PHIL 309 - Biomedical Ethics

Instructor: David Shope

Office: Zoom (link on Blackboard)

Office Hours: Mondays from 9:00 AM to 11:00 AM and by appointment.

E-Mail: dshope@gmu.edu – If you do not get a reply within 48 hours, please follow-up with another e-mail. If you haven't received a response after a week, please reach out to the Philosophy Department Office Manager Rabia Ghani at rghani@gmu.edu

Disclaimer: I reserve the right to revise this syllabus as required. All changes will be communicated to students via e-mail in advance where possible.

Student Accommodations:

Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. I also welcome you to contact me about any concerns you have in this regard.

Religious Holidays

If there are any issues related to religious holidays, please inform the instructor the first week of class. See also http://catalog.gmu.edu/content.php?catoid=5&navoid=104

Commitment to Diversity

It is essential to recognize the fundamental value of diversity. In this course, we welcome and celebrate individual difference. This includes—but is not limited to—recognition of differences of race, ethnicity, religious belief, gender expression, indigenous and first nation status, socio-economic status, age, and ability. In concrete terms, this means that we respect the views of others, refrain from behaviors that might stymie the expression of others, or disregard of the lived experience of those with whom we share this space of learning.

Course Overview

Ethics is the study of issues relating to morality and value: what actions are right or wrong, what makes us better or worse off, and how to make our society just. Biomedical ethics is the study of ethical issues that arise in the practice of medicine specifically. In this course, we will explore, discuss and analyze a variety of ethical issues in medicine, including end-of-life decisions for dementia patients, just allocation of scarce medical resources, and the ethics of reproductive choice.

Learning how to engage in constructive ethical discussions is a crucial skill in life, especially for students planning to pursue a career in medicine where they will sometimes have to work with patients and co-workers to navigate difficult ethical situations. As such, this course will focus on developing those skills through team-based learning and a focus on the analysis of ethical case studies.

Course Goals

By the end of the course, you should be able to do the following. Each goal corresponds to an assignment in the course that will help you learn the relevant skills.

- Read and understand contemporary philosophical texts. *(Annotation Assignments)*
- Understand important concepts in biomedical ethics. *(Readiness Assessments)*
- Engage in constructive discussion and analysis of ethical issues with others. *(Discussion Activities; Case Study Evaluations)*
- Identify and analyze important ethical facets of ethical cases in biomedical ethics, including relevant facts, stakeholders, values and principles. *(Discussion Activities; Case Study Evaluations)*
- Articulate reasoned and clear evaluations of concrete ethical cases. *(Case Study Evaluations)*

Required Course Materials

Textbook: There is no textbook for this course. All readings will be articles uploaded to Perusall as PDFs.

Perusall: Perusall is a free service that allows students to annotate readings as they read and share those annotations with others. Your annotations will be visible to the instructor as well as other students, and you can respond to other students' annotations. You will need to register for an account and then for the course on Perusall. Instructions for doing so will be provided on Blackboard.

Discord: Discord is a free chat server app. We'll be using it for class discussion. You will need to register for an account and then join the class server via an invite link. Instructions for doing so will be provided on Blackboard.

Grading

This course will be using *specifications grading*. Specifications grading is a grading approach where grades are based on demonstrated proficiency in course skills without using points or percentages. All assignments will be graded as either passing or not (yet) passing.

Specifications grading emphasizes three aspects of learning:

(1) **Proficiency:** Assessments are focused on determining whether proficiency in a skill is exhibited. If you exhibit proficiency, you pass. Clear standards are set for exhibiting proficiency so that you always know what you need to aim for.
(2) **Mistakes:** Specifications grading does not penalize mistakes that are compatible with proficiency. Only mistakes serious or pervasive enough to show that proficiency hasn't been achieved are a concern.
(3) **Practice and Revision:** Even when significant mistakes are made, these are learning opportunities. Specifications grading does not penalize unsuccessful attempts, so long as proficiency is ultimately demonstrated. This is either done through revisions (such as with essays) or not requiring every attempt to pass (such as in frequent low-stakes assignments, like readiness assessments).

Teams

This course will use team-based learning. In the first week, you will be assigned to a team that you will be in for the rest of the semester. Teams will be created in a way that ensures each team has an even distribution of relevant skills and background experience.

We are using teams in this course because many ethical decisions made in health-care settings or about health-care policy are decisions involving multiple parties. It is important for you to learn how to engage in constructive dialogue about ethical issues with others.

Teams and Grades: Your primary course grade will be determined by performance on individual assignments, but your team's performance and your contribution towards your team can enhance your grade. Your team's performance will never penalize your grade (though you will miss out on the enhancements good performance provides).

Team Problems and Disputes: At any time, you may reach out to me via e-mail if there are problems in your team. I can step in to mediate, and if necessary, reassign members or make other necessary interventions.

Modules

Your overall course grade will be determined by how many assignment modules you pass. Criteria for passing each type of assignment will be specified in Blackboard for the relevant assignment.

Below is a table illustrating how many modules you must pass to receive each letter grade:

	0 Modules	1 Module	2 Modules	3 Modules	4+ Modules
F	✔				
D		✔			
C			✔		
B				✔	
A					✔

Module 1 (Annotation Assignments): Submit 9 of 11 passing annotation assignments.

Module 2 (Readiness Assessments - Individual): Achieve a passing grade in 9 of 11 individual readiness assessments. If you pass your final peer evaluation, you may use 5 of your team's grades on readiness assessments instead (so long as you participated in the team's readiness assessment discussion for that week).

Modules 3-5 (Case Study Evaluations): Each passing Case Study Evaluation counts as passing one module. Case Study Evaluations may be revised and resubmitted if you do not pass the first submission (see below).

+/- Grades

You can receive a 1/3 letter grade bump for each of the following:

- *Team Performance*: If your team passes 9 or more team readiness assessments.
  - *Note*: You are only eligible for this bump if you pass your team's Peer Evaluation.
- *Consistent Participation:* You are an active participant in 9 of 11 Discussion Activities.

You will receive a 1/3 letter grade penalty if you do not participate in peer feedback in Week 7. You will receive a 2/3 letter grade penalty if you fail to submit a Peer Evaluation in Week 15.

Assignments

Late Policy: Late assignments will not receive credit, unless tokens are used (see p. 6 of this syllabus) or you have a documented excuse. Late adds may submit Week 1 assignments late.

- ➤ *Annotation Assignments (Submitted through Perusall)*
  - o **Due Mondays 11:59 PM**

Readings will be posted to Perusall, a free service that allows students to annotate readings as they read. Your annotations will be visible to other students, and you can respond to other students. I will also respond to annotations to address questions and make helpful clarifications. Standards for passing annotations can be found on Blackboard and will be discussed Week 1. Your annotation grades will only be visible to the instructor.

- ➤ *Readiness Assessments (Submitted through Blackboard [Individual] and Discord [Team])*
  - o **Individual Due Mondays 11:59 PM, Group Due by Tuesdays 11:59 PM**

Readiness assessments are short multiple-choice quizzes on basic concepts from the assigned readings. You will complete them individually, then as a team, at which point answers will be revealed and discussed as a class. They are to ensure that the basic concepts necessary for weekly Discussion Activities are understood. A passing readiness assessment requires a score of 80% or higher.

The individual assessments must be completed Mondays and will be timed once opened. You should not consult with classmates with conducting them.

Team readiness assessments are completed on Tuesdays, are not timed and you can (and should) consult with your team members. Teams will submit their answers jointly in the Discord server. All readiness assessments are open book/notes.

On Wednesdays, after readiness assessments have been completed, answers will be released and discussed on the Discord server.

If you receive a passing team peer evaluation at the end of the term, you may use 5 of your team's passing readiness assessment scores in place of 5 of your individual scores for weeks where you participated in the team readiness assessment.

- ➤ *Discussion Activities (Conducted in Discord)*
  - o **Due Thursdays 11:59 PM**

Each week on Wednesday and Thursday you will work with your team on an activity practicing course relevant skills in preparation for Case Study Evaluations. Each activity will consist in a set of prompts. One team member will write up their team's answer to the prompts based on discussion. Those answers will then be shared in the class-wide discussion Channel for further discussion. I will also provide feedback on your activity submissions in your team chat.

Consistent participation in discussion activities is necessary to be allowed to revise Case Study Evaluations and can give you a grade bump: you must be an active participant in two of the three weeks preceding a Case Study Evaluation in order to revise it.

Active participation will be tracked on Blackboard each week and will be assessed based on my review of the Discord chat logs. You may receive credit by participating in either your team or the class-wide discussion (though note that if you do not participate in your team discussion, you will not be likely to pass your peer evaluation).

If you are participating in discussion in any substantive way (which can be through questions or comments), you should have no trouble receiving credit. If you believe you deserve credit for active participation for a given week and you didn't get credit, you can reach out to me over e-mail and make a case for receiving credit by citing specific contributions you made that merit credit.

➢ *Case Study Evaluations (Submitted to Blackboard)*
   o **Due Friday of Weeks 6, 10 and 15 by 11:59 PM**

Class activity in Weeks 6, 10 and 15 will be devoted to Case Studies. Case Studies are specific examples of situations requiring ethical analysis in order to arrive at a decision about the most ethical course of action. Case Evaluations are short 3-4 page essays in which you will do the following:

• Summarize your team's analysis of the main ethical factors in the case, including important facts, stakeholders, and values/principles.
• Highlight and summarize your contribution to the team's analysis.
• Present an argument for your evaluation of the correct course of action and indicate whether you concur or dissent with your team's analysis.

The requirements for passing a Case Study Evaluation can be found under the assignment page on Blackboard. The most important part of passing will be the quality of your individual argument and evaluation, but a good team discussion and analysis will give you a leg up developing your individual evaluation.

Non-passing Case Study Evaluations may be resubmitted once for a regrade at any time before next case evaluation if you were an active participant in two of the three preceding discussion activities. At the end of the term, if you still have one or more non-passing Case Study Evaluations, you may choose one to revise and resubmit for a final regrade.

Case Study Evaluations are the heart of this course. Passing Case Evaluations will be how you demonstrate that you are proficient in the most important course skills.

➢ *Team Peer Evaluation (Submitted to Blackboard)*
   o **Due Friday, Dec. 8th by 11:59 PM**

At the end of the term, your team members will submit anonymous peer evaluations for you assessing your contribution to the team. You will also submit a self-evaluation. You will receive a passing grade if the majority of your team members gives you a passing evaluation. Your self-evaluation will break ties.

The standards for receiving a passing grade on your evaluation will be determined in discussion by your team in Week 1 and 2 (subject to my approval). In Week 7, teams will provide non-anonymous peer feedback to let team members know how they are doing and discuss team issues.

Tokens

All students will have 10 tokens to use during the semester. These tokens may be spent for various one-time adjustments to course requirements in order to allow structured and fair accommodation of needs and circumstances that might interfere with course work, but which can't be requested using official documentation (e.g. Accommodation Letters, Doctor's notes).

These tokens are a right I am granting you and you do not need to ask permission to use them (though you do need to tell me that you are using them).

Constraints:

(1) You should tell me explicitly in an email that you are using tokens and what you are using them for, but you do not need to tell me the reason you need to use them (in case it's something personal you'd rather not share).
(2) You should notify me of any token uses within one week of the assignment or class period they are intended to be used for.

Your remaining tokens will be tracked in Blackboard. You may propose a way to spend tokens outside those listed below, but I must approve the use and that use will become available to all other students if approved.

Extra Case Evaluation Revision Attempt (3 tokens): You may spend 3 tokens to revise and resubmit Case Evaluation 1 or 2 for a regrade an extra time (there is not enough time to resubmit Case Evaluation 3 an additional time).

Waive Annotation Assignment/Readiness Assessment (2 tokens): You may spend 2 tokens to reduce the number of Annotation Assignments or individual Readiness Assessments you need to pass to pass the respective module by 1.

Late Case Evaluation Submission (1 token per 24 hours): You may spend tokens to extend the deadline for initial submission of a Case Evaluation by 24 hours per token. The maximum extension for a Case Evaluation is 7 days. If your circumstances require a longer extension than the maximum, you should contact me ASAP.

Plagiarism/Cheating

Students must adhere to the guidelines of the George Mason University Honor Code (See [https://oai.gmu.edu/full-honor-code-document/). Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. Any plagiarism or other cheating will result in a no-pass on the relevant assignment. A second occurrence will result in an F in the course.

To avoid plagiarism, do not:

(1) Present another's ideas without citing them (including AI).
(2) Present another's words without quoting and citing them (including AI).

If you are unclear on what constitutes plagiarism or cheating, please reach out to me. If you feel that your only chance to pass this course is to plagiarize or cheat, please reach out to me. I am here to help!

Resources & Other Information

Blackboard Login Instructions

Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Technical Help

If you have difficulty with accessing Blackboard, please contact the ITU Support Center at 703.993.8870 or support@gmu.edu

If you have trouble with using the features in Blackboard, email courses@gmu.edu

MasonLive/Email
Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. [See http://masonlive.gmu.edu/].

Responsible Use of Computing
Students must follow the university policy for Responsible Use of Computing. [See http://universitypolicy.gmu.edu/policies/responsible---use---of---computing/].

Writing Center
The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. [See http://writingcenter.gmu.edu]. You can now sign up for an Online Writing Lab (OWL) session just like you sign up for a face-to-face session in the Writing Center, which means YOU set the date and time of the appointment! Learn more about the Online Writing Lab (OWL). See (http://writingcenter.gmu.edu/tutoring/email---tutoring)

Counseling and Psychological Services
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. [See http://registrar.gmu.edu/privacy].

General Weekly Structure (Bolded Items Mark Deadlines)

	Assignments
Sunday	
Monday	• **Annotation Assignment** (11:59 PM - Perusall) • **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday	• **Team Readiness Assessment** (11:59 PM - Discord)
Wednesday	• Readiness Assessment Discussion (Discord) • Discussion Activity Begins (Discord)
Thursday	• **Discussion Activity Due** (11:59 PM - Discord)
Friday	• Whole-Class Discussion (Discord)
Saturday	

Exceptions: Weeks 1 and 2 will have a slightly different structure as we'll be getting set-up and introduced to each other as well as establishing teams. Weeks 3 and 8 have Monday holidays, so deadlines will be shifted accordingly. Weeks 6, 10 and 15 are Case Study Evaluation weeks, so have a different structure.

Week 1 – Course Introduction and Team formation

	Assignments
Monday – August 21ˢᵗ	**Annotation Assignment -** Syllabus (11:59 PM - Perusall) **Individual Readiness Assessment** – Syllabus (11:59 PM – Timed -- Blackboard)
Tuesday – August 22ⁿᵈ	- Readiness Assessment Discussion (Discord) **Discussion Activity Due -- Introductions** (11:59 PM - Discord)
Wednesday – August 23ʳᵈ	Team Assignments Announced
Thursday – August 24ᵗʰ	Discussion Activity – Peer Evaluation Standards
Friday – August 25ᵗʰ	Discussion Activity – Peer Evaluation Standards

Week 2 – Some Principles of Bioethics

	Assignments
Monday – August 28ᵗʰ	**Discussion Activity Due – Peer Evaluation Standards** (11:59 PM - Discord) **Annotation Assignment** (11:59 PM - Perusall) - Varkey – **"**Principles of Clinical Ethics and Their Application to Practice" - Elliott – "An Antitheory of Bioethics" Excerpts **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday – August 29ᵗʰ	**Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – August 30ᵗʰ	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins (Discord)
Thursday – August 31ˢᵗ	**Discussion Activity Due** (11:59 PM - Discord)
Friday – September 1ˢᵗ	Whole Class Discussion

Week 3 – Autonomy, Beneficence & Dementia

	Assignments
Monday – Sept 4th	**Holiday – Labor Day**

Tuesday – Sept 5th	• **Annotation Assignment** (11:59 PM – Perusall)
	   1. Dworkin, *Life Past Reason* Excerpts
	   2. Dresser – "Dworkin on Dementia" Excerpts
	• **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)

Wednesday – Sept. 6th	• **Team Readiness Assessment** (11:59 PM - Discord)
Thursday – Sept. 7th	• Readiness Assessment Discussion (Discord) • Discussion Activity Begins – (Discord)
Friday – Sept. 8th	• **Discussion Activity Due** (11:59 PM - Discord)

Week 4 – Decision-Making Capacity

	Assignments

Monday – Sept. 11th	• **Annotation Assignment** (11:59 PM – Perusall)
	   1. Applebaum – "Assessment of Patients' Competence to Consent to Treatment"
	   2. Largent et. Al – "Deciding with Others: Interdependent Decision-Making"
	• **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)

Tuesday – Sept. 12th	• **Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Sept. 13th	• Readiness Assessment Discussion (Discord) • Discussion Activity Begins – (Discord)
Thursday – Sept. 14th	• **Discussion Activity Due** (11:59 PM – Discord)
Friday – Sept. 15th	• Whole Class Discussion

Week 5 – Issues with Advance Directives & Surrogate Decision-Making

	Assignments
Monday – Sept. 18th	**Annotation Assignment** (11:59 PM – Perusall) - Fagerlin & Schneider – "Enough: The Failure of the Living Will" - Torke, Alexander & Lantos -"Substituted Judgment: The Limitations of Autonomy in Surrogate Decision Making" - Fan - "The Confucian Ethics of Surrogate Decision-Making" **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday – Sept. 19th	**Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Sept. 20th	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins – (Discord)
Thursday – Sept. 21st	**Discussion Activity Due** (11:59 PM – Discord)
Friday – Sept 22nd	Whole Class Discussion

Week 6 – Case Study Evaluation 1 – Margo Revisited

	Assignments
Monday – Sept. 25th	- Case Study Introduction – Margo Revisited (Blackboard) - Whole-Class: Case Clarification and Fact-Finding (Discord)
Tuesday – Sept. 26th	Team Analysis & Discussion (Discord)
Wednesday – Sept. 27th	Team Analysis & Discussion (Discord)
Thursday – Sept. 28th	Team Analysis & Discussion (Discord)
Friday – Sept. 29th	**Case Study Evaluation 1 Due** (11:59 PM – Blackboard)

Week 7 – Justice and Medical Resource Allocation

	Assignments
Monday – Oct. 2nd	**Annotation Assignment** (11:59 PM – Perusall) - Persad, Wertheimer & Emanuel - "Principles for Allocation of Scarce Medical Interventions" - Largent et. Al – Cordeiro-Rodrigues & Ewuoso - "A Relational Approach to Rationing in a Time of Pandemic" **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday – Oct. 3rd	**Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Oct. 4th	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins – (Discord)
Thursday – Oct. 5th	**Discussion Activity Due** (11:59 PM – Discord)
Friday – Oct. 6th	Whole Class Discussion

Week 8 – Justice and Racial Health Disparities

	Assignments
Monday – Oct. 9th	**Holiday – Fall Break**
Tuesday – Oct. 10th	**Annotation Assignment** (11:59 PM – Perusall) - Ray -- *Black Health* Excerpts - Zohny, Davies & Wilkinson – "Affirmative Action in Healthcare Resource Allocation" **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Wednesday – Oct. 11th	**Team Readiness Assessment** (11:59 PM - Discord)
Thursday – Oct. 12th	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins – (Discord)
Friday – Oct. 13th	**Discussion Activity Due** (11:59 PM – Discord)

Week 9 – Disability and Epistemic Injustice

	Assignments
Monday – Oct. 16th	**Annotation Assignment** (11:59 PM – Perusall) - Johnson – "Unspeakable Conversations" - Kittay – "Precarity, Precariousness, and Disability" **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday – Oct. 17th	**Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Oct. 18th	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins – (Discord)
Thursday – Oct. 19th	**Discussion Activity Due** (11:59 PM – Discord)
Friday – Oct. 20th	Whole Class Discussion

Week 10 – Case Study Evaluation 2 – Ventilator Allocation

	Assignments
Monday – Oct. 23rd	- Case Study Introduction – Ventilator Allocation (Blackboard) - Whole-Class: Case Clarification and Fact-Finding (Discord)
Tuesday – Oct. 24th	Team Analysis & Discussion (Discord)
Wednesday – Oct. 25th	Team Analysis & Discussion (Discord)
Thursday – Oct. 26th	Team Analysis & Discussion (Discord)
Friday – Oct. 27th	**Case Study Evaluation 2 Due** (11:59 PM – Blackboard)

Week 11 – Reproduction: Abortion

	Assignments
Monday – Oct. 30th	**Annotation Assignment** (11:59 PM – Perusall) - Manninen – "Rethinking Roe v. Wade" and responses excerpts - Schouten - "Fetuses, Orphans, and a Famous Violinist" **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday – Oct. 31st	**Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Nov. 1st	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins – (Discord)
Thursday – Nov. 2nd	**Discussion Activity Due** (11:59 PM – Discord)
Friday – Nov. 3rd	Whole Class Discussion

Week 12 – Reproduction: Selection

	Assignments
Monday – Nov. 6th	**Annotation Assignment** (11:59 PM – Perusall) - Savulescu – "Procreative Beneficence: Why We Should Select the Best Children" - Wasserman & Asch "Where's the Sin in Synecdoche?" Excerpts **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)
Tuesday – Nov. 7th	**Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Nov. 8th	- Readiness Assessment Discussion (Discord) - Discussion Activity Begins (Discord)
Thursday – Nov. 9th	**Discussion Activity Due** (11:59 PM - Discord)
Friday – Nov. 10th	Whole Class Discussion

Week 13 – Reproduction: Adoption

	Assignments

Monday – Nov. 13th	• **Annotation Assignment** (11:59 PM – Perusall)
	   1. Rulli – "Preferring a Genetically Related Child"
	   2. Ferracioli – "Procreative-Parenting, Love's Reasons and the Demands of Morality"
	• **Individual Readiness Assessment** (11:59 PM – Timed -- Blackboard)

Tuesday – Nov. 14th	• **Team Readiness Assessment** (11:59 PM - Discord)
Wednesday – Nov. 15th	• Readiness Assessment Discussion (Discord) • Discussion Activity Begins – (Discord)
Thursday – Nov. 16th	• **Discussion Activity Due** (11:59 PM – Discord)
Friday – Nov. 17th	• Whole Class Discussion

Week 14 – Thanksgiving

	Assignments
Monday – Nov. 20th	• **Nothing Due (All Week)**
Tuesday – Nov. 21st	
Wednesday – Nov. 22nd	
Thursday – Nov. 23rd	
Friday – Nov. 24th	

Week 15 – Case Study Evaluation 3 – McFall v. McFall

	Assignments
Monday – Nov. 27th	• Case Study Introduction – McFall v. McFall (Blackboard) • Whole-Class: Case Clarification and Fact-Finding (Discord)
Tuesday – Nov. 28th	• Team Analysis & Discussion (Discord)
Wednesday – Nov. 29th	• Team Analysis & Discussion (Discord)
Thursday – Nov. 30th	• Team Analysis & Discussion (Discord)
Friday – Dec. 1st	• **Case Study Evaluation 3 Due** (11:59 PM – Blackboard)

Final Deadlines:

- Friday, December 8th – Peer Evaluation Due (11:59 PM – Blackboard)
- Sunday, December 10th – Final Chance to Submit a Case Study Revision