

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

## *Course Syllabus Bioethics/philosophy320*

*\*This is a guide only and subject to change\**

*Spring, 2022, Arizona State University*

*Session B March 14 - April 29th, 2022*

### *CLASS TIME & ATTENDANCE*

*-Any reference to time made by the professor, teaching assistant, or student shall be understood as the time zone in Phoenix, AZ (unless otherwise stated. )\**

*-This is an asynchronous course, i.e., you can watch lectures on your schedule and do not need to be logged in at any particular time or day.*

### *BOOKS*

*Note 1- The two books below (Campbell and Kaebnick) MUST be in your possession (or otherwise available to you) by the first day, of course. This is a requirement to take the course. If you don't follow it, you risk losing some or all of the educational value. Said differently, you cannot take this course as designed without purchasing, renting, borrowing, or using some other method to assure that you have on-demand access to the course books from the first day of the course to the last. If you lack this on-demand access to the required texts, it might be best to withdraw from the course. If you encounter any trouble accessing the required books, please contact me asap. I will help when and if I can, but I cannot guarantee that my efforts will succeed.*

*Note 2-Be sure you are getting the correct editions. Older or newer editions might not have the required material. Also, even when older editions have the material, the chapter title is sometimes altered, and the page numbers will mismatch.*

### *\*\*\*\*\*REQUIRED BOOKS\*\*\*\*\**

*Bioethics the basics by Alastair Campbell 2nd edition (2017) published by Routledge. You can purchase the e-book version on Amazon. There is also a hardcopy version which is fine as long as it is the second edition.*

*ISBN-13: 9780415790314*

*DIGITAL ISBN-13: 9781351818155 ISBN-10: 041579031X*

*Taking Sides: Clashing Views on Bioethical Issues* by Gregory Kaebnick, 18th edition, published by McGraw-Hill.

ISBN-13: 9781260488333

ISBN-10: 12604883

**PROFESSOR INFORMATION** Professor: Maura Priest, Ph.D., M.A., M.S.

### OFFICE HOURS & CONTACT

I am always happy to set up a time to meet via video conference or phone. However, please email me to set up an appointment because we have different schedules. Alternatively, you can always give me a call on my cell even without a license. I am pretty good at answering my phone, but if I don't, please text and let me know you called and when I can call back. For example, "Hi professor. The missed call from number XXX was from me. My name is Shawn and, I am in your CLASS NAME (always say the class name I teach more than one). You can call me back during XXX times."

### EMAIL CONTACT

[mpriest2@asu.edu](mailto:mpriest2@asu.edu)

**CONTACT ME AT THE ABOVE EMAIL ADDRESS & NOT THROUGH THE CANVAS EMAIL SYSTEM.**

### PHONE CONTACT

(1) First choice. Use when possible. 604-992-0041

(2) This is a text line only. Please only use it if the above number doesn't go through  
360-820-8346

### PHONE CONTACT

This is the first of several times in this syllabus that I will stress the need to check the course announcements regularly. You should also read all pre-written course announcements by the end of the first week of the course. There is no assigned reading for week 1. With some pre-written announcements, you only have to open them and read the beginning. Once you know what it is about, you should know whether to read or now or return later in the course.

### COURSE DESCRIPTION

This class is an overview of varying philosophical perspectives in bioethics (bioethics includes medical, environmental, and animal ethics), with a particular focus on medical ethics. Medical ethics is an advancing field amongst professional philosophers and professionals working in the healthcare field, e.g., physicians, nurses, hospital managers, and caretakers. The healthcare world is teeming with ethical problems, and resolving these problems involves special coordination that

is not always necessary in other moral areas of life. When individuals run into ethical dilemmas in their personal lives, deciding them is often up to them alone. But ethical dilemmas in medicine and healthcare almost always demand coordination between medical professionals, the patients themselves, and family members/loved ones; each person/group of persons have different areas of expertise and experience. Perhaps disagreements can be intense and hard to resolve because of such differences. So hard that many hospitals now have their team of professional ethics consultants. Bioethics consultants usually have undergone philosophical training focused on ethical principles, incredibly unique ethical principles that have been identified as especially important for the medical domain. This class will delve into these principles and their philosophical foundations and then apply them to real-life medical problems.

The course involves an ethical discussion about common medical dilemmas in a wide range of circumstances. After this course, students should have a breadth of knowledge concerning medical ethics in general and an even more profound understanding of some significant historical and contemporary debates, including freedom of conscience, surrogate decision making, and mandating vaccinations. In addition, students are expected to demonstrate their ability to engage in professional discussion (through discussion forums and partnered Zoom assignment discussions) relevant to the course readings, lectures, and assignments.

This course can be bifurcated into two primary focuses: general bioethical principles and theories. Principles and theories are general rules and guidelines that help us understand various situations. An example of an ethical guideline is, "do not lie without a good reason." This guideline helps us consider whether or not to tell a lie. A medical ethics guideline would be specific to medical ethics, such as "keep the patient informed." Second, the course involves a philosophical analysis of real-life medical dilemmas. We will often focus on two opposing viewpoints concerning a specific ethical quandary, and students will practice raising points for and against each possibility.

## GOALS & STUDENT LEARNING OUTCOMES

1. Students should develop an in-depth understanding of several critical issues in contemporary medical ethics.
2. Students should critically engage with the readings to point out potential problems with the author's arguments and positions. Throughout the semester, critical reading skills should improve
3. Students should begin to develop autonomous ideas about medical ethics to the point that they can defend their own opinions, ideally, opinions that are different from those already expressed in the literature.
4. Throughout the course, students should practice, and improve upon, their ability to have philosophical discussions (online) with their classmates. Skills involved in this endeavor include the

*ability to critique the views of others politely, the ability to point out ways in which the ideas of others could be improved,*

## WARNING

*This is a participation-based class, and assignments and discussions must be completed throughout the term. There will be a few assignments where you must communicate, coordinate, and engage one-on-one with randomly assigned classmates over Zoom. If you are looking for a course, you can pass by saving everything to the last minute; this is not it. If you are looking for a course that requires no interaction with other classmates, this is not it.*

*This course is different.*

*This course will probably be a bit, unlike your other classes. My goal as a professor is always first and foremost to improve students' skills in thinking, discussing, speaking, reading, and writing. My method is influenced by my experience as a life-long athlete and long-time athletic coach. I like to think of myself as a philosophy coach, more than a teacher or professor. A coach explains how to do something correctly. They might demonstrate it, but most importantly, the design activities that enable their players to practice the game in a way that improves performance. The course is designed with that in mind.*

## ASSIGNMENTS AND - ASSIGNMENT DUE DATES

*(also listed at the bottom of the syllabus via the reading schedule).*

*\*\*\*\*\*Note -see course pre-written announcements for further description and for hints/advice on how to get the most out of each assignment. Additional suggestions guide you in respect to grades.*

### Autobiography and Photo Assignment

*Due Sunday of week 1*

*Syllabus Quiz*

*Due Sunday of week 1*

### Reading Quizzes

*Due Sunday weeks-2-7*

### Reading Discussion Posts

*Due Sunday weeks 2-6*

Extended Partner Discussion

Due Sunday week 4

Partner Peer Review Assignment

Due Sunday Week 7

Video Post

Due Sunday weeks 6

Video Reply

Due Sunday week 7

Final Project

Due to the last day of Session B courses

Plato's project (semi optional)

Sunday of weeks 3 and 5

On the last day of the course

Aristotle's Assignment (semi optional)

Sundays of weeks 2, 4 and 6

On the last day of the course

## ASSIGNMENT DESCRIPTIONS

### Autobiography/ photo assignment

Write a 2-page (double spaced) autobiography. Tell me anything you want about yourself, but please don't make up silly, obviously false, stories. Please include a (tasteful and appropriate!) photo, so I have a face with a name. You can turn in this assignment late and still earn full credit, but if late, you need to write an additional page where you answer this question: How, if at all, is being a healthy person related to being a morally good person?

### Syllabus quiz

A quiz about this syllabus should be easy if you read the entire syllabus and hard if you did not.

## ***Reading quizzes***

Each Monday, I will post a quiz on the reading and the lecture due on the upcoming Sunday. The quiz is to make sure students complete the reading. It is *NOT* testing understanding of the reading. There are four questions on the quiz, and each question is either multiple choice or true/false. Answering at least three correctly is a pass, and less than three is a failure. The quizzes are an extended form of a midterm or final exam, so there will be no midterm or final exam, just a midterm and final project.

## ***Weekly reading/lecture discussion post***

A discussion post based on the week's materials will be posted on Monday and is due on Sunday. (excluding weeks 1, 7 & 8.) You write a 200 -300-word answer to *\*one\** of the two questions. You then write a 100-200 reply to *\*two\** classmates. You can reply to any classmates, even if they did not answer the same question as you answered.

## ***Extended partner discussion (midterm project)***

You will randomly be assigned a partner in the course. You and your partner are to have a 45-minute discussion, where you answer questions that I will write and distribute. In addition, you will upload a recording of the debate to canvas. The idea is to engage with the material intellectually, gain a perspective outside your own, and do so thoroughly that can't be done in the discussion questions.

## ***Video post & reply (Two assignments, hence, two due dates)***

You will post a video related to the course between 10 and 20 minutes. This is a video you find (likely on YouTube), not one you make. You are to write about 200 words explaining the video's relevance and then post two discussion questions. Students are also required to watch two videos from other students, ~~answer the discussion questions, and~~ write a 200-word summary explaining how the other student's videos relate to the course.

## ***Peer review***

You will randomly be assigned a partner. First, both partners will explain their final project to the other partner. Then, each partner will offer 6 points of feedback. These "points" can be either comments or questions. Finally, each partner will turn in their assignment, which will include a list of (1) the feedback you offered your partner, and their reply to that feedback, and (2) the feedback your partner offered you and a reply to that feedback.

## ***Final project***

You can choose *\*One\** of any of the below projects, where the topic restriction is anything that you can tie to the course. Please think of your situation and academic goals when choosing your project. While you are not required to tell me your topic ahead of time, it is a great idea.

**(1)Essay** – Write 2000 to 3000-word paper. You *MUST* follow the essay structure format that I explain in two documents located on Canvas, under “Files.” Please email me if you have any questions about the format.

**(2)Create a comprehensive webpage** where you educate the audience on a topic related to the course. You should have 700 to 1500 words on the website.

**(3)Interview** – Do an interview and write up an article about the interview, in the style of an interview in a major news outlet. The article should be 700 to 1500 words.

**(4)Debate** – Find someone willing to debate you on a topic related to the course. Ask me if you want to be paired with a classmate. You should both research the topic before recording a 10 to 15-minute debate.

**(5)Create your own** – Send me an email well in advance and propose a final project that you believe is (1) well suited to your educational needs, desires, abilities, & goals, and (2) roughly the equivalent amount of work as the projects listed above.

### **Extra mile project details**

Do not forget that the op-ed piece for Aristotle’s Assignment is due Friday, October 8th, 2021, at 11:59 pm. The completed draft and proof of writing center visit for Plato’s project is due Sunday, November 30th, 2021, at 11:59 pm. Remember that neither assignment is required unless you want to earn an A (and not just an A-minus) for the course. If you are aiming for an “A,” remember that you only should have picked one of the two extra mile assignments; you should not be doing both.

**Extra mile assignment options (only required for those determined to earn an “A” grade for the course (not ‘just’ an A-minus))**

*...Wait wut?*

To earn an “A” in the course (and not just an “A minus”), you must complete *ONE* of the two



assignments below. Both assignments will require submitting extra work throughout the semester. Different mile assignments at the end of the term. The two options:

### **Option #1 - Plato's project**

Plato's Project requires that you work on/seek feedback for your final assignment throughout the term; notably, it demands that you complete a total of 3 submit-minus related to drafting and revising your final project.

(1) The first submission is simply the title of your project, a thesis claim (i.e., if it is an argument, the main thing you are arguing for if it is something else, the main point of the project), and 5-8 sentence overview of what you plan for the final event.

(2) The second submission must include (1) an outline of your final project; (2) ~~three questions/criticism directed at your outline that can come from any of the following persons:~~ classmate, teaching assistant, ASU writing center employee, some other type of tutor, lastly, friend or family member. (3) your thoughts/responses to the questions or criticisms. The questions and criticisms, as well as your replies, should be substantial, i.e., not something like, "nice introduction," or, "yes, I agree and will try to be more direct." If you are at a loss for words, give specific examples of how you will make changes in response to the feedback.

(4) A completed draft and proof that you had an appointment at ASU's writing center, where you discussed the paper. If you have your tutor or another place within ASU that you like to turn to for writing help, you can use that source instead of ASU's writing center, but you still must provide proof of a meeting focused on the draft.

### **Option #2 - Aristotle's assignment overview**

His assignment revolves around newspaper op-ed articles, which I often use as a tool for improving student writing because (1) The grammar, style, and sentence structure tend to be excellent, i.e., clear, straightforward, and avoiding unnecessary complications. I highly encourage any student wanting to become a better writer to start regularly reading 1 or 2 op-ed articles from a major newspaper each week, and (2) These articles are often "philosophy light," i.e., they are short arguments that try to convince the reader of the author's point of view. Philosophy papers have the same basic structure: they are arguments that attempt to persuade others of a certain viewpoint, and for this course, an ethical view.

Aristotle's assignment requires submitting three individual discussion posts throughout the term in addition to your op-ed article (200 to 400 words) due on the last day of the course. The discussion posts are due weeks 2, 4, and 6, and there will be a special discussion board just for this assignment. The seats are based on an op-ed article that you must read to write your essay. Since there are three discussion posts, that means reading three op-ed articles in preparation for writing your op-ed piece. The discussion posts are short and straightforward, and the main point is to make sure you are reading as required. First, each discussion post should include the title of the article the name of the newspaper/news website where it is published. Next, a link to the publication; 1-3 sentences summarizing the main point of the article, and lastly, the post should note one point the author made that you either, (1) find compelling, if so mention this point and why you would it compelling OR, (2) you find unconvincing, if so, mention this point and why you are unconvinced.

The preparation articles must be found in one of these sources: The Washington Post, The Wall Street Journal, The New York Times, or Politico (Politico is a news website, not a newspaper, but it has op-ed articles too.) The articles must bear some relation to bioethics to touch on any of the following issues: environmental ethics, animal rights/animal ethics, public health, pandemic ethics, and anything related to mental or physical medical care.

The last part of this assignment is writing a 200-400 op-ed piece of your own on any topic related to bioethics. Follow the style and structure of the articles you read in preparation.

### Extra credit details

Because this course is completion pass/fail based, extra credit assignments do not give different points but only make up for missed or failed assignments. ~~For example, if you fail a quiz or miss a discussion post, you can turn in one extra credit assignment to make up for it.~~ Please note that additional credit allows you to make up for mistakes earlier in the semester. Hence, rather than asking if you can make up assignments, first see if you can make up the points via extra credit.

### Extra credit options

Lecture discussion questions -During the lecture, I will ask questions for the audience to "think about." The questions will also be on the lecture slides in red. Instead of just thinking about these questions, you can write down your answers for extra credit. Each response must be at least 130

words. Answering 3 questions make up for one assignment. You can answer or not answer whatever questions from the lectures that you want. Your answers can all be from different courses.

**(1)Extra video reply**

If you do the reply part of the video lecture assignment twice, this will count as making up one assignment.

**(2)Extra final project**

If you do an extra final project, this will count for four assignments.

**(3)Partner assignments & finding your assigned partner**

As noted above, you have two assignments where you are randomly paired with a classmate. I will post a list of partners in the announcements.

**(4) Course announcements**

The course has pre-written and real-time announcements and is labeled in the announcement title. To maximize your performance and learning experience, please read the pre-written announcements by the end of week 2. However, the sooner, the better. These pre-written announcements contain hints and suggestions about assignments, readings, and other aspects of the course. In addition, I also post real-time" announcements as necessary throughout the course. Please set up Canvas notifications to know when a new announcement has been made, and please read as soon as possible. You are responsible for keeping up with the course announcements, including changes to the assignments, due dates, grading schemes, or other important information.

**Late assignments and course struggles**

I understand students, and I hope they will do the same to their peers and me. We all have things in life that come up and interfere with our responsibilities from time to time. If you need an extension on an assignment due date, please email me. A critical college lesson is learning to ask for help politely. If you email me *\*before\** something is due, I am typically much more sympathetic than if you email me *\*after\** something is due. If you suspect any reoccurring issues throughout the course, please email me to get on the same page at the start of the term. Reaching out and explaining your situation to professors can go a long way. (Of course, don't take any of this to mean that I'm a pushover or that anything can go – I'm not, and it can't.)

*If at any point you are struggling with the course material, the webpage, or anything else going on with your life/ASU, please email me. It is my job to help students, and I will always do whatever I can to help you.*

## ***Notes about email***

*Note 1 - I try to be on top of all student emails and offer quick replies. Unless I miss an email by mistake, I will answer within 48 hours and usually faster. If I do not respond within 48 hours, please send the email again, as missing it was a mistake. Please try to understand I have more than one course and over 100 students, and while I never purposely ignore emails, mistakes happen.*

*Note 2 -Please feel free to send me a question about the course, about ASU, or any related issue you are struggling with. I am happy to help whenever I can.*

## ***Note about teaching style.***

*Professors, bosses, colleagues, etc., are all different. And one of the most valuable skills anyone can have in life is learning to judge persons and their personalities and adjust behavior and expectations accordingly. I am forgetful. I am laid back and casual. I strongly believe in treating persons as individuals, i.e., changing treatment according to needs. I want to help those who wish to help. Some downsides of these traits: I sometimes forget to post things or make careless mistakes (i.e., spelling.) The upside is I am very understanding of other persons' mistakes and life circumstances, \*as long as there is an effort to communicate. \* If you need extended deadlines, help with something, etc. I will be accommodating as long as you contact me before the deadline is missed, before you get too far behind, etc. Moreover, if you find one particular aspect of the course not helpful for your personal academic goals, & if you also think you have an alternative that would be more helpful, let me know, and I will see what I can do.*

## ***Student responsibilities (The list below is \*not\* exhaustive)***

*\*\*\*Students are responsible for reading their emails and keeping up to date with class announcements on Canvas. You must accept that if you do not read your email and check the course announcements regularly, you can miss important information about this course, including changes to the syllabus, assignments, and due dates.*

*\*\*\*If a student is having difficulties, there is help available. First, the student should email me and ask for help. These difficulties might or might not be because the material is complex.*

*Students might just be dealing with other stressors in life that affect class performance. I typically understand these situations and will help you however I can. But you must talk to me, or email me, and ask for help.*

*\*\*\*Before posting final semester grades, I will email the class and ask students to check for mistakes. Students must go over their course grades to protect themselves from being harmed by an unintentional error.*

*\*\*\*Students should always be kind, respectful, understating, and well-mannered to one another and me. Failure to do this can hurt a student's participation grade, and repeated violations are grounds for removal from the course.*

*\*\*\*The class has a Canvas webpage (obviously.) Students should check it regularly, especially the announcement section. The Canvas site should be used as directed.*

## *Grading criteria and grading philosophy explained*

*I achieved my set-up by teaching many courses and attempting various grading structures. In doing this, I have always kept the following in mind, which I find meaningful and relevant in respect to grading criteria:*

- 1. As an instructor, I find it especially important that students engage in open and sincere dialogue and discussion with their classmates. Ideally, they do this without metaphorically looking over their shoulder out of worry that the peer pressure monster and the GPA monster are coming to get them.*
- 2. It is beyond question in my mind that we live in a time of massive grade inflation. In the US, roughly 50% of all high school students graduate with straight A's. [\(Click here for link to an article on grade inflation\).](#) [Because of this, university professors are put in a difficult position \(especially humanities instructors who can't appeal to a straight right and wrong answer like math\), having to balance what grades used to mean, are supposed to tell, and what they currently communicate. Even if at one time a specific letter grade communicated, "good work," it might not share this anymore, given the truths about grade inflation. Moreover, a professor is only one person and cannot change a society-wide trend by their own unilateral decision.](#)*
- 3. Because of the reasons listed in 2, students can become easily distracted and discouraged with any assignment grade earning less than an A or even earning less than full- credit. I suspect such*

student worries and discouragement interfere with classmates' honest, open, and creative discussions. It also interferes with the same type of autonomous intellectual efforts when completing assignments like writing an essay, designing a webpage, or creating a video -post.

4. I am a big believer in individual education as much as possible. After all, we all have different intellectual histories, goals for the future, learning strengths, styles, weaknesses, and other reasons for taking this course. Hence what is intellectually helpful for one person might not be intellectually beneficial for another. This is why I try to have a very flexible approach: many assignments allow you to choose between multiple methods of completion; the discussion questions and extended partner discussion leave a lot of room to address different ethical issues that you might find meaningful, and also, the grading structure allows students to choose a path for the course that is best for their educational wants, needs, and goals.

With the above in mind, here are the grading rules that delineate how your grade will be determined for the course.

1. All assignments are graded on a pass/fail scale, and your final grade is determined by the number of assignments passed and which assignments are given.
2. Passing particular assignments is necessary to earn exceptional letter grades, even if the total number of assignments passed would otherwise result in the desired grade. Notably, in addition to not failing/missing more than two complete assignments, earning any grade above a "C" requires passing the final project. Moreover, if you want to make an "A" (and not just an "A minus,") you must give the "The Extra Mile" assignment described below.
3. The standard for "passing" is, (1) the work is of acceptable university-level quality, (2) It is evident that students put sincere effort into the assignment, (3) The student followed directions. However, if any directions were not followed, the short-comings were minor, and (4) The student completed the assignment in total, i.e., did not turn in work that is significantly shorter than assigned, that failed to answer multiple or significant questions, and that failed to complete any non-trivial part of the assigned work.

A. Please keep in mind that passing is not a given

In the past, when students have gotten too comfortable, I have had to fail assignments toward the end of the term, which made it difficult to make up the work in time for the student to get their desired grade. So do not get lazy. This course does not ask that you have impressive philosophical skills or experience. Still, it does ask – or rather

demand, that you put forth genuine effort in considering and reflecting on ethical problems relevant to the course. It also asks (demands) that you put forth this effort when engaging with your classmates.

**B. If you fail an assignment and the last day of Session A has not already passed, you can resubmit the work and receive passing credit.**

You must read the description of the particular assignments below to know if resubmitting requires only improving upon your previous work or if it also demands additional steps. Also, you must notify me by personal email ([mpriest2@asu.edu](mailto:mpriest2@asu.edu) NOT via Canvas email) that you have resubmitted the work as Canvas will not send me any notification. Quizzes have a particular make-up policy that is described below. If you fail a partner assignment, it might or might not be possible to simply resubmit in hopes of getting a passing grade on round two. Whether this is possible will depend on the nature of why you failed, whether your partner also failed, etc. If you fear that you cannot simply resubmit an improved assignment and would still like to make it up, send me an email, and we will make an alternative arrangement.

**C. By the time you know your final course grade, there will probably not be enough time to make up assignments and raise your grade before official postings.**

However, there shouldn't be too much reason to worry because, (1) by this time in the course, you should have a good idea of what counts as "passing," (2) if you are especially concerned about passing, you can always send in the assignment, or a draft of the assignment, ahead of time and I will let you know if you are on track to pass, and, (3) if there are particular/personal circumstances that account for failing the assignment it will be possible to hold your grade for the course with an "I" while you complete/resubmit relevant material. The I (Incomplete) grade is just a placeholder and does not influence your GPA. However, if you are required to pass/be enrolled in a minimum number of courses per semester because of scholarships, student-athlete rules, international student status, financial aid, or any other reason – then be sure to check with your academic adviser on how an incomplete might affect your status (that is, if you are considering taking an incomplete.)

**D. There is an alternative to resubmitting failed assignments: extra credit. Because there are no traditional points in this course, extra credit cannot be understood in the**

*conventional sense of offering different points. However, extra credit in this course replaces other failed or missed assignments. So, for instance, if you fail two quizzes and miss two discussion posts, you can receive credit for all of these failed/missed quizzes/discussion posts by completing extra credit assignments. If you make up the assignments via extra credit, there is no need to resubmit what was failed/missed.*

## *Frequently asked student questions.*

*Q – Is this class hard?*

*A- It depends on what you mean by demanding, and it also depends on your goals. It is not hard in the sense that you will have to succeed in demonstrating a particular skill set that you might not have in your toolbox. All students should get an A in the course if they are willing to put in a sincere and honest effort. On the other hand, the course can be challenging because putting forth this effort can be tiring, time-consuming, and involve going out of our comfort zone. You might have to regularly do course readings when you are used to skipping them. You might feel uncomfortable engaging in a direct video conversation with your classmates, or you might find the last two weeks of the course a bit overwhelming. That said, being okay with an “A minus” instead of a regular “A,” results in a significantly “easier” course, and if you are okay with a B, C, or D, each of those is progressively less difficult.*

*Q-Is there a lot of reading?*

*The total number of pages I assign for a 300-level philosophy course is definitely on the lower side of things. HOWEVER, many students might find different about my course because you simply cannot get away with skipping the readings. You cannot depend on power-points and common sense. The weekly quizzes are an essential part of your grade, and they are difficult or impossible to pass without reading (don't learn the hard way.) On the other hand, if you complete the reading, the quizzes are accessible. So if you are someone that usually doesn't do the reading, be aware that you will have to have different habits for this course. That said, I keep the length of the required tasks purposely short because I want them to be manageable and manageable.*

*Q- What does this course have to do with the job I want to get after graduating? It doesn't seem to have anything to do with my future line of work, so why do I have to take this class?*



A- Well, assuming you are in college because the job you want requires or strongly suggests getting a BA degree, you might ask your future employer why they need this. Many required courses in college are designed to make you a better intellectual overall, i.e., they are the push-ups and lap running equivalent of basketball and football. These conditioning exercises might not seem like they are related to the sport. Still, they do because they make players better all-around athletes (and this is why coaches require conditioning because it does help.) Likewise, philosophy makes you a better overall intellectual, even if it might not seem directly relevant to your line of work.

Q- I am introverted and anti-social, and I don't want to talk to my classmates. Do I have to?

A- I empathize, trust me, as my introverted nature was never a fan of partner assignments. However, as a professor, I have to balance what is best for students. We have a large and diverse group of persons with very different personalities and learning preferences. Many students struggle with online school/courses even though they have to take this path for practical reasons. These students very frequently report loving the partnered assignments and that it made a difference in both their enjoyment of the course and what they learned. Moreover, whenever I take a survey of students, about 80% favor more partner work. So trust me, I empathize, but this was the best path for the class overall. On the bright side, only two assignments require direct/live conversation, and all the other possible assignments have alternatives that do not involve interaction.

Q-I like this class, but it would be even better if we could have more discussions as a group. Is there a way to make this happen?

A- Students take online classes for many reasons. For some, this is just one online class that happened to fit with their schedule, and they usually take on the ground courses. Other students have to do online because of family or employment commitments or recent lifestyle changes related to the COVID-19 pandemic. On the other hand, some students prefer this learning style, as they enjoy working independently, and learning via more socially oriented methods is difficult. See the question above. So I have to balance all of these different needs, and the amount of interaction in the course is based on this attempt at balancing. That said, if you enjoy the interactive parts of the course, there are opportunities for you to have more of this: You can choose a final interactive project – even if you don't have a partner, just email me, and I will set you up with one. You can also choose to do extra credit assignments in place of regular assignments, and some of the additional credit assignments involve working with your peers.

*Q- Any tips?*

*A- Yes – in all seriousness – read the syllabus from start to finish THREE TIMES before starting this course. At least half of student disappointments are from not reading the syllabus. I know it's long and painful, but it will make what comes so, so much more manageable.*

## *Letter grade criteria*

*First,*

*\*\*\*\*\*Special notes\*\*\*\*\**

*(1) To earn an "A" \*you must\* complete the Extra Mile Assignment. If you are okay with an A-minus or lower, you DO NOT have to do the Extra Mile Assignment. It is explained above in the course schedule.*

*(2) The information about "A-plus" grades is also explained above.*

*Specific requirements to earn different letter grades (ASU only gives plus and minus grades for A's and B's.)*

## *THREE KEY DEFINITIONS*

*(1). THE FINAL PROJECT COUNTS AS 5 (FIVE) ASSIGNMENTS*

*(2) THE PARTNER ASSIGNMENTS COUNT AS 3 (THREE) ASSIGNMENTS*

*(3) THE GRADING ASSIGNMENT COUNTS AS 2 (TWO) ASSIGNMENTS*

*(3) ALL OTHER ASSIGNMENTS COUNT AS 1 (ONE) ASSIGNMENT*

*The "D" letter grade requires: (1) Passing at least one major assignment, AND (2) missing no more than four minor assignments. Alternatively, a student can earn a "D" by (1) Passing 2 Major assignments and (2) passing at least two minor assignments.*

The "C" letter grade requires: (1) Passing at least 2 Major assignments and (2) Missing no more than three minor assignments. Alternatively, a "C" can be earned by (1) Passing three major assignments and (2) passing at least three minor assignments.

The "B- (minus)" letter grade requires (1) Passing at least three major assignments, and (2) Missing no more than two minor assignments, OR (1) Passing all four significant assignments, and (2) Missing no more than four minor assignments, OR (1) Passing just two major assignments, and (2) missing ZERO minor assignments.

The "B" letter grade requires (1) Passing at least three major assignments and (1) missing zero minor assignments, or (2) Passing four major assignments and (2) missing no more than four minor assignments.

The "B+" letter grade requires (1) Passing four significant assignments and (2) missing no more than three minor assignments.

The "A- (minus)" letter grade requires (1) Passing four major assignments and (2) missing no more than 1 minor assignment.

The "A" letter grade requires all that an "A -(minus" letter) grade requires in addition to completing/passing ONE (out of two options) extra mile assignment described earlier in this syllabus.

\*\*\* Keep in mind the very generous policy on making up missed or failed assignments described earlier in the syllabus

\*\*\*Keep in mind that extra credit allows students to receive credit for passing assignments they either failed or didn't turn in. Extra credit is simply an alternative way to make up missed or failed assignments.

## *ASU resources, policies, and special information*

*Cheating and plagiarism*

*DO NOT DO IT.* Cheating, plagiarism, and other violations of academic integrity are grounds for failing the course and may result in a permanent mark on your academic record via communication with the dean and other ASU administrators. Plagiarism is taking the work of others and passing it off as your own. Plagiarism, however, is not the only way to violate academic integrity or act in a manner that shows academic dishonesty. Ignorance regarding what qualifies as plagiarism, cheating, academic integrity, or academic dishonesty is **NOT** an excuse. Please read Arizona State University's academic integrity policy here: <https://provost.asu.edu/academic-integrity>

### **Accessibility statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual needs. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities. Qualified students who wish to request an accommodation for a disability should contact their campus DRC. Tempe Campus. <http://www.asu.edu/studentaffairs/ed/drc/> 480-965-1234 (Voice) 480-965-9000 (TTY).

### **More ASU Resources**

[ASU counseling services \(Life is hard, don't do it alone.\)](#)

[ASU writing centers and writing tutoring](#)

[ASU veteran services inclusion services](#)

[ASU international student services](#)

[ASU sexual violence services](#)

ASU LGBT services <https://eoss.asu.edu/out>

### **Other services**

Universities, especially a university like ASU, are unlike almost any other place you will ever go to again. The number of resources at your fingertips is astounding, and most students struggle in ignorance of all the free sources of help. There are resources to help with personal struggles and help get a job, tutoring of all kinds, finding a place to live, for health and dental care, finding an

internship, building social connections, and much more. Please explore these resources while you can – once you graduate, you will wish you had. Feel free to ask if you have any specific questions about available resources. (P.S. – also know that even after you graduate, the university is often happy to help their alumni with a range of issues such as finding a job and finding healthcare. It won't be as easy as when you were a student, but free help can still be found.)

## ***Class schedule/assigned readings***

Please remember that excluding weeks 1, 7 & 8, your discussion post assignment is due every Sunday at 11:59 pm Phoenix AZ time. (Weeks 7 and 8 have video posts and replies due via the discussion forum.)

## ***NOTES***

\*Please remember that EXcluding weeks 1 & 8, a quiz on the assigned reading is due every Sunday by 11:59 pm Phoenix, Arizona time. Week one the quiz is a syllabus quiz, and we have no quiz in week eight\*

\*Assignments due dates that affect all students are in bold red.

\*Assignment due dates for Aristotle's assignments are in bold green.

\*Assignment due dates for Plato's project are in bold pink

## ***WEEK ONE***

No Reading. Topics: Philosophy, autonomy, and the principle of charity.

***Autobiography & syllabus quiz due Sunday at 11:59 pm Phoenix, AZ time.***

***Syllabus quiz due Sunday at 11:59 pm Phoenix AZ time.***

## ***WEEK TWO***

Campbell Chapter 1, "What is bioethics?" Campbell Chapter 2, "Moral theories"

***Aristotle's assignment discussion post one is due Sunday at 11:59 pm (not for everyone, see syllabus above.)***

## ***WEEK THREE***

Taking Sides: Should a pregnant woman be punished for exposing her fetus to risk?

Taking Sides: Should pharmacists be allowed to deny prescriptions on the grounds of conscience?

***Plato's project's first submission is due Sunday at 11:59 pm Phoenix AZ time (not for everyone, see above.)***

## ***WEEK FOUR***

Campbell Chapter 4, "Clinical Ethics"

Taking Sides: Should New Drugs Be Given to Patients Outside Clinical Trials?

*Extended partner discussion/midterm assignment due Sunday at 11:59 pm Phoenix, AZ time*

*Aristotle's assignment discussion post two is due Sunday at 11:59 pm (not for everyone, see syllabus above.)*

### WEEK FIVE

Campbell Chapter 5, "Research"

Taking Sides: May doctors offer medical drugs and surgery to stop a disabled child from maturing?

*Plato's project's second submission is due Sunday at 11:59 pm Phoenix AZ time (not for everyone, see above.)*

### WEEK SIX

Campbell Chapter 6, "Justice"

Taking Sides: Is an individual mandate to purchase health insurance fair?

Aristotle's assignment discussion post three is due Sunday at 11:59 pm (not for everyone, see syllabus above.)

*Please remember that there IS a quiz on the reading this week but no traditional discussion post on the reading. Video assignment first discussion post is due Sunday at 11:59 pm Phoenix, AZ time\**

Taking Sides: Should vaccination for HPV be mandated for teenage girls? Taking Sides: Should there be a market in human organs?

*Plato's project final submission is due Friday at 11:59 pm Phoenix AZ time (not for everyone, see above.)*

### WEEK EIGHT

No assigned reading No reading quiz

No traditional discussion post

*Peer Review due Tuesday at 11:59 pm Phoenix AZ time Video reply due Thursday at 11:59 pm*

*Phoenix AZ time Final project due Friday at 11:59 pm Phoenix AZ time.*

*Extra credit (optional) is due Friday at 11:59 pm Phoenix AZ time*

*Aristotle's assignment final op-ed submission is due Friday at 11:59 pm Phoenix AZ time.*