Please read this syllabus carefully. I will ask you to sign a paper saying that you have read it, understand it, and agree to abide by it.

**Texts:** There will be a Course Packet for this course available at Speedy Print on University Blvd. (which is in the shopping center where Winn-Dixie is). **You are required to read the assignment prior to the class period for which it is assigned (see Reading Quizzes, below).**

**Course Objectives:** (1) To introduce you to some of the major ethical theories of the western philosophical tradition, as well as (2) examples of the practical application of those theories in the field of health care. (3) To contribute to your education as a critical and independent thinker who is able to place carefully considered judgments above prejudice, partisanship, dogmatism, and the uncritical acceptance of that which you have been taught by some authority or other. (4) To help you to become more aware of the relationships between health care moral issues, social policy, and law. (5) To encourage your respect for the views of individuals whose carefully considered ethical beliefs differ from yours. (6) And, last but not least, to enable you to detect (and resolve) inconsistencies in your own ethical beliefs. **It is NOT an objective of this course to tell you what is right and what is wrong, or to endorse any particular ethical point of view. It is NOT an objective of this course to endorse any variety of religious belief (or lack thereof).** Note that the comments I will make in class to stimulate discussion do not necessarily reflect my personal beliefs and are not necessarily meant to endorse the beliefs expressed.

**Course Theme:** Health Care Ethics is such a huge field that it would be impossible to examine all (or even most) aspects in any detail. Instead, we will investigate a number of interrelated issues in some depth. We will first consider the allocation of health care resources (specifically, the fact that we are able to do a lot of things that we may not be able to afford to do), exploring the question of what constitutes a just allocation of the money available (i.e., public funds and insurance funds. In short, our studies will include, but not be limited to, issues such as rationing health care (explicit vs. silent), the use of "exotic lifesaving therapy," abortion, infanticide, physician-assisted suicide, and euthanasia (active and passive, voluntary and involuntary. As we explore these issues, we will investigate the relationship between views expressed and the ethical theories covered the first couple of weeks of the course.

**Grades:** There will be **three examinations** (two in-class exams and one comprehensive final examination administered during the regularly scheduled final examination period for your section). Each of these three exams will be worth 100 points. The examinations will consist of questions requiring short essay answers. Questions will be based on the assigned readings as well as any additional relevant lecture material covered in class. (I will be covering additional material in class.)

Library Reading Assignment and Paper: Within about two weeks into the term, I will have three or more books on 2-hr reserve at the library. You will be expected to read any one of them (your choice) and write a short analysis of the facts and ethical issues in the book you select. This paper should be approximately 3 pages in length, with roughly 1/2 page devoted to a summary of the facts, one page devoted to the ethical issues, and 1 1/2 page devoted to what you think should have been done in this case and why you think what you do about it. The paper will be worth 100 points and will be due no later than Tuesday October 5th. (Margins to be 1” on top/bottom/left/right; font no greater than 12.)

**Course Grade:** Will be the average of these four grades, with A = 90% , B = 80-89%, etc.
Suspected CHEATING will be reported to the Academic Honesty Committee. For what constitutes cheating, see the relevant section of Tiger Cub, or the SGA Code of Laws, Chapter 1011.

**Attendance**: I have no attendance requirement *per se*, but obviously repeated absences will almost inevitably affect your grade, especially where material that is presented in class (but is not in the text) is concerned.

**Make-Up Exams**: I am a real OGRE about make-up exams. Some students fall behind, panic on exam day, and either call me with a flimsy excuse or simply don’t show up for the exam, thereby allowing themselves another day or two to try to catch up. This both inconveniences me and is unfair to students who take the exam when it is scheduled (because in many cases they, too, could have benefited from another couple of days’ study). Therefore I insist on the following. If you are unable to take an exam when it is scheduled, you must (1) contact me *prior* to the exam in order to notify me that you will be absent and to be sure that your absence is considered “excused” according to the guidelines in the relevant section of Tiger Cub. In addition, you must (2) provide, on your first day back in class, legitimate documentation of the reason for your absence. (I do not accept In/Out slips from Student Health as documentation of illness—you must have a note from the physician; in the event of death in the immediate family, a copy of the obituary will be required.) Finally, (3) the missed exam must be made up no later than the second class day after your return to classes. Failure to meet even one of these conditions will result in your receiving a zero for the missed exam. If you have heard via the grapevine that at times in the past I have not enforced this policy, please be warned that I will most definitely enforce this policy this term.

**Class Participation**: For the most part, I conduct class on a discussion model rather than a lecture model. This means that the success of the course depends to a great extent on your coming to class prepared to discuss the assigned readings. **Indeed, please note that it is a course requirement that you read the assignment prior to class**. Further, you should read the assignment in a way that will prepare you to discuss the issues (see “How to Prepare for Wojcik’s Ethics Classes”). In the case of borderline grades, class participation may be taken into account. If you have not read the assignment, please do not participate in discussion unless you are specifically invited to do so.

**Special Accommodations**: Any student needing special accommodations should contact the Program for Students with Disabilities, 1234 HC. I will be happy to provide any accommodations recommended by that office.

Note that changes may be made to this syllabus at any time, that such changes will be announced in class or by email, and that you are responsible for any such announced changes.

**Reading Assignments for Philosophy 1030 (Wojcik, Fall 2004)**

You are expected to have read the assignment PRIOR to class on the day it is assigned.

Reading Assignments for Philosophy 1030 (Wojcik, Fall 2004)

Aug 19 Syllabus handed out  
Aug 24 Ethical Theory pp. 2-23 (Overview, Field, and Persp. #1)
Aug 26  Ethical Theory pp. 12-18 (Persp. #2)
Aug 31  Ethical Theory pp. 18-27 (Persp. #3 and Persp. #4)
Sept 2   Ethical Theory pp. 27-40 (Persp. #5 and Persp. #6)
Sept 7   Ethical Theory pp. 40-45 (Persp. #7 and Concluding Note)
Sept 9   Lamm: “St Martin of Tours”
Sept 14 Hadorn essay and Daniels essay on the Oregon Health Plan
Sept 16  EXAM 1
Sept 21  Engelhardt on the Sanctity of Life
Sept 23  Singer on What’s Wrong with Killing?
Sept 28  Beauchamp—Introduction (= essay #12 in the text)
Sept 30  Issue #7 on Late Abortions
Oct 5    Beeson & Jennings essay on Prenatal Diagnosis
---------- BOOK ANALYSIS PAPER DUE
Oct 7    Gustafson essay on the Johns Hopkins Case and Weir essay on Selective Nontreatment
Oct 8    MIDTERM; last day to drop without penalty
Oct 12   Jill Davis will visit class
Oct 14   Dyke essay on An Alternative to Euthanasia and Motto essay on the Right to Suicide
Oct 19   EXAM 2
Oct 21   Battin essay on The Way We/They Do It (Reading #29)
Oct 26   Essays by Youngner and by Cranford & Gostin on Futility (total = 2 essays)
Oct 28   Shannon Cason, M.D. will visit class to answer questions and for informal discussion
Nov 2    NOTE: go back in the text to #11 and read Veatch essay on Whole-Brain Def of Death
Nov 4    Rachels essay on Active and Passive Euthanasia
Nov 9    Sullivan essay on An Impertinent Distinction
Nov 11   Rachels essay on More Impertinent Distinctions and a Defense of Passive Euthanasia
Nov 16   Dworkin’s Introduction to Assisted Suicide: The Philosophers’ Brief
Nov 18   Dworkin et al.: The Philosophers’ Brief
Nov 30   Essays by Scitovsky & Capron, by Harris, and by Callahan on End-of-Life Care
Dec 2    Essay by Hardwig on Dying at the Right Time
Dec 7    Commentaries (by Hentoff, Callahan, Cohn & Lynn, Churchill on Hardwig’s Essay

FINAL EXAMINATIONS

For Phil 1030 008 (T/Th at 12:30) Monday December 13, 5-7:30 pm
For Phil 1030 011 (T/Th at 2 pm) Wednesday December 15, 5-7:30 pm

NOTE: Students must take the exam at the time scheduled by the University; no early final exams will be permitted.