinbock; and Brock (51 pages)

Discussion Post due Thursday, March 19

**Week of March 22 Spring Break No Classes**

1. **Week of March 29**

Reading Assignment: Chapter 9 Genetic Choices and

Seven Supplemental Readings: McMahan; Harris; Glannon; Savulescu; Walters and Palmer; Steinbock; and Pontifical Academy for Life (56 pages)

Discussion Post due Thursday, April 2

**12 Week of April 5**

Reading Assignment: Chapter 10 Euthanasia and Physician-Assisted Suicide and Eight Supplemental Readings Quill; Brock; Callahan; Rachels; Dworkin et al; Carr; Ackerman; and Vacco v Quill (54 pages)

Discussion Post due Thursday, April 9

**13 Week of April 12**

Reading Assignment: Chapter 11 Dividing up Health Care Resources and

Five Supplemental Readings: Daniels; Buchannan; and Englehardt; (41 pages) and readings on Canvas: McKinley; and Callahan (17 pages)

Discussion Post due Thursday, April 16

**14 Week of April 19**

Reading Assignment: Conclusion of Readings from Chapter 11

Three Supplemental Readings: Schneider et al; Childress et al; and Tarantola and Gruskin (22 pages)

Discussion Post due Thursday, April 23

**15 Week of April 26** Summary and Synthesis

No new reading assignment or discussion post due this week

**Final Exam Wednesday, May 6 4:30 – 7 PM**

**Grading Criteria**

Letter grades are assigned only at the end of the semester as final grades for the course. Individual assignments and exams will receive points (see below). Dr. Li will take a curve into account when calculating the final letter grades.

***Note: The automatic grade calculating feature on the Canvas Grade Book is NOT your official grade.***

Posts 110

Exam #1 30

Exam #2 30

Final Exam 30

Engagement in Class 30

Recitation Grade 30

 *Total Points Possible 260*

A 234 - 260

B 208 - 233

C 182 - 207

D 156 - 181

**Class Policies**

**Student Responsibilities**

Students are expected to participate in assigned online discussions. ***It is necessary to keep up with reading and all other assignments to succeed in the class.***

Students are responsible for keeping up with postings and other class announcements. ***Students are expected to check both their individual CU email and the Canvas course material a minimum of every two days, Monday through Thursday.***

All cell phone ringers must be turned off during class.

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Canvas are routinely submitted to an anti-plagiarism soft-ware program. Appropriate citation of all sources used is required on all assignments. Failure to accurately and adequately cite sources is considered plagiarism.

**Accommodations**

***The student must be approved by the student’s Disability Access Coordinator*** to have accommodations provided. Please provide the student's accommodation letter to the staff (sociology@colorado.edu) along with the Sociology exam/test proctoring form. More information can be found at the following:

<https://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accommodations> In Fall 2019, the Sociology Dept will offer exam proctoring services for students with documented disability accommodations on Tuesdays and Thursdays from 5:30-8:30pm, starting September 10, in Ketchum 1B40. If the scheduled proctor exam days/times do not work for a particular course, the instructor is responsible for making other arrangements.

Students with more involved accommodations, such as 2x extended time or the use of a reader, scribe, or assistive technology, can schedule their tests at Disability Services.

Students needing to cancel an exam/test scheduled with student assistants need to communicate with the professor and student assistants no less than 1 day before the scheduled exam/test. Students should expect that exams/tests will be proctored, and that they will be observed in person. A proctor is allowed to check materials that the student has in her/his possession. Items such as notes, books, and calculators cannot be used by the student unless confirmed by the professor prior to the exam. Personal items may not be taken into the testing area. Food, drinks, and gum (excluding water) are not allowed in the testing area unless it is an authorized accommodation. Students are responsible for bringing her/his own supplies and references, as have been permitted by the professor or per the student’s accommodations letter. If a student is suspected of academic dishonesty during an exam, Sociology staff will inform the professor who will determine any consequences.

**University Policies**

# Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions) under the Students tab on the Disability Services website.

# Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) and the [Student Code of Conduct](http://www.colorado.edu/osccr/).

# Honor Code

# *On my honor, as a University of Colorado Boulder student,*

#  *I have neither given nor received unauthorized assistance.*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](https://www.colorado.edu/osccr/honor-code).

# Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](https://cuboulder.qualtrics.com/jfe/form/SV_0PnqVK4kkIJIZnf), and the campus resources can be found on the [OIEC website](http://www.colorado.edu/institutionalequity/).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

# Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact the instructor at the beginning of the semester to make alternative arrangements as necessary. See the [campus policy regarding religious observances](http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams) for full details.