Land Acknowledgement

I acknowledge that we are on lands that are deeply connected to Indigenous peoples who have historically lived and who currently live in this territory. These groups include the Neutral, Anishinaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations, also known as the Haudenosaunee people. This land includes six miles on each side of the Grand River. Shatitsirótha’ – the Waterloo Indigenous Student Centre facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including Indigenous and non-Indigenous students, staff, and faculty.

University of Waterloo, Department of Philosophy
PHIL 226 section 001 – Biomedical Ethics
Winter 2019, Mondays 6:30-9:20, RCH 301

Contact Information
Instructor: Chris Lowry (he/him)
Email: crlowry@uwaterloo.ca or christopher.lowry@uwaterloo.ca
Instructor Office Hours: Hagey Hall 322A, Wednesdays 10:00 to 12:00
Teaching Assistant: Artur Lukaszczyk (he/him), alukaszczyk@uwaterloo.ca, Hagey Hall 360
Teaching Assistant: P. J. Oh (he/him), pjoh@uwaterloo.ca, Hagey Hall 361

Communication
- If you have a general question, please post it on the LEARN discussion board. You can post anonymously if you prefer.
- If you have a short question you would rather email, please use your @uwaterloo.ca address. I typically reply to email within two business days.
- For a longer question, drop in during my office hours or email me for an appointment at another time.

Course Description
This course provides students an opportunity to critically examine how bioethicists use concepts such as autonomy, beneficence, care, and justice to talk about a sample of topics in medicine and health.

Intended Learning Outcomes
This is a skill-building course. Imagine you are faced with an ethically difficult decision. By the end of this course, you will have enhanced your abilities to:

1. Lay out the options
   o Identify feasible and plausible actions.

2. Articulate what you think matters
   o Clarify and explain the ethical considerations you pick up on, and make judgments about their relative importance.

3. Defend a position
   o Do this by drawing the connection between your preferred action and your appraisal of the ethical considerations.

4. Spell out the implications
   o Think through the wider practical and/or conceptual implications of your view.
What you put into this course
- At many points, you will be presented with two or more alternatives and asked which one you think is better. **Be willing to share your perspective.** Even if you’re not sure, do it for practice.
- It is usually easier to figure out what you think is right or wrong than to figure out why you think it is right or wrong, but it is important to try to figure out why. **Be willing to share your reasons.** Again, even if you’re not sure, do it for practice.
- When someone states their view for the first time, it is often somewhat vague. **Be willing to help a classmate get clearer about their view** by asking questions.
- Philosophy’s core conviction is that we can improve our beliefs (and thereby our behaviour) through critical dialogue. We need each other to help us see strengths and weaknesses of our current beliefs that we wouldn’t notice ourselves. **Be willing to challenge each other’s views** and **be willing to help strengthen each other’s views.** The point isn’t to simply get people to agree with you. The point is to help them understand why they should take your view seriously, and vice versa.

Course Requirements and Assessment
- Two multiple choice quizzes. Worth 5% each.
- Two short answer take-home exams. Worth 40% total. Your best is 25%. The other is 15%.
- Two essays. Worth 50% total. Your best is 30%. The other is 20%.
- Friday January 18
  - Multiple Choice Quiz #1. On LEARN. Covers weeks 1-2.
- Sunday February 3
  - Essay #1. Submit on LEARN by 11:59pm. Submit as a .doc or .docx file, please.
  - Citations must include author, date, and page number. Further instructions will be on LEARN.
- Sunday February 24
  - Short Answer Take-Home Exam #1. Covers weeks 4-6.
- Friday March 8
  - Multiple Choice Quiz #2. On LEARN. Covers weeks 7-8.
- Sunday March 24
  - Essay #2. Submit on LEARN by 11:59pm. Submit as a .doc or .docx file, please.
  - Citations must include author, date, and page number. Further instructions will be on LEARN.
- Sunday April 7
  - Short Answer Take-Home Exam #2. Covers weeks 10-12.
  - Posted on LEARN Monday March 25. Submit on LEARN by 11:59pm Sunday April 7.

Accommodation for Students with Disabilities
The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.
Writing and Communication Centre (WCC)

- The Writing and Communication Centre works with students in all faculties to help you consider your audience, clarify your ideas, develop your voice, and write in the style appropriate to your discipline. WCC staff offer one-on-one support for writing papers, delivering presentations, citing research, and revising for clarity and coherence. Group appointments for team-based projects, presentations, and papers are also available.
- You can pre-book appointments with WCC staff, or drop in at the Library for quick questions and feedback from WCC peer tutors. To book an appointment and to see drop-in hours, visit the WCC webpage.
- Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

Late Policy

- In keeping with University policy, students will be asked to promptly provide documentation from the relevant university office (e.g., AccessAbility, Counselling Services, Health Services, etc.). The nature and duration of a condition or situation, and the details of the documentation, are relevant to whether and how accommodations are provided. That being said, if you encounter bureaucratic obstacles, please do talk to me.
- If a quiz is late without a good reason, it will not be accepted.
- If an essay or a test is late without a good reason, it will be accepted with a late penalty of 3% per day.

Understanding Your Essay Grade

- After graded essays are returned, if you have questions about the connection between what you wrote, the grader’s comments, and the grade you received, then the first step is to contact the grader and ask specific questions in order to get further feedback.
- After the first step, if you decide to appeal your grade, you will need to email a letter to the instructor. The letter will be a written explanation of your reasons for concluding that there is a mismatch between what you wrote, the grader’s written comments, and the grade you received. This explanation must be submitted to the instructor within 30 days of the date when the graded assignment was returned. The instructor will inform you of the decision about your grade within two weeks of receiving your letter.

Turnitin®

- Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. Turnitin® is being used to verify that all materials and sources in assignments are documented. Students’ submissions are stored on a U.S. server.
- A student who does not want to have their essay screened by Turnitin® on LEARN must instead email three items to the instructor:
  i. A two-page outline two weeks before the deadline,
  ii. A full-length draft of the assignment one week before the deadline, and
  iii. The final version of the assignment on the deadline.
- The outline and the draft will not be graded, but the policy on late work does apply to them. Late penalties on any of the three items will be combined and deducted from the grade for the final version of the assignment.
**Class Schedule and Required Readings**

- All the required readings are available on LEARN

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<thead>
<tr>
<th>Date</th>
<th>Topic or Required Reading</th>
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<tr>
<td><strong>Part 1: Three Examples</strong></td>
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<td><strong>Part 2: Some Concepts</strong></td>
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<td><strong>Part 3: Disability and Genetic Selection</strong></td>
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<td><strong>Part 4: Clinical Research Ethics</strong></td>
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<td>April 1</td>
<td>Wrap Up</td>
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All-Gender Washrooms
The Equity Office has a map of all-gender washrooms. The ones nearest to our classroom are RCH 125 and RCH 126.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports when they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off Campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender, and questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

Also Off Campus
KW Counselling Services: “We believe in a client’s right to self-determination and view the counselling relationship through a non-judgmental, strength-based and anti-oppressive lens. We are committed to creating a safe, welcoming, accessible and inclusive environment for all community members.”

The Glow Centre for Sexual and Gender Diversity
Glow is the oldest queer and trans student organization in Canada. Run entirely by dedicated student volunteers, it offers a wide variety of discussion groups, social events, advocacy opportunities, awareness campaigns, resources, and information.

The Women’s Centre
The Women’s Centre aims to provide a female-positive and supportive environment on campus for women and trans* folks. Run entirely by dedicated student volunteers, it holds workshops, film screenings, and guest lectures.

Academic Integrity
Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Check the Office of Academic Integrity for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should
refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

_Grievance:_ A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

_Appeals:_ A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72 - Student Appeals.