**Spring 2018 Syllabus SOCY 1022-100**

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

Class meets Tuesdays and Thursdays 8:00 – 9:15am in Humanities 135

Instructor: Dr. Pedersen-Gallegos office hours (Ketchum 169): Thursdays 1 - 3 and by appt.

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Teaching Assistant: Kendra Hutchens

**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,* Oxford University Press, 2017. ISBN: 978-0-190250102. If you are using a different edition of the text, note that the chapters and page numbers may not align with the official edition assigned.

There may also be occasional reading/film assignments on the D2L Course Web Site.

Every student is expected to read all of 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 48 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. Two posts are due each week: the first on the Tuesday and the second on the Thursday of that week, both by 11:59 PM. For each Tuesday 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. The Thursday posts are to include a direct quote (again, not one already used by another student) from one of the assigned “supplemental” readings following the “main chapter” reading. Commentary on both Tuesday and Thursday posts is to include your insight/critical thinking about the topic at hand. Posts are due by 11:59 PM on the respective Tuesdays and Thursdays. Each post will be available on D2L beginning the day before they are due at 8:00 AM and will remain open (you may edit your post any time until the D2L cite closes) until 11:59 the next day, the due date. The two day opening for each Tuesday will be from 8:00 the Monday of that week until Tuesday at 11:59 PM; and the two day opening for each Thursday will be from 8:00 the Wednesday of that week until Thursday at 11:59 PM. (Hint: the earlier in the two day opening you post, the easier it will be to check to be sure your quote is unique.) 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 D2L 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 one sentence each, and must include an author and page reference 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 by both contributing to their own and reading others’ weekly posts.

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 five points (ten points per week). 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 D2L 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 **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, 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 reading) from an earlier class follows:

*Sample Post*

**“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. 286)**

Brody makes a persuasive argument 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.

**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 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 14 (the first day of class is Tuesday, January 16) Introduction**

Reading Assignment: Laptops are Great. But not During a Lecture or a Meeting (on D2L Contents Page)

Discussion Post due this week Thursday, January 18

1. **Week of January 21**

Reading Assignment: Chapter 1 Moral Reasoning in Bioethics and two

Supplemental readings on D2L Contents Page: Rosenhan; and Cleary, Hunt, and Horsfall

First Discussion Post due Tuesday, January 23

Second Discussion Post due Thursday, January 25

1. **Week of January 28**

Reading Assignment: Chapter 2 Bioethics and Moral Theories and

 Mill, Kant, Mayo, and Held

First Discussion Post due Tuesday, January 30

Second Discussion Post due Thursday, February 1

1. **Week of February 4**

Reading Assignment: Chapter 3 Paternalism and Patient Autonomy and

Dworkin, Ackerman, Schwartz, Bovia v Superior Court, AMA Council on Ethical and Judicial Affairs.

First Discussion Post due Tuesday, February 6

Second Discussion Post due Thursday, February 8

**5 Week of February 11**

Reading Assignment: Chapter 4 Truth-Telling and Confidentiality and

Thomasma, Lipkin, Scwartz, Cullen and Klein, and Macklin

First Discussion Post due Tuesday, February 13

Second Discussion Post due Thursday, February 15

 **Test #1 Thursday, February 15**

**6 Week of February 18**

Reading Assignment: Chapter 5 Informed Consent and

 Katz, Brody, Levine, and Canterbury v Spence

First Discussion Post due Tuesday, February 20

Second Discussion Post due` Thursday, February 22

**7 Week of February 25**

Reading Assignment: Chapter 6 Human Research and

The Nuremberg Code, Declaration of Helsinki, The Belmont Report, Final Report: Human Radiation Experiments; Hellman and Hellman; Brandt; and Angell

First Discussion Post due Tuesday, February 27

Second Discussion Post due Thursday, March 1

1. **Week of March 4**

Reading Assignment: Chapter 7: Abortion and

Thomson, Marquis, Warren, Callahan, Sherwin, Roe v Wade, and Planned Parenthood of Southeastern Pennsylvania v Casey

First Discussion Post due Tuesday, March 6

Second Discussion Post due Thursday, March 8

1. **Week of March 11**

Reading Assignment: Chapter 8 Reproductive Technology and

Singer, Warren, Robertson, Kass, Brock, and Opinion in the Matter of Baby M

First Discussion Post due Tuesday, March 13

Second Discussion Post due Thursday, March 15

1. **Week of March 18**

Reading Assignment: Chapter 9 Genetic Choices and

Kass, Purdy, McMahan, Davis, Harris, Glannon, Walters and Palmer, Steinbock, and Pontifical A Academy for Life

First Discussion Post due Tuesday, March 20

Second Discussion Post due Thursday, March 22

**Test #2 Thursday, March 22**

**Week of March 25 Spring Break No Assignments**

1. **Week of April 1**

Reading Assignment: Chapter 10 Euthanasia and Physician-Assisted Suicide and the first four readings: Quill, Brock, Callahan, and Lachs

First Discussion Post due Tuesday, April 3

Second Discussion Post due Thursday, April 5

1. **Week of April 8**

Reading Assignment: Chapter 10 readings continued: Arras, Rachels, New York State Task Force on Life and the Law, Dworkin et al, Vacco v Quill, and Washington v Gluvksberg

First Discussion Post due Tuesday, April 10

Second Discussion Post due Thursday, April 12

**13 Week of April 15**

Reading Assignment: Chapter 11 Dividing up Health Care Resources and

 Daniels, Buchannan, Deber, Daniels, Rescher, and Harris

First Discussion Post due Tuesday, April 17

Second Discussion Post due Thursday, April 19

**14 Week of April 22**

Reading Assignment: Readings on D2L: McKinley, and Callahan

First Discussion Post due Tuesday, April 24

Second Discussion Post due Thursday, April 26

1. **Week of April 29** Summary and Synthesis

Reading Assignment: Study guide for final exam

**Final Exam Saturday, May 5 7:30 – 10:00 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.

Posts 130 225 – 250 A

Exam #1 30 200 – 224 B

Exam #2 30 175 – 199 C

Final Exam 30 150 – 174 D

Engagement in Class 30

 *Total Points Possible 250*

**Class Policies**

**Student Responsibilities**

Students are expected to participate in both in-class and 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, and are expected to check both their individual CU email and the Desire2Learn course material a minimum of every two days, Monday through Friday.

**Use of Electronic Devices in Class**

All cell phone ringers must be turned off during class. Use of electronic equipment for taking notes is acceptable, but not recommended (for more information on this policy, see the article “Laptops are Great. But Not During a Lecture or A Meeting” on the class D2L content page). Students are asked to refrain from using all electronic devices during class (please, don’t even bring power tools to class).

**Late and Missing Assignments**

Late posts are not accepted, as their value lies largely in their inclusion in class discussion. Missing assignments will receive zero points.

**Plagiarism Policy**

Class policy regarding plagiarism is in keeping with the university policies. Assignments turned in via Desire2Learn 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.

**Exam/Test Accommodations (In the event of an approved make-up exam)**

Exams/tests for students **who qualify for accommodations** **through Disability Services** can be administered by Sociology Staff Mondays 3:30 – 5:00, Tuesdays 3:00 – 5:00, Wednesdays 9:30 – 1:30, and Fridays 12:30 to 3:00.  Exams/tests must be scheduled through the Sociology Staff at least one day in advance.

 **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 along with the Sociology exam/test proctoring form. More information can be found at this link: <http://www.colorado.edu/disabilityservices/faculty-staff/working-disability-services-students/providing-accomodations>. Students needing to cancel an exam/test scheduled with Sociology Staff need to communicate with the professor and Sociology Staff no less than 2 hours 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 to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by email at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see [Temporary Injuries guidelines](http://click.communications.cu.edu/?qs=c02f92182b03a08e51aee081b09346a95206d22dfd8b5a1ee04815848f7bbf8135de1499086d3528) under the Quick Links at the [Disability Services website](http://click.communications.cu.edu/?qs=c02f92182b03a08e62ce0b227450e474f95d616b2fd01263573bee29f3ea6701fd96209a013cc9db) and discuss your needs with your professor.

**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, students are asked to speak with the instructor during the first two weeks of the semester about any anticipated absences related to religious observances.
See the [campus policy regarding religious observances](http://click.communications.cu.edu/?qs=c02f92182b03a08e370c6117e6b3fb10fc028d1c43a5dfb81337166dce8f31bfaded2cfcebaf6eb0) for full details.

**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 differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records. For more information, see the policies on classroom behavior and the student code.
**Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](http://click.communications.cu.edu/?qs=c02f92182b03a08e1415127e03dbb1747e834ac93f527e5f7b58065ff0bc750e936df4c52038c98d).

**Honor Code**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](http://click.communications.cu.edu/?qs=c02f92182b03a08e2c3cd83edc8437002aff546948ec7d3e2cde276673656094dfc1b51c78c43cd9) of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [http://honorcode.colorado.edu](http://click.communications.cu.edu/?qs=c02f92182b03a08e5980e75feb85863ca19fd19c865d0007c8fbd37c949f77939c64aa064c267fb9).

**The honor code**:

On my honor, as a University of Colorado at Boulder student, I have neither given nor received unauthorized assistance on this work.