**PHIL 284-004, 005, 007: Healthcare Ethics**

(Critical Debates)

“The physician’s duty is not to stave off death or return patients to their old lives, but to take into our arms a patient and family whose lives have disintegrated and work until they can stand back up and face, and make sense of, their own existence.”
― **Paul Kalanithi,**[**When Breath Becomes Air**](https://www.goodreads.com/work/quotes/45424659)

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Art by Saira Malik Rahman

**Instructor:** Taylor Rogers (Please call me “Taylor” or “Dr. Rogers”)

**Contact Information:** Trogers11@luc.edu

**About me:** My own research specializes in a subfield of philosophy called “epistemologies of ignorance.” I think about the relationship between embodied ignorance and social oppression, and how cultivating various emotional capacities through music and storytelling can help. In addition to being a philosopher, I am a co-parent with my partner Staci to two wonderful girls, a musician and filmmaker, and an activist for my queer community, as well as for the incarcerated community. I am looking forward to getting to know each of you, too, as this course progresses.

**Class: 004 -** TuTh 8:30AM - 9:45AM, Dumbach Hall - Room 6

 **005 -** TuTh 2:30PM - 3:45PM, Mundelein Center - Room 520

**007 -** TuTh 4:15PM - 5:30PM Mundelein Center - Room 520

**Office Hours:** Tues./Th. 10:00-11:00 AM, IES café (6349 N Kenmore Ave) or by appointment on Zoom, Zoom ID: <https://luc.zoom.us/j/2039170584> (Please email me to make an appointment in advance). Prior to paper submissions, I will open office hours from 10:00 AM-12:00 PM so as to accommodate more students.

# Land Acknowledgement: The Loyola community occupies the ancestral homelands of the people of [the Council of Three Fires](https://www-jstor-org.flagship.luc.edu/stable/20173458?seq=8#metadata_info_tab_contents), an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The [1833 Treaty of Chicago](https://babel.hathitrust.org/cgi/pt?id=uc1.31210003349790&view=1up&seq=410&q1=chicago) forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola and THEA Institute, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development. For more: see [Land Acknowledgement: THEA Institute: Loyola University Chicago (luc.edu)](https://www.luc.edu/thea/landacknowledgement/)

We shouldalso acknowledge people who were enslaved, primarily of African descent, whose labor built much of the university.

**Course Description:**

How should healing and care be conceptualized? Can a medical model aimed towards universal principles be respectful of cultural pluralism? Should healthcare rights be granted towards individuals or groups (or both or neither)? What kind of moral obligations do individuals have when it comes to protecting their own health and that of others? What about governments? Guided by these questions and others, this course draws upon historical and contemporary readings to critically examine influential and underrepresented viewpoints in healthcare ethics. Covering a broad range of topics including reproductive justice, the ethics of vaccination, and disability, the aim is twofold: 1. To bring about a preliminary but rich understanding of some of today’s most pressing ethical issues in healthcare, as well as their stakes for different communities, and 2. To grow in our understanding of how we might cultivate more healing relationships between medical professionals and their patients.

\*There are no prerequisites for the course.

\* This course satisfies a Core Curriculum credit

**Course Learning Objectives:**

1. Develop skills in the analysis, critique, and construction of arguments.
2. Critically reflect on our own value assumptions when it comes to healthcare, and those at work in our communities.
3. Develop skills in the clear and effective communication of ideas and arguments, both verbally, and in writing.
4. Appreciate the complexity and stakes of questions about healthcare.
5. Develop skills in distilling the most salient information from complex texts.
6. Critically examine influential philosophical positions in healthcare ethics through the lens of underrepresented viewpoints.
7. Develop skills of teamwork, particularly with regards to the equal division of labor.

**Teaching Approach:**

Academic philosophy has historically failed to represent and consider the worldviews and texts of women and people of color. As a result, the field has missed out on many opportunities to learn and grow as a discipline. Furthermore, when it comes to issues of oppression, scholarly norms have taken two approaches: 1. to ignore the racism and sexism perpetuated by authors and texts (by, for example, claiming the harmful views presented are ‘irrelevant’ to the *philosophy* of the considered positions), or 2. To throw away the texts and authors completely, claiming the harmful views poison these texts to such an extent that engagement is no longer worthwhile, and is harmful itself. I take a middle approach (which is not to claim that no value can be found in either of the two approaches mentioned above). My approach hopes to make the philosophical canon accountable and relevant to issues of oppression by reading more traditional texts alongside (and sometimes against) influential authors who explicitly thematize oppression (both inside and outside of the academy). For example, how can an individual virtue-based approach to healthcare ethics, such as the approach put forward by Beauchamp and Childress be understood in the context of communities who emphasize interdependency over and against such individualism? Or, how can Dorothy Roberts’ insights about the differential experience of Black women when it comes to reproductive justice be accommodated by the “universalist” assumptions inherent in much of the public debate about abortion? By engaging in critical dialogue sparked by questions such as these, I hope we can better understand both the limits and possibilities of traditional philosophical positions through critical collaborative scholarship across a multiplicity of different social health perspectives.

**Course Schedule (subject to change):**

\*All required reading and course material is available on SAKAI

**Week 1: Introduction**

Tuesday, August 30: What is Healing?

1. Hippocratic Oath
2. Black Elk, Nicholas (as told through John G. Neihardt), “The First Cure” In *Black Elk Speaks*: University of Nebraska Press (2000).

**\*WEEK 1 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\* For this week, instead of the usual inquiry paragraph, please submit 1 song for our collective Spotify playlist (link on SAKAI). Choose songs that are appropriate for background music. In addition, please put forward three “Classroom Values” that you would like to see instantiated in our space.**

Thursday, September 1: Creating a Fearless Classroom

Readings/videos:

1. bell hooks, excerpt from *Teaching to Transgress*
2. **Recommended:** Excerpt from *On Liberty*, John Stuart Mill OR watch <https://www.youtube.com/watch?v=xrjU2ijo5J4&list=RDLVxrjU2ijo5J4&start_radio=1&rv=xrjU2ijo5J4&t=516>
3. **Recommended:** Kristie Dotson, “Tracking Epistemic Violence”

**Week 2: Introduction to Bioethics**

Tuesday, September 6:

Readings:

1. Lewis Vaughn, “Moral Reasoning in Bioethics” (pgs. 3-33). In *Bioethics: Principles, Issues, and Cases.*
2. Kalanithi, Paul. Part I: “In Perfect Health I Begin” (pgs. 14-69). In *When Breath Becomes Air.*

**\*WEEK 2 INQUIRY PARAGRAPH QUESTION via SAKAI (under ‘Forums’ tab) by Wednesday midnight\* As part of this week’s inquiry paragraph, please review and sign our class contract.**

Thursday, September 8:

Readings:

1. Lewis Vaughn, “Bioethics and Moral Theories” (pgs. 34-53). In *Bioethics: Principles, Issues, and Cases.*
2. Kalanithi, Paul. Part II: “Cease Not til Death” (pgs. 69-107). In *When Breath Becomes Air.*

Sunday, September 11**:** Last day to withdraw without a "W" grade

Monday, September 12: Last day to convert from credit to audit or vice versa, Last day to request or cancel pass/no pass option

**Week 3: Introduction to Feminist and Decolonial Bioethics**

Tuesday, September 13:

Readings:

1. Sherwin, Susan. “Women in Clinical Trials” from Lewis Vaughn, *Bioethics: Principles, Issues, and Cases* (excerpt uploaded separately).
2. Keisha Shantel Ray (2020) When People of Color Are Left out of Research, Science and the Public Loses, AJOB Neuroscience, 11:4, 238-240, DOI: [10.1080/21507740.2020.1830885](https://doi.org/10.1080/21507740.2020.1830885)

THESIS WRITING WORKSHOP (for Exam Essays and Debate Papers)

**\*WEEK 3 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, September 15:

Readings:

1. Virginia Held, “Ethics of care” (65-69), from Lewis Vaughn, *Bioethics: Principles, Issues, and Cases.* (uploaded separately.)
2. Narayan, Uma. "Colonialism and its others: Considerations on rights and care discourses." *Hypatia* 10, no. 2 (1995): 133-140.

Tuesday, September 20:

Readings:

1. Rogers, W., C. Mackenzie, and S. Dodds, 2012, “Why Bioethics Needs a Concept of Vulnerability”, *International Journal of Feminist Approaches to Bioethics*, 5(2): 11–19 only.
2. Chapter 3, Alondra Nelson, “Peoples Free Medical Clinics,” in *Body and Soul: The Black Panther Party* and the fight against medical discrimination, University of Minnesota Press, 2011. (75-114) (uploaded separately.)
3. **Recommended:** Bluhm, Robyn. “Vulnerability, health, and illness.”

**\*WEEK 4 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, September 22:

In-class Exam 1 (on Creating a Fearless Classroom, Introduction to Bioethics and Introduction to Feminist & Decolonial Bioethics)

Sunday, September 25: [Last day to withdraw from class(es) with a Bursar credit of 50% - dates maintained by Bursar](https://www.luc.edu/bursar/additionaldetailsregardingwithdrawalpolicies/#semester)

**Week 5-7: Vaccination Ethics**

Tuesday, September 27:

Readings:

1. Eula Biss, *On Immunity: An Inoculation* (pp. 3-50)
2. Joseph Osmundson, On Risk (1-11)
3. **Recommended:**Eula Biss*, On Immunity: An Inoculation* (pp. 50-100)

PEER REVIEW OF EXAM 1

**\*WEEK 5 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, September 29:

Readings:

1. Giubilini, Alberto, Chapter 1, “Vaccination: Facts, Relevant Concepts, and Ethical Challenges,” in *The ethics of vaccination*. Springer Nature, 2019. (Full book on SAKAI)
2. **Recommended:** Recommended: Joseph, Osmundson, On Replication (12-32)
3. **Recommended:** Daniel Salmon, “Compulsory Vaccination and Conscientious or Philosophical Objections: Past, Present,” in *Vaccination Ethics and Policy.*

Saturday, October 1: Application for Degree. Last day to file, for degrees being awarded at the end of the Spring Semester and the Summer Term of the following year

Sunday, October 2: [Last day to withdraw from class(es) with a Bursar credit of 20% , zero credit thereafter - dates maintained by Bursar](https://www.luc.edu/bursar/additionaldetailsregardingwithdrawalpolicies/#semester)

Tuesday, October 4:

Readings:

1. Jamrozik, Euzebiusz, Toby Handfield, and Michael J. Selgelid. "Victims, vectors and villains: are those who opt out of vaccination morally responsible for the deaths of others?." *Journal of medical ethics* 42, no. 12 (2016): 762-768.
2. There are plenty of moral reasons to be vaccinated, but that doesn’t mean it’s your ethical duty, the *Guardian*

**\*WEEK 6 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, October 6:

Readings:

1. “COVID-19 Did Not Cause Food Insecurity In Indigenous Communities But It Will Make It Worse,” [Elisa Levi](https://yellowheadinstitute.org/author/elisa-levi/) and [Tabitha Robin](https://yellowheadinstitute.org/author/tabitha-robin/)
2. “Mass Incarceration Has Worsened the COVID-19 Pandemic for Everyone,” Eric Reinhart

DEBATE PREP (Exam 2 given out)

Friday, October 7: Last day for students to submit assignments to change an "I" mark, from the preceding Spring and Summer Terms, to a letter grade, faculty may set earlier deadlines

Friday, October 7: Exam 2 due to SAKAI by midnight.

Monday, October 10-Tuesday, October 11: **Mid-Semester Break:** No classes

Thursday, October 13:

DEBATE ONE (On Vaccination Ethics)

Readings:

1. **Recommended**: Public statement for exemptions
2. **Recommended:** Public statement against exemptions

**Weeks 8-10: Reproductive Justice**

Tuesday, October 18:

Readings:

1. Abortion (309-326), from *Bioethics: Principles, Issues, Cases,* Lewis and Vaughn
2. Roe v. Wade (397-402), from *Bioethics: Principles, Issues, Cases,* Lewis and Vaughn

**\*WEEK 8 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, October 20:

Readings:

1. Thomson, Judith Jarvis. “A Defense of Abortion.” (326-336)
2. Noonan, John T. An Almost Absolute Value in History (348-352)
3. **Recommended:** Warren, Mary Anne. “On the Legal and Moral Status of Abortion” (353-363)

Tuesday, October 25

Readings:

1. Susan Sherwin, "Abortion Through a Feminist Ethics Lens" (388-395)
2. **Recommended:**Judith Butler, “Toward a Critique of the Right to Life” in *Frames of War* (15-23)

Class Visitor

**\*WEEK 9 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\* For this inquiry paragraph, please look up the current abortion laws in your home state, as well as current resources for seeking legal abortion within or across state lines. Be prepared to share this information with your classmates.**

Thursday, October 27:

Readings:

1. Angela Davis, Chapter 12, “Racism, Birth Control and Reproductive Rights,” from *Women, Race and Class* (1983)

PEER REVIEW EXAM 2

Tuesday, November 1:

Readings:

1. Blas Radi (2020) Reproductive injustice, trans rights, and eugenics, Sexual and Reproductive HealthMatters, 28:1, DOI: [10.1080/26410397.2020.1824318](https://doi.org/10.1080/26410397.2020.1824318)

DEBATE PREP

**\*WEEK 10 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, November 3:

DEBATE DAY 2 (on reproductive justice)

Readings:

1. **Recommended:** Arnetta Rogers. "How police brutality harms mothers: Linking police violence to the reproductive justice movement." *Hastings Race & Poverty LJ* 12 (2015): 205.
2. **Recommended:** Dani McClain, "The Murder of Black Youth Is a Reproductive Issue," *The Nation,* August 13, 2014

Friday, November 4: Last day to withdraw with a grade of "W," after this date the penalty grade of "WF" is assigned

**Week 12-15: Disability**

Monday, November 7: **Spring Registration Begin**

Tuesday, November 8:

In-Class Exam 3 (On Reproductive Justice)

Readings:

1. “Constructing Normalcy,” Lennard Davis.

**WEEK 11 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, November 10:

Readings:

1. Tom Shakespeare, “The Social Model of Disability” (Chapter 16 in *Disability Studies Reader*)

PEER REVIEW OF EXAM 3

Tuesday, November 15:

Readings:

1. Eli Clare, *Brilliant Imperfection* (pp. xv-48)
2. **Recommended:** Bradley Lewis, “Mad Fight: Psychiatry and Disability Activism” (Chapter 9 in the *Disability Studies Reader*)

**WEEK 12 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, November 17:

Readings:

1. Robert Sparrow, “Defending Deaf Culture: The Case of Cochlear Implants”
2. Bauman and Murray, “Deaf Studies in the 21st Century: “Deaf-Gain” and the Future of Human Diversity” (Chapter 19 in the *Disability Studies Reader*)

**Tuesday, November 22: NO CLASS**

Wednesday, November 23- Saturday, November 26: **Thanksgiving Break**--No classes

Tuesday, November 29:

Readings:

1. Schizophrenia study
2. Andrea Nicki, “The Abused Mind”
3. **Recommended:** Susan Wendell, “Treating Chronic Illness as Disability” (Chapter 12 in *Disability Studies Reader*)

**WEEK 14 INQUIRY PARAGRAPH via SAKAI (under ‘Forums’ tab) by Wednesday midnight\***

Thursday, December 1:

Readings:

**In-Class Exam 4 (On Disability)**

Tuesday, December 6:

**Presentation Day #1**

Thursday, December 8:

**Last Day of Class**

**Presentation Day #2**

Saturday, December 10: **Fall Semester classes end**

**Week 16: EXAMS**

**THERE IS NO FINAL EXAM FOR THIS COURSE**

**Course Requirements and Assignments**

1. **Attendance/participation –** Class attendance is required, with three “freebie” excused absences in which no communication with me is required (this is true no matter the reason for your absence—whether illness, travels, self-care, etc.). After three absences, you should communicate with me regarding any additional absences (unless you have documented accommodation). In addition to attendance, your participation grade is also based on being an active member of class through contributing to small and large group discussions, participating in in-class learning activities, and being consistently active on the class forum (there will be a variety of ways one can “actively” contribute, as I aim to keep in mind learner diversity). Participation also includes participating in regular classroom surveys (anonymous). Participation is 30% of your final grade. \*No cell phones in class, and laptop use only permitted for class purposes\*
2. **Reading Assignments and Inquiry Paragraphs–**Do the readings *before* the class for which the material is assigned; that way you will get the most out of our lectures and activities. Whenever possible, aim to read and engage at a depth that will enable you to apply it during group and full class discussions and activities. On Wednesdays, you are to submit one thoughtful “inquiry paragraph” based on the readings in which you draw attention to critical insights, or raise questions, curiosities, confusions, etc., to generate discussion with your peers. On Thursdays, we will have time in class to thoughtfully engage with these posts together. These “inquiry paragraphs” contribute to your participation grade (above). On a few dates, specific prompts for the inquiry paragraphs will be given. No late inquiry paragraphs will be accepted.
3. **Debate Participation and Performance—**Each student will be assigned to a “debate team.” On two different days (marked on the syllabus), class time will be dedicated to a debate on the issues of mandatory vaccination and the legal permissibility of abortion. You will be assigned one of these two issues for in-class debate performance, as well as the team of “pro” or “con.” Your group participation and performance will jointly constitute 20% of your grade. More details discussed in class.
4. **In-class Exams—**There will be four in-class exams (one for each of the course’s main topics), which will include one one-page thesis-driven response essay. You will be permitted to consult your notes and course material. Collectively, these exams are worth 40% of your grade. (Exam 2 will be take-home).
5. **In-class Presentations**—In groups of two or three, students will give one presentation on an important issue in healthcare ethics that is of interest to the student. Class presentations are 10% of your grade.

**Policies:**

**My goals and expectations for you:**

This class covers a large amount of material in a short period of time. I expect for each of you to make an effort throughout the course to make your needs, concerns, and any other feedback that you might have known to me. Most importantly, I need to know if you have special needs or circumstances that are impacting your performance or completion of work for the course. I am willing to be flexible and accommodating of special circumstances, but can only reasonably do so if you keep me informed about what it is that is going on.

**What you can expect of me:**

I am committed to making this course not only an educational experience, but a positive experience as well. In addition to the time that we spend together in class, I do my best to make myself available to you for help and consultation outside of class time, and I hope you will avail yourself of the offer to set up individual meetings as needed. I am also more than happy to speak with you by phone or answer questions via e-mail.

Besides my availability and interest in getting to know each of you, you can expect that I am interested in your feedback and input about the course, and I am open to any feedback from you about your experience in my course. I cannot guarantee that I will be able to resolve every issue in the way that you might hope, but I can guarantee that I will listen to your concerns and make every effort to find a satisfactory resolution.

Finally, you can expect that I am deeply committed to your learning at Loyola. You may find there are times in class when you have a question that I cannot answer on the spot, but you can expect that when I do not know the answers, I will do my best to work with you to find the answers. It is not just a cliché to say that, as your instructor, I will also be learning from each of you throughout the course.

**COPYRIGHT:**

Materials from the course cannot be shared outside the course without the instructor’s written permission

**MASKING:**

Although the University does not require masking, it is a principle of this classroom that, out of respect for the health of housemates and others in regular contact with members of our community, in this class we wear masks over nose and mouth when we are in group work, or in close proximity to one another (less than 6 feet). Intransigent non-compliance may be reported to the Office of Student Conduct & Conflict Resolution.

**SAKAI Website**

You will be submitting all work for this course via Sakai. Check the website frequentlyfor updates, and information about the course. If you have never used a Sakai website for a course before, you can access it from the Loyola Home Page by clicking on the “Sakai” link on the top of the home page and then clicking on the “Log into Sakai” link.

**LATE WORK:**

No late work is accepted for full credit unless an extension is worked out in advance.

**Grading**

Attendance/Participation 30%

Debate Participation & Performance 10%

Short Debate Paper 10%

In-Class Exams (1-4) 40%

In-Class Presentations 10%

Total 100%

A = 93 – 100%

A- = 90 – 92%

B+ = 87 – 89%

B = 83 – 86%

B- = 80 – 82%

C+ = 77 – 79%

C = 73 – 76%

C- = 70 – 72%

D = 60 – 69%

F= <60%

**Contacting Me**

Students may contact me via email, or by appointment for phone calls and in-person meetings. Students must use their Loyola email address to communicate with me regarding all school-related matters. I will typically respond to email within 48 hours. If I do not respond to your email within three days, please send me a follow-up message.

**Disability**

Please don’t hesitate to reach out if you have any concerns about accessibility. Students requesting any accommodations can contact the Student Accessibility Center: [Student Accessibility Center: Loyola University Chicago (luc.edu)](https://www.luc.edu/sac/) which can conduct an intake and if appropriate, can provide me with an academic accommodation notification letter for you. At that point, if you would like, I will review the letter with you and discuss these accommodations in relation to this course. All conversations will remain confidential.

**Religious Holidays**

Please let me know as soon as possible about any possible conflicts so that accommodations can be made. See: <https://www.luc.edu/campusministry/faithprograms/interfaith/religiousholidays/>

**Classroom Climate**

In order for our classroom to be a constructive and supportive space for engaged learning, in-class participation should reflect a genuine attempt to learn from me, the material, and your classmates. The hope is to build a collaborative learning community where everyone feels safe to share, and feels their contributions are being valued. Please note that we will be discussing sensitive material throughout the term which may disproportionately impact some students. As such, it is imperative that you bring extra conscientiousness to this class. Disruptive or disrespectful behavior or comments during discussion, activities or in groupwork will not be tolerated. Uncivil remarks may result in the lowering of the Attendance/Participation portion of your grade. I do not foresee this being a problem.

**Plagiarism and Academic Dishonesty**

In accordance with copyright and intellectual property rights, materials from the course cannot

be shared outside the course without written permission. The same policy applies to recording zoom or in-person lecture. You are responsible for familiarizing yourself with Loyola’s Academic Integrity Statement: [https://www.northwestern.edu/provost/policies/academic-integrity/](https://www.northwestern.edu/provost/policies/academic-integrity/%20) (see also the Writing Program’s suggested resource, Defining and Avoiding Plagiarism: http:/wpacouncil.org/aws/CWPA/pt/sd/news\_article/272555/\_PARENT/layout\_details/false)

**Mandatory Reporter**

As a University employee, I am required to report concerns about a student’s health or safety if I have reason to believe that the student is in danger of injuring self or others. If you would like to speak with someone confidentially about such matters, please connect with the mental health services provided by the University’s Wellness Center: [Mental Health : Wellness Center: Loyola University Chicago (luc.edu)](https://www.luc.edu/wellness/mentalhealth/)

**Student Course Ratings**

Students will be asked to provide regular feedback for the course, which will take place during class time. This polling will remain anonymous. Course evaluations provide valuable information about the successful delivery and support of a course to both the faculty and administrators. I rely on course rating surveys for feedback on the course and teaching methods, so I can understand what aspects of the class are most successful and what aspects might be improved or changed in the future. Without this information, it can be difficult to reflect upon and improve teaching methods and course design. Please take these surveys seriously, in addition to your end-of-course evaluations.

**Additional Resources:**

**The Writing Center** has tutors who are trained in a variety of areas and specialize in aiding students in their writing process. Students can make appointments online: <https://www.luc.edu/writing/index.shtml>

**Official Academic Calendar:** [www.luc.edu/academics/schedules](http://www.luc.edu/academics/schedules)

**Center for Student Support and Advocacy:** https://www.luc.edu/csaa/