

**Medical Ethics**  
(PHIL 3360 – 05)  
Summer 2017, Second Session  
Instructor: James Kintz  
james.kintz@slu.edu

**Meeting times:**  
MTWR 10:00-11:30

**Meeting Place:**  
Xavier Hall, G14

**Office Hours:**  
Tuesday 12:00-1:30, and by appointment

**Required Texts:**

Vaughn, Lewis, *Bioethics: Principles, Issues, and Cases*, (New York: Oxford University Press, 2017).  
Havi Carel, *Illness*. (Durham: Acumen Publishing Ltd, 2013). Available as E-book through SLU Pius XII Library (<http://libcat.slu.edu/record=b4254080~S5>)

**Recommended Texts:**

Bishop, Jeffrey P., *The Anticipatory Corpse: Medicine, Power, and Care of the Dying*, (Notre Dame, IN: University of Notre Dame Press, 2011). On reserve at Pius XII Library  
*Bioethics: An Anthology, 3<sup>rd</sup> Edition*, ed. Helga Kuhse, Udo Schuklenk, and Peter Singer, (West Sussex, UK: Wiley Blackwell, 2016).

**Objectives:**

- Become familiar with important issues in contemporary medical ethics.
- Learn how to apply relevant moral theories from various ethical traditions to issues in medical ethics.
- Develop skills that enable critical thinking on important bioethical problems.
- Develop the skills needed to entertain and respectfully analyze all sides of important bioethical issues.

**Course Description:**

In this class we will explore some of the central debates in contemporary medical ethics. We will examine some of the theoretical moral frameworks that are important to medical ethics, discuss difficult bioethical questions, and address issues that are important in the day-to-day practice of medicine. The purpose of this class is thus to study and discuss issues within medical ethics that have both practical and theoretical importance, developing skills that better enable us to think critically about these topics. In the first half of the course we will begin by examining some of the theoretical moral frameworks that inform medical ethics, as well as certain metaphysical issues that are relevant to medical ethics. We will then turn to the doctor-patient relationship, focusing not only on difficult ethical dilemmas faced by both doctors and patients in their interactions with one another, but also on different ways of being related to persons and the implications of this for medical ethics. We will conclude the first half of the semester by examining issues involved in medical experimentation. The second half of the semester will largely be devoted to a discussion of issues surrounding life and death – e.g. the distinction between killing and letting die, the issue of brain death and its connection to organ donation/procurement, the ethics of abortion, a variety of issues involved in reproductive technology, and the ethics of euthanasia/physician-assisted suicide. We will conclude the course with a discussion of public policy and access to healthcare.

**Schedule:**

July 3 (Monday)	Introduction, part 1  Readings: <i>Bioethics</i> , chapter 1
July 4 (Tuesday)	<b>No Class</b> – Independence Day
July 5 (Wednesday)	Introduction, part 2  Readings: <i>Bioethics</i> , chapter 2 <i>Bioethics</i> primary readings (from chapter 2): “Utilitarianism,” John Stuart Mill “The Moral Law,” Immanuel Kant “Virtue and the Moral Life,” Bernard Mayo “The Ethics of Care,” Virginia Held
July 6 (Thursday)	Illness/Disease, part 1  Reading: H. Tristram Engelhardt, “The Disease of Masturbation: Values and the Concept of Disease,” in <i>Meaning and Medicine: a Reader in the Philosophy of Health Care</i> (pages 5-15) – See Blackboard  Christopher Boorse, “On the Distinction Between Disease and Illness,” in <i>Meaning and Medicine: a Reader in the Philosophy of Health Care</i> (pages 16-27) – See Blackboard
July 10 (Monday)	Illness/Disease, part 2  Reading: Sulmasy, Daniel P. ““Diseases and Natural Kinds.”” <i>Theoretical Medicine and Bioethics</i> 26, no. 6 (December 2005): 487–513 – See Blackboard  Havi Carel, <i>Illness: The Cry of the Flesh</i> (New York: Routledge, 2014), Introduction and Chapter 1
July 11 (Tuesday)	The Doctor-Patient Relation, part 1  Reading: <i>Bioethics</i> , chapter 3 <i>Bioethics</i> primary readings (from chapter 3): “Paternalism,” Gerald Dworkin “The Refutation of Medical Paternalism,” Alan Goldman
July 12 (Wednesday)	The Doctor-Patient Relation, part 2  Reading: <i>Bioethics</i> primary readings (from chapter 3):

	<p>“Why Doctor’s Should Intervene,” Terrence F. Ackerman  “Autonomy, Futility, and the Limits of Medicine,” Robert L. Schwartz  “Fundamental Elements of the Patient-Physician Relationship,” AMA Council on Ethical and Judicial Affairs</p> <p>“A New Way to be Mad,” Carl Elliott, <i>The Atlantic</i>, Vol. 286, No. 6, Dec. 2000 – See Blackboard</p> <p>Recommended:  “Bouvia v. Superior Court” (<i>Bioethics</i> primary readings, chapter 3)  “In Defense of the Traditional Nurse,” Lisa H. Newton (<i>Bioethics</i> primary readings, chapter 3)  “Advocacy or Subsistence for the Sake of Patients?” Helga Kuhse (<i>Bioethics</i> primary readings, chapter 3)  <i>The Anticipatory Corpse</i>, Jeffrey P. Bishop, chapter 4</p> <p><b>1<sup>st</sup> Précis due</b></p>
July 13 (Thursday)	<p>The Doctor-Patient Relation, part 3</p> <p>Reading:  <i>Bioethics</i>, chapter 4  <i>Bioethics</i> primary readings (from chapter 4):  “Telling the Truth to Patients: A Clinical Ethics Exploration,” David C. Thomasma  “On Telling Patients the Truth,” Mack Lipkin  “Is It Ever Okay to Lie to Patients?” Shelly K. Schwartz  “Why Privacy is Important,” James Rachels  “Confidentiality in Medicine – A Decrepit Concept,” Mark Siegler</p> <p>Recommended:  “Respect for Patients, Physicians, and the Truth,” Susan Cullen and Margaret Klein (<i>Bioethics</i> primary readings, chapter 4)  “Tarasoff v. Regents of the University of California,” Supreme Court of California (<i>Bioethics</i> primary readings, chapter 4)  “Ethical Relativism in a Multicultural Society,” Ruth Macklin (<i>Bioethics</i> primary readings, chapter 4)  “On A Supposed Right to Lie from Altruistic Motives,” Immanuel Kant (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 613-614)</p>
July 17 (Monday)	<p>The Doctor-Patient Relation, part 4</p> <p>Reading:  Havi Carel, <i>Illness</i>, chapters 2, 3, 4</p> <p><i>The Anticipatory Corpse</i>, chapters 9 and 10, Jeffrey P. Bishop – See Blackboard</p>
July 18 (Tuesday)	<p>Human and Animal Research, part 1</p>

	<p>Readings:  <i>Bioethics</i>, chapter 6  <i>Bioethics</i> primary readings (from chapter 6):          “The Nuremberg Code”          “Declaration of Helsinki: Ethical Principles for Medical Research Involving Human Subjects,” World Medical Association          “The Belmont Report,” The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research          “Final Report: Human Radiation Experiments,” Advisory Committee on Human Radiation Experiments</p> <p>Recommended:  <i>Bioethics</i>, chapter 5</p>
July 19 (Wednesday)	<p>Human and Animal Research, part 2</p> <p>Readings:          “All Animals Are Equal,” Peter Singer – See Blackboard</p> <p><i>Bioethics</i> primary readings (from chapter 6):          “Of Mice but Not Men: Problems of the Randomized Clinical Trial,” Samuel Hellman and Deborah S. Hellman          “A Response to a Purported Ethical Difficulty with Randomized Clinical Trials Involving Cancer Patients,” Benjamin Freedman          “How to Resolve an Ethical Dilemma Concerning Randomized Clinical Trials,” Don Marquis</p> <p>Recommended:          “Racism and Research: The Case of the Tuskegee Syphilis Study,” Allan M. Brandt (<i>Bioethics</i> primary readings, chapter 6)          “The Ethics of Clinical Research in the Third World,” Marcia Angell (<i>Bioethics</i> primary readings, chapter 6)          “Ethical Issues in Clinical Trials in Developing Countries,” Baruch Brody (<i>Bioethics</i> primary readings, chapter 6)</p>
July 20 (Thursday)	<p>Killing vs. Letting Die</p> <p>Reading:          “The Morality of Killing: A Traditional View,” Germain Grisez and Joseph M. Boyle – See Blackboard          “Is Killing No Worse Than Letting Die?” Winston Nesbitt – See Blackboard          “Why Killing is Not Always Worse – and Sometimes Better – Than Letting Die,” Helga Kuhse – See Blackboard          “Moral Fictions and Medical Ethics,” Franklin G. Miller, Robert D. Truog, and Dan W. Brock – See Blackboard</p> <p><b>1<sup>st</sup> Both Sides Paper due</b></p>
July 24 (Monday)	Brain Death, Organ Donation/Procurement

	<p>“A Definition of Irreversible Coma,” <i>Report of the Ad Hoc Committee of the Harvard Medical School to Examine the Definition of Brain Death</i> – See Blackboard</p> <p>“Are Recent Defences of the Brain Death Concept Adequate?” Ari Joffe – See Blackboard</p> <p>“Is the Sanctity of Life Ethic Terminally Ill?” Peter Singer – See Blackboard</p> <p><i>The Anticipatory Corpse</i>, chapter 6, Jeffrey P. Bishop – See Blackboard</p> <p>Recommended:</p> <p><i>The Anticipatory Corpse</i>, chapter 5, Jeffrey P. Bishop</p> <p>“Organ Donation and Retrieval: Whose Body is it Anyway?” Eike-Henner W. Kluge (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 417-420)</p> <p>“The Case for Allowing Kidney Sales,” Radcliffe-Richards, et al. (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 421-424)</p> <p>“Ethical Issues in the Supply and Demand of Human Kidneys,” Debra Satz (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 425-436)</p> <p>“The Survival Lottery,” John Harris (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 437-441)</p> <p>“Should Alcoholics Compete Equally for Liver Transplantation?” Alvin H. Moss and Mark Siegler (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 390-396)</p> <p><b>Midterm due</b></p>
July 25 (Tuesday)	<p>Abortion, part 1</p> <p>Readings:</p> <p><i>Bioethics</i>, chapter 7</p> <p>“Abortion and Infanticide,” Michael Tooley – see Blackboard</p> <p>Recommended:</p> <p>Kaczor, Christopher, <i>The Ethics of Abortion, 2<sup>nd</sup> Edition</i>, (New York: Routledge, 2015), especially chapters 5 and 6</p>
July 26 (Wednesday)	<p>Abortion, part 2</p> <p>Readings:</p> <p><i>Bioethics</i> primary readings (from chapter 7):</p> <p>“A Defence of Abortion,” Judith Jarvis Thompson</p> <p>“Why Abortion is Immoral,” Don Marquis</p> <p>“An Almost Absolute Value in History,” John T. Noonan, Jr.</p> <p>Recommended:</p> <p>“Roe v. Wade,” United States Supreme Court (<i>Bioethics</i> primary readings, chapter 7)</p> <p>“Virtue Theory and Abortion,” Rosalind Hursthouse (<i>Bioethics</i> primary readings, chapter 7)</p> <p>“Abortion,” Margaret Olivia Little (<i>Bioethics</i> primary readings, chapter</p>

	<p>7)  “Abortion Through a Feminist Ethics Lens,” Susan Sherwin (<i>Bioethics</i> primary readings, chapter 7)  <i>The Ethics of Abortion</i>, Christopher Kaczor, chapter 8</p> <p><b>2<sup>nd</sup> Précis due</b></p>
July 27 (Thursday)	<p>Abortion, part 3, and Reproductive Technology, part 1</p> <p>Readings:  <i>Bioethics</i> primary readings (from chapter 7):  “On the Moral and Legal Status of Abortion,” Mary Anne Warren  “Abortion and the Concept of a Person,” Jane English</p> <p><i>Bioethics</i>, chapter 8, pp. 409-417  <i>Bioethics</i> primary readings (from chapter 8):  “IVF: The Simple Case,” Peter Singer  “Instruction on Respect for Human Life in Its Origin and on the Dignity of Procreation,” Congregation for the Doctrine of the Faith</p> <p>Recommended:  “IVF and Women’s Interests: An Analysis of Feminist Concerns,” Mary Anne Warren (<i>Bioethics</i> primary readings, chapter 8)  “‘Give Me Children or I Shall Die!’ New Reproductive Technologies and Harm to Children,” Cynthia B. Cohen (<i>Bioethics</i> primary readings, chapter 8)  “Is Women’s Labor a Commodity?” Elizabeth S. Anderson  “The Presumptive Primacy of Procreative Liberty,” John A. Robertson (<i>Bioethics</i> primary readings, chapter 8)  “Egg Donation and Commodification,” Bonnie Steinbock (<i>Bioethics</i> primary readings, chapter 8)</p>
July 31 (Monday)	<p>Reproductive Technology, part 2</p> <p>Readings:  <i>Bioethics</i>, chapter 9  <i>Bioethics</i> primary readings (from chapter 9):  “Implications of Prenatal Diagnosis for the Human Right to Life,” Leon R. Kass  “Genetics and Reproductive Risk: Can Having Children Be Immoral?” Laura M. Purdy  “The Morality of Screening for Disability,” Jeff McMahan  “Disowning Knowledge: Issues in Genetic Testing,” Robert Wachbroit</p> <p>Recommended:  “Genetic Dilemmas and the Child’s Right to an Open Future,” Dena S. Davis (<i>Bioethics</i> primary readings, chapter 9)  “What Does “Respect for Embryos” Mean in the Context of Stem Cell Research?” Bonnie Steinbock (<i>Bioethics</i> primary readings, chapter 9)  “Multiple Gestation and Damaged Babies: God’s Will or Human Choice?” Gregory Pence (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 71-</p>

	<p>73)  “Rights, Interests, and Possible People,” Derek Parfit (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 86-90)</p> <p><b>2nd Both Sides Paper due</b></p>
August 1 (Tuesday)	<p>Reproductive Technology, part 3</p> <p>Readings:  <i>Bioethics</i> primary readings (chapter 9):  “The Non-Identity Problem and Genetic Harms – The Case of Wrongful Handicaps,” Dan W. Brock  “Is Gene Therapy a Form of Eugenics?” John Harris  “Genetic Enhancement,” Walter Glannon  “Genetic Interventions and the Ethics of Enhancement of Human Beings,” Julian Savulescu  “Declaration on the Production and the Scientific and Therapeutic Use of Human Embryonic Stem Cells,” Pontifical Academy for Life</p> <p>Recommended:  “Questions About Some Uses of Genetic Engineering,” Jonathan Glover (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 177-188)  “The Moral Significance of Therapy-Enhancement Distinction in Human Genetics,” David B. Resnik (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 189-198)  “Should We Undertake Genetic Research on Intelligence,” David B. Resnik (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 199-207)  “In Defence of Posthuman Dignity,” Nick Bostram (<i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i>, pp. 208-214)</p>
August 2 (Wednesday)	<p>Reproductive Technology, part 4</p> <p>Readings:  <i>Bioethics</i>, chapter 8, pp. 417-425  <i>Bioethics</i> primary readings (from chapter 8):  “The Wisdom of Repugnance,” Leon R. Kass  “Cloning Human Beings: An Assessment of the Ethical Issues Pro and Con,” Dan W. Brock  “The Moral Status of Cloning Humans,” Michael Tooley – See Blackboard</p>
August 3 (Thursday)	<p>Euthanasia and Physician Assisted Suicide, part 1</p> <p>Readings:  <i>Bioethics</i>, chapter 10  <i>Bioethics</i> primary readings (from chapter 10):  “Death and Dignity: A Case of Individualized Decision Making,” Timothy E. Quill  “Voluntary Active Euthanasia,” Dan W. Brock</p> <p>Recommended:</p>

	<p>“Physician-Assisted Suicide: A Tragic View,” John D. Arras (<i>Bioethics</i> primary readings, chapter 10)</p> <p>“Dying at the Right Time: Reflections on (Un)Assisted Suicide,” John Hardwig (<i>Bioethics</i> primary readings, chapter 10)</p> <p>“The Philosopher’s Brief,” Ronald Dworkin, Thomas Nagel, Robert Nozick, John Rawls, Thomas Scanlon, and Judith Jarvis Thomson (<i>Bioethics</i> primary readings, chapter 10)</p> <p>“Vacco v. Quill,” US Supreme Court (<i>Bioethics</i> primary readings, chapter 10)</p>
August 7 (Monday)	<p>Euthanasia, Physician Assisted Suicide, part 2</p> <p>Reading:  <i>Bioethics</i> primary readings (from chapter 10):  “When Self-Determination Runs Amok,” Daniel Callahan  “Active and Passive Euthanasia,” James Rachels  “An Alternative to Brain Death,” Jeff McMahan</p> <p>Recommended  <i>The Anticipatory Corpse</i>, Jeffrey P. Bishop, chapters 4-5</p> <p><b>Term Paper Due</b></p>
August 8 (Tuesday)	<p>Health Care and Rights, part 1</p> <p>Reading:  <i>Bioethics</i>, chapter 11  <i>Bioethics</i> primary readings (from chapter 11):  “Is There a Right to Health Care and, if so, What Does it Encompass?” Norman Daniels  “The Right to a Decent Minimum of Health Care,” Allen E. Buchanan</p>
August 9 (Wednesday)	<p>Health Care and Rights, part 2</p> <p>Readings:  <i>Bioethics</i> primary readings (from chapter 11):  “Rights to Health Care, Social Justice, and Fairness in Health Care Allocations: Frustrations in the Face of Finitude,” H. Tristram Engelhardt, Jr.  “The Allocation of Exotic Medical Lifesaving Therapy,” Nicholas Rescher  “Human Rights Approach to Public Health Policy,” D. Tarantola and S. Gruskin</p> <p>Recommended:  “Health Care Reform: Lessons from Canada,” Raisa Berlin Deber (<i>Bioethics</i> primary readings, chapter 11)  “QALYfying the Value of Life,” John Harris (<i>Bioethics</i> primary readings, chapter 11)  “Public Health Ethics: Mapping the Terrain,” Childress, et al. (<i>Bioethics</i></p>



	primary readings, chapter 11) “Rescuing Lives: Can’t We Count?” Paul T. Menzel ( <i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i> , pp. 387-389) “Should Alcoholics Compete Equally for Liver Transplantation?” Alvin H. Moss and Mark Siegler ( <i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i> , pp. 390-396) “The Value of Life,” John Harris ( <i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i> , pp. 397-405) “Bubble under the Wallpaper: Healthcare Rationing and Discrimination,” Nick Beckstead and Toby Ord ( <i>Bioethics: An Anthology, 3<sup>rd</sup> Edition</i> , pp. 406-412)
August 10 (Thursday)	TBD
August 11 (Friday)	<b>Final due by 11:59pm CST</b>

*Readings and assignments are subject to change at the discretion of the instructor.*

### **Assessment:**

#### Attendance/Participation (10%):

Students are expected to attend classes regularly and participate in class discussions. The participation grade will be adjusted if students fail to demonstrate respect for peers, instructors, and guests. Actions that may negatively impact the participation grade include use of electronic devices for purposes not related to class, talking while others are speaking, etc. The participation grade will also be adjusted if the quality of participation indicates a lack of preparation (i.e. failure to read assigned materials).

#### Précis of Primary Articles (10%):

There are a number of primary articles that you will read throughout the semester, and you will be required to choose 2 of these articles and write a short (1-2 page) summary of each. These précis should outline the structure of the argument in the articles of your choice, focusing on only the details that are most relevant. The purpose of this exercise is to learn how to summarize an argument succinctly and accurately (as if you were explaining it to someone who had never read it). This will help develop the ability to be concise when evaluating someone else’s position – a skill that is useful not only in college classes and in your future career, but for communication in general.

#### Both Sides Papers (15%):

Twice in the semester you will be required to select an argument from a series of prompts and make the strongest argument you can both for and against the position the author takes. The paper should be 2-4 pages.

#### Midterm Exam (25%):

This will be a take home exam that will involve a set of questions provided by the instructor requiring short essay responses. You will be tested for comprehension of reading assignments, understanding of the issues, and the ability to reconstruct and critically evaluate the arguments that we examine in class.

#### Final Exam (25%):

The format and purpose of the final exam will be identical to that of the midterm.

### Term Paper (30%):

You will be expected to write a 7-10 page paper on a topic of your choice that addresses one of the issues in medical ethics that we examine in class. You are highly encouraged to meet with the instructor to discuss your topic before you begin writing.

### **Academic Honesty and Integrity:**

Saint Louis University is a community dedicated to academic excellence, student-centered education, and the Jesuit tradition. As such, the University expects all members of its community to act with honesty and integrity at all times, but especially in their academic work. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place. Academic integrity is absolutely essential to the educational enterprise. Consequently, academic dishonesty of any sort is completely unacceptable, will not be tolerated, and consequently will be dealt with as the serious violation it is.

The following are examples of academic dishonesty. This list is not exhaustive. It is each student's responsibility to make sure that his/her work meets the standards of academic honesty set forth in the University's Academic Integrity Policy. If the student is unclear about how these definitions and standards apply to his/her work, it is the student's responsibility to contact the instructor to clarify the ambiguity *before* work is turned in for credit.

#### A. Cheating and Facilitating Cheating

1. Possession, distribution, and/or use of unauthorized materials or technology before or during an examination or during the process of preparing a class assignment.
2. Collaboration on class assignments, including in-class and take home examinations, without the permission of the instructor.
3. Provision of assistance to another student attempting to use unauthorized resources or collaboration on class assignments or examinations.

#### B. Plagiarism

1. Presentation of someone else's ideas or work, either in written form or non-print media, as one's own.
2. Omission or improper use of citations in written work.
3. Omission or improper use of credits and attributions in non-print media.

#### C. Improper Use of Internet Sites and Resources

1. Inappropriate use of an Internet source, including, but not limited to, submission of a paper, in part or in its entirety, purchased or otherwise obtained via the Internet, and failure to provide proper citation for sources found on the Internet.

If you are unsure what sort of behavior constitutes academic dishonesty, please discuss this with your instructor. The potential consequences of committing an act of academic dishonesty, intentionally or unintentionally, may be extremely serious. If you have any questions regarding academic dishonesty please speak with me and consult the university's full policy at:

[https://www.slu.edu/Documents/provost/academic\\_affairs/Universitywide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf](https://www.slu.edu/Documents/provost/academic_affairs/Universitywide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf)

### **Special Accommodations:**

Students who need special accommodation in this course should inform their instructor privately and direct their request to the Disability Services Office in the Student Success Center. Any student who currently has a documented disability (physical, learning, or psychological) and who needs academic accommodations should contact the Disability Support Services Office (Busch Student Center, Suite 331,

phone: 314-977-3484, or via email at [disability\\_services@slu.edu](mailto:disability_services@slu.edu)) as early in the semester as possible. All discussions will remain confidential. Visit <http://www.slu.edu/x24491.xml> for additional information.

### **Classroom Etiquette Policy:**

As aspiring citizens, students need to approach this course as professionals. Consistent with the course requirements and expectations, as well as the competencies the course is designed to help students develop, you will be expected to submit all assignments on time, attend all required class sessions, arrive to class on time and prepared for that day's discussion, remain for the full class time, dress appropriately, pay attention, contribute thoughtfully to class discussions, be respectful of and courteous to others, refrain from eating, use technology appropriately, etc. You are welcome to use your laptop or tablet to enhance your education while in class; however, computers that become distractions from engaged participation in discussions either to the user or others will not be tolerated. Distractions include (but are not limited to) reading your email, surfing the internet, using social media, using your phone, etc. This class is intended to facilitate interesting and thought-provoking discussions, as well as to foster the learning objectives set forth for this course. If basic classroom etiquette is not observed, however, then this will not be possible. So please be respectful of your instructor and your fellow students by refraining from distracting behaviour while in class.

### **Contacting Your Instructor:**

If you have any questions or concerns that you wish to discuss in connection with this course, do not hesitate to contact me. The best way to reach me outside of office hours is by email: [jkintz1@slu.edu](mailto:jkintz1@slu.edu). Occasionally I may need to contact you by email, e.g, to alert you to a change in the syllabus, if I should have to miss class for some reason, etc. Please note that **I will be using your email address provided by the University**, and I may occasionally use Blackboard to send out announcements or distribute materials. So you should check your SLU email account regularly so that you don't miss important messages.

Questions? Please ask! I look forward to getting to know you this semester.