

Ethics & Medical Research

Units 9.0
Time Tuesday, Thursday: 3:00–4:20PM
Location BH A54

Instructor Professor David Emmanuel Gray
Contact DH 4305, degray@andrew.cmu.edu
Office hours Tuesday, Thursday: 9:00–11:00AM, 1:30–2:30PM

Course Overview

Description

Scientific progress in the area of medicine is a valuable social good. Devising new drugs and other medical interventions allows people to lead longer and healthier lives. The advancement of medicine, however, requires clinical investigators, at some point, to carefully study newly proposed interventions for their efficacy on living human subjects. This raises a host of ethical concerns about the design of clinical trials and the responsibilities that researchers have to their subjects before, during, and after a clinical trial.

In this course, we will explore foundational issues in the ethical evaluation and regulation of research involving human subjects. We will begin with a historical overview of the origins of research ethics after World War II in response to high profile cases of abuse or scandal. In particular, we will look at the Nazi medical experiments, the Willowbrook State School hepatitis study, the Tuskegee syphilis study, and other cases of abuse. We will also see how these scandals gave rise to seminal documents such as the Nuremberg Code, the Belmont Report, and the current federal regulations known as the Common Rule. Against this historical backdrop, the course then examines various foundational philosophical issues in human-subjects research including ethical issues in clinical trial design, the use of placebo controls, the values of informed consent and privacy, and the requirements of justice in both national and international research contexts.

Readings

The following is the required textbook for the course:

- Ezekiel J. Emanuel, Christine Grady, Robert A. Crouch, Reidar K. Lie, Franklin G. Miller, and David Wendler, *The Oxford Textbook of Clinical Research Ethics* (Oxford University Press).

Additional readings will be posted as PDFs on the course webpage. You are expected to read the material according to the class schedule.

Objectives

By the end of this term, I expect that you will be able to:

- Assess competing claims concerning the demands that morality places on the actions and decisions of medical researchers,
- Form considered positions concerning what you judge to be the most defensible position on these issues, and
- Communicate your analysis of these issues through both verbal and written discourse.

I have designed each course requirement with these objectives in mind.

Announcements & Other Communication

I will post important information on the course webpage, so please routinely check for updates at

<http://www.andrew.cmu.edu/user/degray/research-ethics/>

Otherwise, I am glad to answer your questions, discuss your work, or respond to you concerns. Please see me at my office hours or get in touch via email.

Submitting Assignments

To encourage proper citation of sources, all papers must be submitted to TurnItIn. Please refer to page 5 for more information about my academic integrity policy, and see page 6 for how to setup and use the TurnItIn website.

Requirements & Grading

Philosophy is a full-contact sport, but conducted as a cooperative process. Together we wrestle with arguments and not attack those advocating them. Classes will follow a seminar format, driven by discussion of the readings and the arguments they contain. As a result, the quality of the course depends critically on your individual attention and participation. The purpose of us coming together as a class is to learn and engage in philosophical activity as a group. I strongly encourage you to discuss the course's material outside of class with your fellow classmates, friends, and family, as well as with myself. However, all your work must be done independently, unless otherwise noted. You are expected to be familiar with the university policies on cheating and plagiarism. If you have any questions, please ask; do not assume.

Assignments include leading a classroom discussion, two analytic summaries, one position paper, and two analytic essays. Please refer to page 2 for details.

The total points will vary from assignment to assignment. However, each is ultimately scaled to a score from 0 to 5. Unless you are notified of otherwise, the grading distribution will be as follows:

4.00–5.00	A	2.00–2.99	C	0.00–0.99	R
3.00–3.99	B	1.00–1.99	D		

Your final course grade will be on the same 5-point scale, with each assignment weighted as indicated on page 2. (The wise student will realize that using this scale provides you with opportunities to recover if you do extremely poorly on an assignment.)

If during the semester you wish to know how you are currently doing in more specific terms than what you can infer from this information, do not hesitate to meet with me. Please note, however: due to Family Educational Rights and Privacy Act (FERPA) regulations, *I will not transmit grade information over email.* All discussion of grades must be done face-to-face with me.

Late Policy / Absence Policy

I do not accept late assignment submissions, and you get *no* “free” absences in this class. There is only one exception to this: You and I agree on a reasonable accommodation *prior* to either the original due date or the date you are missing class. Arrangements after the fact will only be considered in extraordinary, documented circumstances. I recognize that these are extremely demanding requirements. *If you do not feel that you can meet them, please enroll in another course.*

Participation & Attendance

Every class meeting will involve all of us actively *doing* philosophy, rather than passively absorbing what others may say about philosophical issues. As such, attendance and participation are very important. I expect you to show up to class on time, participate thoughtfully, ask questions when you are confused, take notes, and have a grasp of what was accomplished in each meeting. *Attendance is therefore required without exception, and anyone showing up more than 10 minutes late will be politely asked to leave and come back (on time) to our next class meeting.* To enforce this policy, I will promptly take attendance at 3:00PM. If you arrive after I have called your name, then you will be marked as tardy. Please refer to page 2 for more details about how your participation is evaluated.

Assignments

Reading

Most days of class will have an assigned reading (see the schedule on pages 3 and 4) that you will be expected to have read and thought about *before* class. This will allow us to devote our time to discussing and assessing the texts rather than simply reviewing their contents. Hence, you need to do more than merely peruse the readings: you must endeavor to understand what they are trying to convey. Keep in mind that reading philosophy is not like reading a novel or a textbook. There will be times when you have to read slowly and carefully. Sometimes you may have to stop and think about things; and you should be prepared to go back and reread if necessary. In some cases, multiple readings of the text may be necessary. I highly recommend taking notes while you read, so that you can remember the text's main points. Finally, feel free to bring questions about the reading to class.

Participation (10% of Final Grade)

Your base participation grade will be on the 5-point scale from page 1, and it will consist of your overall grade on all graded assignments. For example, if the weighted average of your grades on papers is an 3.57, then your base participation grade is also an 3.57, or a B. Calculating your base participation grade can be done with a calculator. The formula is as follows:

$$\begin{aligned} \text{Base Participation Grade} = & [(\text{Classroom Discussion Grade} \times 0.10) + \\ & (\text{Analytical Summary \#1 Grade} \times 0.10) + \\ & (\text{Analytical Summary \#2 Grade} \times 0.10) + \\ & (\text{Position Paper Grade} \times 0.10) + \\ & (\text{Analytical Essay \#1 Grade} \times 0.25) + \\ & (\text{Analytical Essay \#2 Grade} \times 0.25)] \div \\ & 0.90. \end{aligned}$$

At the end of the semester, I will calculate your base participation grade this way. After that, I will then take into consideration the items below in order to either raise or lower this base participation grade.

Absences, tardy arrivals, and distracting behavior impact your participation grade in the following ways: each unexcused class absence will lower your participation grade by 1.0 point (one letter grade), while each time you are tardy will lower it by 0.5 points (one-half letter grade). Being caught sleeping in class, chatting with the person sitting next to you, using your cell phone, leaving the classroom, or similar behavior will be treated as an absence or as tardiness depending on the particulars of the circumstances.

Active and productive class participation, on the other hand, boosts your participation grade by up to 2.0 points (two letter grades). Also, if you have perfect attendance with no tardy arrivals, your participation grade will be automatically boosted an additional 1.0 point (one letter grade).

Note that it is possible that your participation grade can go negative because of penalties. On the other hand, it is also possible that your participation grade could go well above 5.0 points. Strive for the latter!

Leading A Classroom Discussion (10% of Final Grade)

During the semester each of you will be asked to lead a classroom discussion of that day's material. By the end of the second week of class, you will have either chosen or been assigned the class meeting that you will lead. Selection will initially be made on a first-come basis. After that, assignment will be done by lottery. Your task in leading discussion will be to raise issues from the reading that you and/or your classmates find interesting. Given that the course reading typically conveys competing positions on these issues, you should endeavor to convey the crux of disagreement between these competitors while encouraging your classmates to think through the strengths and weaknesses of the arguments underlying these disagreements. More details, including a grading rubric, will be provided in class.

Analytic Summaries (20% of Final Grade)

There will be two analytic summaries, each of which will count for 10% towards your final course grade. Each consists of a brief (about 700 words, or around 2 pages) summary of an argument presented in the reading, but without providing any critically commentary of that argument. These summaries will be due the day *before* we discuss the argument in question together in class. The purpose of these analytical summaries is to practice taking a longer argument and condensing it down to a concise statement of (1) the main conclusion, (2) the set of premises, reasons, or evidence that are offered as support for that conclusion, and (3) how those premises are supposed to support or otherwise entail the conclusion. More details, including a grading rubric, will be provided in class.

Position Paper (10% of Final Grade)

There will be one position paper, which will count for 10% towards your final course grade. It will consist of a brief (about 700 words, or around 2 pages) argument supporting a particular claim or conclusion. The purpose of this paper is to practice building a reasoned argument in support of a position of your own on a given issue that we have discussed in class. In this paper, I have you (1) concisely state your central claim and then (2) demonstrate how this conclusion is supported or entailed by premises, reasons, and/or evidence that are plausible in their own right or difficulty to deny. More details, including a grading rubric, will be provided in class.

Analytic Essays (50% of Final Grade)

There will be two analytic essays, each of which will count for 25% towards your final course grade. Each consists of a more extended analysis (1,800 words, or around 5 pages) of an issue raised by the reading and covered in class. The purpose of these essays is to demonstrate your ability to (1) reconstruct and critically evaluate important philosophical arguments and (2) to construct a reasoned argument in support of a considered position or claim. As such, these essays combine the skills you will employ when doing your analytical summaries and position paper. More details, including grading rubrics, will be provided in class.

Rough Drafts

Unless I say otherwise, you are *not* required to turn in any rough drafts of your papers. Of course, I will gladly meet with you to discuss your paper. Please do not simply email me your paper, however. Unless you are asking a relatively simple, technical question, email conversations on subtle philosophical issues are seldom productive. Instead, schedule an appointment with me, bring two copies of your paper to that meeting (one for you and one for me), and together we will go over the particular areas of the paper that you would like to talk about. Past experience shows that this method of reviewing rough drafts is the most effective.

In addition, Dave Zornek is the Philosophy Department Writing Tutor. He is available to meet and assist you during any stage of the writing process. He is especially familiar with the types of papers that you will be writing for this class. Just email him at david.zornek@gmail.com to schedule an appointment.

Furthermore, the Hunt Library is now home to the Global Communications Center. While this is a more general, and not philosophy-specific, resource for writing assistance, it still provides valuable help for students at any stage of the writing process. Just visit their website at <http://www.cmu.edu/gcc/> to schedule an appointment with one of their writing tutors.

Finally, I must emphasize that I *highly* encourage you to take advantage of these resources. Doing so will almost certainly make a difference in the quality of your final papers, and that, in turn, will make the task of reading them far more enjoyable for me.

Schedule

wk	Date	Topic/Readings	# Pages	Assignments
1	1/15 (Tue)	Introduction		
	1/17 (Thu)	Prologue: Between Scandal & Protectionism Lemonick & Goldstein with Park, "At Your Own Risk" (PDF on webpage). Seligman, "Infectious Disease" and "Ethics and Institutional Review Boards" (PDF on webpage).	18	
2	1/22 (Tue)	The History of Research Involving Human Subjects (Unit #1) Weindling, "The Nazi Medical Experiments", pp. 18–30. Annas & Grodin, "The Nuremberg Code", pp. 136–140.	18	Topic for analytic summary #1 handed out.
	1/24 (Thu)	The History of Research Involving Human Subjects Arras, "Jewish Chronic Disease Hospital Case", pp. 73–79. Robinson & Unruh, "The Hepatitis Experiments at the Willowbrook State School", pp. 80–85.	13	
3	1/28 (Mon)			Analytic summary #1 due by 12:00PM (noon) via TurnItIn.
	1/29 (Tue)	The History of Research Involving Human Subjects Jones, "The Tuskegee Syphilis Experiment", pp. 86–96. Rothman, "Were Tuskegee and Willowbrook 'Studies in Nature'?" (PDF on webpage).	14	
	1/31 (Thu)	The History of Research Involving Human Subjects Beauchamp, "The Belmont Report", pp. 149–155. Porter & Koski, "Regulations for the Protection of Humans in Research in the United States", pp. 156–167.	19	
4	2/5 (Tue)	The History of Research Involving Human Subjects Emanuel & Grady, "Four Paradigms of Clinical Research and Research Oversight", pp. 222–230. Emanuel, Wendler & Grady, "An Ethical Framework for Biomedical Research", pp. 123–135.	22	Topic for analytic summary #2 handed out.
	2/7 (Thu)	Ethical Issues in Clinical Trial Design (Unit #2) Freedman, Fuks & Weijer, "Demarcating Research and Treatment" (PDF on webpage). Levine, "The Nature, Scope, and Justification of Clinical Research", pp. 211–221.	17	
5	2/11 (Mon)			Analytic summary #2 due by 12:00PM (noon) via TurnItIn.
	2/12 (Tue)	Ethical Issues in Clinical Trial Design Miller & Weijer, "Fiduciary Obligation in Clinical Research" (PDF on webpage).	17	
	2/14 (Thu)	Ethical Issues in Clinical Trial Design Morreim, "Litigation in Clinical Research" (PDF on webpage).	11	
6	2/19 (Tue)	Ethical Issues in Clinical Trial Design Joffe & Truog, "Equipoise and Randomization", pp. 245–260.	16	Topic for position paper handed out.
	2/21 (Thu)	Ethical Issues in Clinical Trial Design Miller, "The Ethics of Placebo-Controlled Trials", pp. 261–272.	12	
7	2/25 (Mon)			Position paper due by 12:00PM (noon) via TurnItIn.
	2/26 (Tue)	Respecting Autonomy in Clinical Research (Unit #3) Brock, "Philosophical Justifications of Informed Consent in Research", pp. 606–612. Appelbaum & Lidz, "The Therapeutic Misconception", pp. 633–644.	19	
	2/28 (Thu)	Respecting Autonomy in Clinical Research Flory, Wendler & Emanuel, "Empirical Issues in Informed Consent for Research", pp. 645–660.	16	
8	3/5 (Tue)	Respecting Autonomy in Clinical Research Dickert & Grady, "Incentives for Research Participants", pp. 386–396. Miller, "Recruiting Research Participants", pp. 397–403.	18	
	3/7 (Thu)	Respecting Autonomy in Clinical Research Levine, "Research Involving Economically Disadvantaged Participants", pp. 431–436. Bonham & Moreno, "Research With Captive Populations: Prisoners, Students, and Soldiers", pp. 461–474.	20	

wk	Date	Topic/Readings	# Pages	Assignments
	3/12, 14	 Spring Break		
9	3/19 (Tue)	Respecting Autonomy in Clinical Research Levine & Skedsvold, "Behavioral and Social Science Research", pp. 336–355.	20	Topic for analytic essay #1 handed out.
	3/21 (Thu)	Respecting Autonomy in Clinical Research Milgram, "Some Conditions of Obedience and Disobedience to Authority" (PDF on webpage). Wendler & Miller, "Deception in Clinical Research", pp. 315–324.	24	
10	3/26 (Tue)	Respecting Autonomy in Clinical Research Humphreys, "The Sociologist as Voyeur" (PDF on webpage). Elms, "Keeping Deception Honest" (PDF on webpage).	18	
	3/28 (Thu)	Respecting Autonomy in Clinical Research Bharucha, London, Barnard, Wactlar, Dew & Reynolds, "Ethical Considerations in the Conduct of Electronic Surveillance Research" (PDF on webpage). Reiman, "Privacy, Intimacy, and Personhood" (PDF on webpage).	29	
11	4/2 (Tue)	Respecting Autonomy in Clinical Research Etzioni, "Medical Records: Enhancing Privacy, Preserving the Common Good" (PDF on webpage).	10	
	4/4 (Thu)	Justice in Clinical Research (Unit #4) Meltzer & Childress, "What Is Fair Participant Selection?", pp. 377–385.	9	
12	4/8 (Mon)			Analytic essay #1 due by 12:00PM (noon) via TurnItIn.
	4/9 (Tue)	Justice in Clinical Research Wertheimer, "Exploitation in Clinical Research", pp. 201–211.	10	
	4/11 (Thu)	Justice in Clinical Research Fleischman & Collogon, "Research With Children", pp. 446–460.	15	
13	4/16 (Tue)	Justice in Clinical Research Spriggs, "Canaries in the Mines: Children, Risk, Non-Therapeutic Research and Justice" (PDF on website). Buchanan & Miller, "Justice and Fairness in the Kennedy Krieger Institute Lead Paint Study" (PDF on website).	13	Topic for analytic essay #2 handed out.
	4/18 (Thu)	 Carnival		
14	4/23 (Tue)	Justice in Clinical Research Idänpään-Heikkilä & Fluss, "International Ethical Guidance From the Council for International Organizations of Medical Sciences", pp. 168–173. Macklin, "Appropriate Ethical Standards", pp. 711–718.	14	
	4/25 (Thu)	Justice in Clinical Research Crouch & Arras, "AZT Trials and Tribulations" (PDF on website). Holm & Harris, "The Standard of Care in Multinational Research", pp. 729–736.	17	
15	4/30 (Tue)	Justice in Clinical Research Participants in the 2001 Conference on Ethical Aspects of Research in Developing Countries, "Fair Benefits for Research in Developing Countries" (PDF on website). Emanuel, "Benefits to Host Countries", pp. 719–728.	12	
	5/2 (Thu)	Justice in Clinical Research London, "Responsiveness to Host Community Health Needs", pp. 737–744.	8	
	5/10 (Fri)			Analytic essay #2 due by 12:00PM (noon) via TurnItIn.

Policies

Reasonable Accommodations

I recognize that you are a human being with occasional human problems associated with human finitude. Illness, family emergencies, job interviews, other professors, etc. . . will inevitably lead to legitimate conflicts over your time. If you expect that you will be missing class or be unable to turn in an assignment on time, please notify me (either in class or via email) *in advance* and we can agree on a reasonable accommodation. Please recognize that most reasonable accommodations will still carry a penalty: your grade on the assignment may be reduced (since you will be given more time than your classmates), or you may have to do additional work not required of your classmates. So when proposing a reasonable accommodation be prepared to state what you take to be a fair penalty for that accommodation. I will then decide whether to accept or reject your proposal. Any arrangements after the fact will only be considered in extraordinary, documented circumstances.

Challenging an Assignment Grade

Please recognize that I am human also: mistakes may occasionally occur when grading your assignments. Therefore, you have *one week* after an assignment is handed back to challenge its grade. To do so, you must return the assignment to me along with a clearly written explanation of your reason for challenging its grade. I will promptly and seriously consider all such requests and meet with you, if necessary, to resolve them. Assignments without a written explanation will not be considered. After one week, no challenges will be accepted. Of course, if you are not satisfied with your grade, but recognize that it was not due to a fault in the grading, I encourage you to talk with me to learn how to improve on future assignments.

Students with Disabilities

In compliance with university policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations should be made during the first week of the term, except for unusual circumstances, so arrangements can be made. Students are required to register for disability verification and for determination of reasonable academic accommodations. For more information, visit

<http://www.cmu.edu/hr/eos/disability/students/index.html>

Sexual Harassment Policy

It is the policy of the university that no male or female member of the university community (i.e., students, faculty, administrators, or staff) may sexually harass any other member of the community. Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made or threatened to be made, either explicitly or implicitly, a term or condition of an individual's employment or education; or
- Submission to or rejection of such conduct is used or threatened to be used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating what a reasonable person would sense as an intimidating, hostile, or offensive employment, educational, or living environment.

For more information, visit

<http://www.cmu.edu/policies/documents/SexHarass.html>

A Note on Classroom Courtesy

Class begins promptly at 3:00PM. You are expected to be seated by that time and to remain seated until the class is dismissed. If you must leave before the class ends because of a medical appointment, or similar commitment, notify me before class begins and sit near the door. Students who leave without providing such notice and have not suddenly taken ill will be expected to drop the course and not to return.

Video Taping & Audio Recording

Your classmates and I have a reasonable expectation to not be recorded in this course. Therefore, videotaping and audio recording are prohibited without our expressed, unanimous permission.

Cell Phones, Laptops & Related Technologies

Student interactions with portable technology devices can harm the dynamics of the classroom. Therefore, I expect you to silence mobile phones prior to class and to not use them during class. *All laptops should be closed unless you have made prior arrangements with me and have demonstrated that using a laptop is necessary for your learning.*

Academic Integrity

Academic integrity is embodied by commitments to honesty, respect, trust, diligence, and rigor in the pursuit of knowledge. As a student in this class, academic integrity means following all directions on assignments, clearly distinguishing your own original work from the work done by others in your papers, and seeking help whenever you feel that you are struggling.

In this class, typical violations of academic integrity involve plagiarism. Examples of this include cutting-and-pasting material from the Internet without proper citation, paraphrasing material from external sources without attribution, and copying ideas from a classmate without reference. To avoid this, you must strive for clarity in your writing in order to distinguish between when you are presenting your own ideas (typically by using the pronoun "I") and when you are presenting someone else's ideas (by properly citing/crediting the source). Keep in mind, this includes the ideas of your classmates: if a classmate says something that you want to use in your own paper, then you should simply cite it, for instance, as "from a conversation with X".

In general, proper citation lets me know what it is I am evaluating about your writing. Am I evaluating your own original ideas? or am I evaluating your presentation of someone else's ideas? or am I evaluating you expanding on someone else's ideas? All of these tasks are important in philosophy, so do not be ashamed when you are doing them. I honestly do not expect every single thing you write to be uniquely yours, but I do expect you to be clear and honest about what it is you are doing in your papers.

While I treat violations of academic integrity on a case-by-case basis, there are some basic patterns I follow. When I suspect a violation, I will first meet with the student for an explanation. If I remain convinced that there is a violation, I will write a letter to the Dean of Students indicating that the student in question submitted plagiarized material. Beyond that, I typically impose a penalty that exceeds the penalty of not having done the assignment at all. For instance, the penalty for plagiarizing a paper is worse than for not having written a paper at all. Plagiarism is also a violation of the community standards at Carnegie Mellon University. As such, there may be further penalties imposed by a University Academic Review Board. For more information, see the section on "University Policies" in the most recent edition of *The Word: Undergraduate Student Handbook*.

If you ever find yourself tempted to violate these standards of academic integrity, please find an alternative course of action! Email me for a reasonable accommodation, or turn in partially completed work. I assure you that the impact on you will be far gentler in these ways.

Using TurnItIn

Setting Up Your TurnItIn Account

For this course, I will be using TurnItIn to assist me in verifying that each of your papers is an original piece of scholarly work. For those of you not familiar with this website, you submit a copy of each of your papers to it, and TurnItIn examines your work against its database of papers and websites. This allows me to quickly confirm that you are correctly citing your sources. I will then print your papers myself, so you do *not* need to hand in any hardcopies to me.

Before you can turn anything in, you must set up an account on TurnItIn and get it connected to this course. This is a relatively painless process so do not be scared. If computers frighten you, find a classmate who may help you set up your account.

Regardless, follow these simple instructions in order to begin your journey on the path of originality:

1. Get a computer with Internet access.
2. Open up a web browser and go to: <http://www.TurnItIn.com>.
3. You may be asked to select your language. If so, please click on [English \(US\)](#). (Beyond English, I am familiar with Ancient Greek and Latin, neither of which is useful for guaranteeing that these instructions work for any of the site's other supported languages.)
4. Now look towards the top right of the webpage and click on [Create Account](#).
5. On the next screen, look for the section entitled "Create a New Account". In that section, click on [student](#).
6. On the next screen, enter the following information:

class ID: **5958890**
class enrollment password: **plato**

Enter your (real) first and last name, along with your *university* email address (or whatever email address you actually check).

Make up a password (and *write it down!* No seriously, write it down *right now!* Just write it here: _____) and enter it into the two fields.

Select a secret question from the pull down menu and then type the answer in the space provided.

Unless you are a child prodigy, please tick the circle next to "I am at least 13 years of age".

Finally, read and understand the license agreement, or (like me) just skip it and click the "I agree -- create profile" button.

7. On the next screen it should say you are now setup and enrolled in my class. And so you are done. Ignore the instructions it gives you. You do not need to turn anything in right now—unless, of course, you put this off until the first paper was due!

Turning It In with TurnItIn

Now that you have set up your TurnItIn account, you are now ready to submit your highly original papers. Please note that you are expected to submit all papers via the TurnItIn website *before* their respective due date/time in order to avoid a late penalty. The website is set to stop accepting papers after that time. Turning in a hardcopy in class is not required as long as the paper has been successfully submitted to TurnItIn.

In order to turn in your first assignment, please follow these instructions:

1. Finish the assignment. Make sure it is all in a *single* text file (acceptable formats are MS Word, WordPerfect, PostScript, PDF, HTML, RTF, and plain text) on a computer.
2. Find a computer with Internet access and put your paper's file on it.
3. Open up a web browser and go to: <http://www.TurnItIn.com>.
4. You may be asked to "Select your language". If so, please click on [English \(US\)](#). (See previous instructions for my esoteric knowledge of foreign languages.)
5. Look towards the top right of the webpage and enter your email address and password (which you had better have written down) and then click on the "SIGN IN" button.
6. On the next screen, click on [Ethics & Medical Research](#).
7. On the next screen, click the "Submit" button next to the name of the assignment you wish to turn in.
8. On the next screen, select "single file upload" from the pull down menu. Do *not* use "cut & paste upload", as it will remove all your document's precious formatting!

Your first and last name should already be filled in.

For the submission title enter "My Assignment" (or "Plato Approved" or something else witty and clever).

Then click the "Choose File" button to find the location of the assignment's file on the computer.

Finally, click the "upload" button and wait patiently until your file has indeed been uploaded.

9. On the next screen, make sure this is the file you wish to submit and then click the "submit" button.
10. On the next screen, it should say that your submission was successful. Now you are almost done. Please *save a copy* of this "TurnItIn Digital Receipt" so that, in case anything goes wrong, I can verify that you turned it in on time. It is *your responsibility* to do this. Failure to do so means that you will not be absolved of any late penalties. Now you are really done. Congratulations.

Problems Submitting Your Paper?

If any problems occur when trying to submit, please email a copy of your assignment to me *before* the posted date and time that the assignment is due. I can then submit the paper for you. If you cannot do this, then you must submit a hardcopy to me personally to avoid a late penalty (and I must actually have the paper in hand before the due date/time).