Course Description
This course critically explores the intersection of bioethics and international human rights in the contexts of the United Nations, the Inter-American system of human rights, and North Korea—even as it lays a jurisprudential foundation for the subject. It addresses paramount issues of justice in our time while providing a perennial philosophical and theological place to stand.

Course Learning Objectives
- Inform and equip students to better engage bioethics and human rights
- Develop analytical, interpretive and synthetic thinking abilities
- Inspire and motivate a heart for justice in the midst of the enormous challenges presented in the world today

Required Texts

- Required readings for each day are listed in the Course Calendar below, and, unless found in the Christianity and Human Rights text, can be found on the course Moodle page.

Course Expectations
Students are expected to attend every class session and actively participate in discussion. Student participation is considered vital to the goals of this course. Students would ideally complete reading assignments prior to the class to which it pertains, but are not required to do so. Failure to turn assignments by the due date will result in a grade reduction at the professor of record’s discretion.

Academic Integrity: (see Academic Handbook pg 6).

Learning Assignments/Required
- All reading (unless otherwise noted) will be completed at a level of competency which will allow the reader to interact with concepts at a critical level (Note: this may require the reading of materials more than once.).

- All students (except auditors) would ideally complete the readings prior to the class in which they are to be discussed, but are not required to do so due to the late posting of this syllabus.
  - Students must submit a reading report to confirm the percentage of reading completed.

- Examination for all academic credit students (2 and 3 hour credit students):
  - Students will submit an up to ten (10) page, one week, take-home exam on a topic or topics assigned by the instructors on the last day of class. The exam must be submitted to both Professor Tan at morsetan@gmail.com and Professor Stith at richard.stith@gmail.com, or postmarked and sent to the address below by July 31st, 2013.
• **Research Paper for 3-hour academic credit students:**
  o All 3-hour academic credit students will submit a Research Paper.
  
  o A brief paragraph describing the topic(s) in bioethics that the participant proposes to research for the post-Seminar paper or project. **To be submitted at the first class Monday, July 22, 2013.**
  
  o After reviewing these proposals, the professor will provide guidance where needed to assist participants in refining them. An extended lunch period is provided to enable credit students to interact with professors concerning their papers.
  
  o Papers are to be 15 pages, double spaced, 12 pt. font, 1” margins, and use footnotes or endnotes in a consistent style. (TIU style guide, Turabian, Chicago, Bluebook, or SBL are acceptable formats). Papers should reference multiple sources beyond the assigned readings, consulting more primary source than secondary source materials. Research should interact with pertinent readings from the TGS Suggested Reading list ([https://portal.tiu.edu/files/uportal/tgs/Reading_list_TGS-BE_7-19-11.DOC](https://portal.tiu.edu/files/uportal/tgs/Reading_list_TGS-BE_7-19-11.DOC)) as well as primary sources that include materials from peer-reviewed journals and monographs by prominent contributors to bioethics. Page numbers (not including the cover page or bibliography) should be included. Additional information in guidelines is provided below in the document *Guidelines and Requirements for Research Papers.*

All mailed papers and projects for 3-hour credit students must be received by **Friday, August 30, 2013,** together with a self-addressed stamped envelope for returning them (or else identifying a TIU campus box number on the cover page). **If a student desires substantive remarks on assignments, they must turn the assignment in by August 29, 2013.** Mail to:

Morse Tan, MA, JD  
27W156 Fleming Dr., Winfield, IL 60190  
E-mail: morsetan@gmail.com

**Assessment & Final Course Grading**

• Exams and papers will be graded with respect to demonstrated competency with respect to the issues at hand, organization, quality of composition, and (for research papers only) depth of research.
• Late papers and exams or those in excess of the page length will be evaluated more strictly, out of fairness to other students.

<table>
<thead>
<tr>
<th></th>
<th>2 Credit Hours</th>
<th>3 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Exam</td>
<td>90%</td>
<td>35%</td>
</tr>
<tr>
<td>Paper</td>
<td>NA</td>
<td>55%</td>
</tr>
</tbody>
</table>
Course Calendar

Monday, July 22

8:30-11:30 am    For and Against Rights – Profs. Stith and Tan


1:00-4:30 pm    For and Against International Rights – Profs. Stith and Tan

- The Human Rights-Based Approach: Advancing Human Rights. UNFPA. (two-page UNFPA document showing a deliberate UN shift to rights language in the 1990s)
- UN agencies required to be exclusively rights focused (two-page supplement to UNFPA document above)
- Ferraz, Octavio Luiz Motta. Harming the Poor through Social Rights Litigation: Lessons from Brazil. 89 TEX. L. REV. (2011): 1643–68 (whole article) (how judicial enforcement of rights can be harmful)
• Tan, Morse H. *Jurisprudential Underpinnings of Law, Especially International Law: the Basis for True Progress & Reform*. 2 TENN. J. L. & POL’Y 9 (2005). 9–64. (whole article) **Will be uploaded to Moodle before course begins.**


• Christian Medical and Dental Association. *Human Trafficking*. Tuesday, July 23

8:30-11:30 am  *Bioethics and International Human Rights* – Professor Stith


• Pope John Paul II. *The Gospel of Life: Evangelium Vitae*, Introduction and Chapter 1. USCCB Publishing: 1995. (papal encyclical arguing that some rights have been turned against humanity)


• Stith, Richard. “Does Basing Rights on Autonomy Harm Those Who Are Not Autonomous?” (six-page remarks at Immanuel Lutheran Church, Valparaiso IN, October 10, 2009)


1:00-4:30 pm  *North Korea, Bioethics, and Human Rights* – Morse Tan

• Tan, Morse H. *A State of Rightlessness: The Egregious Case of North Korea*. 80 MISS. L. J. 681 (2010). (whole article) **Will be uploaded to Moodle before course begins.**

• Supplemental reading on North Korea, bioethics and human rights (about 55 pages)
Wednesday, July 24

8:30-11:30 am  The Inter-American System, Bioethics, and Human Rights – Profs. Stith and Tan

- Amicus brief of Sam Ericcson by Nina Balmaceda. **Will be uploaded to Moodle before course begins.**

1:00-4:30 pm  Detailed Study of Recent Landmark Decision (on “In Vitro Fertilization”) by the Inter-American Court of Human Rights – Prof. Stith primarily with Prof. Tan

- García-Sayán, Diego. *The Inter-American Court and Constitutionalism in Latin America*. 89 TEX. L. REV. 1835 (2011) (18 page description of the Inter-American Court’s great power, written by its own president, on the very eve of the decision below)
- Extensive excerpts from the decision of the Court & the dissent (Artavia Murillo et al. v. Costa Rica (Judgment of Nov. 28, 2012)). Pages 1, 4, 20-26, and 40-78 from the majority opinion should be read, together with the dissent by Judge Eduardo Vio Grossi

**Additional Suggested Resources:**

- The remainder of the *Christianity and Human Rights* book listed above
- *The International Covenant on Civil and Political Rights*. (http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx)
- *The International Covenant on Economic, Social and Cultural Rights*. (http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx)
- *Amazing Grace* (20th Century Fox, 2006) (a movie about William Wilberforce and the abolition movement)
- *Finding a Forum for North Korea*, 65 SMU L. REV. 4 (lead article)
- Tan, Morse H. *Member State Compliance with the Judgments of the Inter-American Court of Human Rights*.33 INTERNATIONAL JOURNAL OF LEGAL INFORMATION 3 (2005). (lead article). This journal is housed and peer-edited at Yale Law School.
• Tan, Morse H. “Advancing Civil Rights, the Next Generation: the Genetic Information Nondiscrimination Act of 2008 and Beyond”, 19 HEALTH MATRIX 1, (2009).
• The UN Security Council Resolutions regarding North Korea (the most recent are:1718, 1874, 2087)
• UN Commission on Human Rights Report Submitted by the Special Rapporteur
• The opening statement in the Nuremberg Trials by Justice Robert Jackson
• *Hotel Rwanda* (United Artists, 2005)
• *The Crossing* (about refugees escaping North Korea)
• *Seoul Train* (Incite Productions, 2004)
• Hwang Jang-Yop’s writings regarding North Korea
Guidelines and Requirements for Bioethics Summer Course Research Papers

Have a clear research question from the start. “How” and “why” questions are important, because they naturally lend themselves to creating an argument. You must make an argument in the paper and not just recite facts or report on what you have read. The argument needs to be more than mere opinion.

A general rule is that you should consult twice the amount of resources as the pages required for the paper. For example, if you are required to write a ten page paper, you should consult twenty resources. Some of this will fall into background reading, you may not end up including all of these resources in your paper.

It is essential to consult resources outside the required reading for the course. Start by utilizing the TGS Bioethics Recommended Reading List on the myTIU website (https://my.tiu.edu/dotAsset/4062f52d-411f-4808-ad08-de9736c6fbf2.pdf). The Recommended Reading List is a compendium of classic, foundational or topically rich resources that you should be familiar with by the time you graduate. Move on to reading academic articles and journals. Do not rely on secondary sources and avoid dependence on internet sources such as Wikipedia unless they are formal reports, news items, or reputable journals. Use primary sources in your research as much as possible. Do not just read about Singer or Pellegrino, read their writings directly. Find out what major research studies or seminal works have been done on your topic and access those as well.

Avoid plagiarism by citing all quotes, paraphrases, and ideas that are not originally yours. Trinity’s policy on Academic Integrity can be found on pg. 6 of the TGS Academic Handbook. (You may access the handbook through myTIU.) Use footnotes or endnotes in a consistent style. TIU style guide, Turabian, Chicago, or SBL are acceptable formats. Consult a manual for whichever style you choose and again, follow that style consistently throughout the paper.

Use direct quotes sparingly. Reserve the use for thoughts that you cannot say as well in your own words. Additionally any direct quotes should have an explanation unpacking them. When using a quote it is strongly preferred to use the original source where the quote appears to cite it. Shorter quotes should have double quotation marks around them. Longer quotes (50 plus words) need to be block quotes, single-space, and indented on the left margin. Follow the spacing rules for the indentation stated in the style guide you choose. Biblical citations should note which translation and be accompanied with appropriate explanation. If the citation is significant to the overall argument, pertinent biblical scholarship (i.e., commentaries such as Pillar, New International Commentaries, Word Biblical Commentaries) should be consulted.

The paper should be written in Times New Roman using 12-point font and double-spaced. Use 1-inch margins on the top, bottom, left, and right sides of the page. Please do not make adjustments to these guidelines.

All papers need to have a cover page. It should include the title of the paper, your name, the course, and the date on which it was submitted. If you utilize a campus mailbox, please include that information to facilitate returning papers.

Make sure the pages are numbered on the bottom. Neither the title page nor your bibliography should be numbered.

Proof-read your paper and have a friend proof-read it as well. A second proofreader will pick up on things that you have missed. Let’s face it: you have been staring at this paper for far too long! Do not rely solely on the spell/grammar check.