The Center for Bioethics & Human Dignity  
Trinity International University  
Deerfield, IL

BE 5100 Intensive Bioethics Institute  Paige C. Cunningham, JD, PhD  
June 17-20, 2019  Office Phone: 847-317-7124  
3 Credit Hours  Email: pcunningham@cbhd.org  
Rodine TBD

Course Description
This course is a survey of the field of bioethics, introducing competing ways of addressing bioethical issues from historical, philosophical, and theological perspectives. An international team of top Christian bioethicists will address special areas of expertise. Institute students taking the course for academic credit will automatically be registered for the Taking Care: Perspectives for the End of Life conference June 20 (evening) – June 22, 2018. (The conference fee is waived for BE 5100; there is no additional fee). Attendance is required at the conference as part of this course. Students may also register for the National Conference Course (BE 5900) for an additional 2-3 hours academic credit.

Course Learning Objectives
• Become familiar with the academic discipline of bioethics in its central concepts, historical development, methodological approaches, biblical and theological norms, and the variety of critical issues it seeks to address.
• Develop a basic approach of decision-making skills in order to assess the various current and future bioethical issues in healthcare and biotechnology that face our society.
• Be equipped to analyze and interact with competing perspectives with regard to long-standing ethical concerns and those issues presented by the use of emerging technologies both within the church and the culture at large.

Required Texts
5. Kuhse, Helga, Udo Schüklenk, and Peter Singer, eds. Bioethics: An Anthology, 3rd ed. Wiley Blackwell, 2016. (See reading selections below.) Note: Strongly recommended that you purchase rather than rent this book, as it may be used in other courses. Earlier editions are not acceptable.
Reading Assignments

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 reading some materials more than once.) Class lectures will not “teach” the readings; they will assume student’s familiarity.

- **Non-credit students.** While not necessary, reading the required or recommended readings will help you participate in, and benefit more fully from, class lectures and discussion.
- **Credit students.** Complete readings prior to the first class session, if possible.
- *If you have previously read* some of the required texts, please select an equivalent length text from the TGS Bioethics Recommended Reading List. This is available at [http://library.tiu.edu/bioethics/recommended-reading](http://library.tiu.edu/bioethics/recommended-reading). All Rolfing library bioethics resources are indexed here: [http://library.tiu.edu/bioethics](http://library.tiu.edu/bioethics)

**Note:** It is recommended that you purchase all texts except Jonsen.

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<tr>
<th>Text</th>
<th>Selections</th>
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<tr>
<td>Cameron, <em>The New Medicine</em></td>
<td>All</td>
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<tr>
<td>Fedler, <em>Exploring Christian Ethics</em></td>
<td>Part I: Introduction to Ethics (Ch. 1-3)</td>
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<td>Part 2: Biblical Foundations for Morality (Ch. 4-5 only)</td>
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<td>Hollinger, <em>Choosing the Good</em></td>
<td>Introduction</td>
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<td>Part 3: Making Ethical Decisions (Ch. 6-8) (posted on class Moodle)</td>
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<td>Jonsen, <em>A Short History of Medical Ethics</em></td>
<td>Ch. 8-9 (posted on class Moodle)</td>
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<td>Part I: Abortion (all)</td>
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<td>Part II: Assisted Reproduction (Introduction, Ch. 7, 9, 10, 12, 16)</td>
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<td>Part IV: Life and Death (Introduction, Ch. 21, 22, 23, 30)</td>
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<td>Part X: Ethical Issues in the Practice of Healthcare (Introduction, Ch. 68, 70, 71, 77)</td>
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<td>Mitchell, Pellegrino, Elshtain, Kilner and Rae, <em>Biotechnology and the Human Good</em></td>
<td>All</td>
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<td>Rae and Cox, <em>Bioethics: A Christian Approach in a Pluralistic Age</em></td>
<td>All</td>
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Recommended Reading

If you need background material, these selections are written at an introductory level. These resources are strongly recommended for non-credit students, particularly if the required reading is not done. These are useful volumes for building a basic library of key bioethics resources.

- BioBasics Series (Grand Rapids, MI: Kregel). These pocket-sized handbooks walk through basic bioethical issues in a short and simple Q&A format.
- Jones, David A. *Soul of the Embryo: Christianity and the Human Embryo*. Continuum, 2004. This authoritative volume traces the history of Christian reflection on the embryo, beginning with Hebrew Scriptures, and throughout history. Issues include infanticide, abortion, miscarriage, and ensoulment.

Written Assignments

1. *Reading report.*
2. Paragraph on *proposal* for second paper. A brief paragraph describing the topic that you propose to research for your second paper, indicating which perspective you will address, and listing at least three references you intend to use.
3. Your *first paper* will be on the topic of abortion, 6-8 pages (maximum) in length. In this paper, you will discuss and compare a Christian (biblical-theological) perspective with one alternative perspective. More details will be given during the class sessions. This paper will be due on Friday, *July 19, 2018 (midnight).* The purpose of the earlier deadline is for your benefit. This will give the professor time to provide feedback and guidance, in the event you are having difficulty, to help improve your second paper, which is longer.
4. The *second paper* will be on a topic of your choice, 10-12 pages (maximum). Suggested topics are listed below. You may choose from either Healthcare and Clinical Ethics or Biotechnology. For the topic you choose, complete all the readings in the Kuhse, Schükleken, and Singer text related to that topic (unless previously read). This paper will be due on *Saturday, August 11, 2018 (midnight).*

5. Before you begin research and writing, complete the following *tutorials* on effective research and writing (Brainfuse + Bioethics Information Literacy). [http://library.tiu.edu/bioethics-infolit](http://library.tiu.edu/bioethics-infolit). **Note:** a completion report will automatically be sent to the instructor.
**Suggested Topics for Second Paper**

**Healthcare and Clinical Ethics**
- *End of Life* Support this thesis: “Excellent palliative care is preferable to physician-assisted suicide.” Include arguments that might be used by opponents and proponents of physician-assisted suicide. Include both a Christian (biblical-theological) perspective and one contrasting secular perspective.
- *End of Life* Physician-assisted suicide and withholding/withdrawal of treatment. Define and distinguish them. Address the ethics of each from a Christian (biblical-theological) perspective and one contrasting secular perspective.

**Biotechnology**
- *In Vitro Fertilization/Assisted Reproductive Technologies (ART)* Describe the processes, including risks, consequences, and pregnancy success rates. Discuss infertility and IVF. You may choose one aspect of IVF such as cryopreservation, donor gametes, or embryo adoption. Address the issues from a Christian (biblical-theological) perspective and one contrasting secular perspective.
- *ART/Surrogacy* Define and discuss the practice of surrogacy (both commercial and altruistic) with the U.S. and globally. Address the ethics of each from a Christian (biblical-theological) perspective and one contrasting secular perspective.
- *Stem Cell Research and Cloning* Discuss the primary techniques of stem cell research, including embryonic stem cell research (ESCR), iPSCs, success rates, and diseases treated. Discuss the interface between ESCR and human cloning. Address at least one secular perspective and a Christian (biblical-theological) perspective.
- *Professional Topic* For those who have a level of accomplishment on the above topics, and have a relevant professional topic of interest, you may select that topic, with the professor’s approval.

**Due Dates**

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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Reading report</td>
<td>Paper or email</td>
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<tr>
<td>Paper on abortion</td>
<td>Tuesday, June 18, 2019 at beginning of class</td>
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<tr>
<td>Second paper on topic of your choice Final reading report (if needed)</td>
<td>Word document, by email</td>
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<td>Friday, July 19, 2019</td>
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<td>Saturday, August 11, 2019</td>
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**Grading**

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<tr>
<td>Reading</td>
<td>15%</td>
<td>First paper</td>
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<tr>
<td>Tutorials *</td>
<td>5%</td>
<td>Second paper +</td>
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* If you have previously completed the tutorials, please provide evidence of completion.

+ **Please note:** The second paper will be evaluated more strictly than the first. If you do not receive an A or A- on the first paper, and do not incorporate the editing/writing guidance, the mark for your second paper will be lower.
Course Expectations

Students are expected to attend every class session, including all conference sessions, and actively participate in discussion. Student participation is considered vital to the goals of this course. Participation means:

- Being prepared with reading assignments before class sessions
- Contributing to classroom dialogue

Students will be expected to turn in written assignments reflecting the guidelines defined in this syllabus and presented in class, by the assigned deadlines. Failure to turn in assignments on time will result in a grade reduction at the discretion of the professor of record. **Credit students are required to attend the conference unless conference attendance is waived in writing by the professor of record.**

**Academic Honesty**

Founded upon the principles of Scripture and Christian tradition, Trinity Graduate School expects the members of its community to lead lives that are characterized by honesty and integrity. This expectation is equally important in academic matters as well as personal affairs. A policy on academic dishonesty must be understood in the broader context of personal integrity and character. *Please consult the Trinity Graduate School Academic Handbook, p. 4, for the complete policy.*

Avoid plagiarism by citing all quotes, *paraphrases, and ideas* that are not originally yours. throughout your paper. If you are concerned about plagiarism, you can Rolfing Library resources. See [http://library.tiu.edu/c.php?g=372947&p=2590409](http://library.tiu.edu/c.php?g=372947&p=2590409) (“Plagiarism Detection Tools”).

**Americans with Disabilities Act**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), it is the policy of Trinity International University (and Trinity Graduate School) to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Mary Guthrie, Associate Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Mary Guthrie to discuss your needs. You may contact her at mcguthrie@tiu.edu or 847.317.7114.
Guidelines and Requirements for Bioethics Research Papers

Read these guidelines carefully before you begin your research.

Please note: In order to receive an excellent grade (A or A-), pay attention to the following:

- Assignments must be submitted on time. Late papers will be evaluated more strictly, out of fairness to other students.
- Assignments that are deficient in page length will be evaluated more strictly. Excellent arguments can be shorter, but it is not an easy thing to do.
- Plagiarism will result in a failing grade.
- Each paper must be mechanically correct.
- The paper must follow appropriate style guide consistently.
- The paper must be adequately researched.
- The paper must include a Christian perspective and a contrasting perspective.
- The paper must be well written. It reflects consulting the guidelines and instructions in this syllabus.

Assignments should be submitted electronically in the following format:

- Email subject line must read: Your Last Name_BE 5100 2018_ Paper Topic (e.g., Cunningham_BE 5100 2018_Abortion).
- For reading log: Your Last Name_BE 5100 2018_Reading Log
- Only one submission per email.
- Word document must be titled the same way as the subject line. (Otherwise, I end up with documents titled things like “Abortion Paper” or “Bioethics Paper” This is a common mistake!)
- Email to: pcunningham@cbhd.org.

Organizing Your Research

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 summarize what you have read. The argument needs to be more than making assertions or 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 10-page paper, you should consult 20 resources. Some of this will fall into background reading, and 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 suggested reading list provided for the course or the TGS Bioethics Recommended Reading List on the Rolfing library website at http://library.tiu.edu/bioethics/recommended-reading. Move on to reading academic articles and journals. Do not rely on secondary sources and avoid dependence upon internet sources unless they are formal reports or reputable journals. Use primary sources in your research as much as possible. Do not just read about Peter Singer or Paul Ramsey; read their writings directly. Find out what major research studies or seminal works have been done on your topic and access those as well.
Although it can help you in getting started, Wikipedia is not an acceptable reference. Online sources other than journals must be used with great care.

Avoid plagiarism by citing all quotes, paraphrases, and ideas that are not originally yours. Trinity’s policy on plagiarism can be found in the Academic Handbook.

Free resource to check for plagiarism:
If you are not sure about plagiarism, use one of the free Rolfing Library resources at http://library.tiu.edu/c.php?g=372947&p=2590409 (“Plagiarism Detection Tools”)

Tips for researching at a graduate-school level
All students are encouraged to go to the Bioethics Information Literacy page in Moodle at library.tiu.edu/bioethics-infolit. You will need to login to Moodle using your TIU login. Complete any of the sections, including the activities, that you think would be helpful. The course professor will automatically be notified whenever you complete such an activity.

If you would like assistance with doing research for a paper, please contact Rebecca Donald at rldonald@tiu.edu or (847)317-4013 or the library reference desk at libref@tiu.edu or (847)317-4001.

If at any point during the course the professor recognizes that a student needs more assistance in researching, the professor will inform the student that they must complete some or all of the sections on the Bioethics Information Literacy page (which means that the activity included with that section must be completed) before writing the final paper. Failure to do so will result in the reduction of one-third of a grade on the final paper. If a student is required to obtain assistance with both writing and researching, no more than a total of one-third of a grade on the final paper will be deducted for failure to do so; but it will be assessed if either requirement is not met.

Tips for writing at a graduate-school level
If you do not write very well (grammar, spelling, clarity, etc.), or are uncertain if you do not, you should take advantage of the writing resources that TIU provides for you. If you live in the Chicago area, you can contact the University Thrive Center (see https://graduate.tiu.edu/student-life/student-care/student-success-center) and make use of their Writing Tutorial Services in person. You can submit an early draft of a paper to them and they can help you improve it before you turn it in.

Free resource to improve your writing:
If you do not live near campus, there is an equivalent online service called Brainfuse. To access it: If your course does not have a Moodle site that links you to Brainfuse, go to this site: https://moodle.tiu.edu/course/view.php?id=1837. Once you are there, you will be asked to self-enroll. Once you have self-enrolled, you will need to click on the “Brainfuse HelpNow” link. Once you are in Brainfuse, you will click on “Submit Paper” under the Writing Lab section. Then, just follow the prompts to submit your paper.
For helpful instructions, view the following video tutorial: https://youtu.be/M_MbmXPMv8g.

If at any point during the course the professor recognizes that a student needs more writing assistance, the professor will inform the student that they must work with a tutor at the Thrive Center or use Brainfuse online while writing the final paper for the course. The student must submit a copy of the feedback on their final paper that they have received from one of those two sources when they submit
their final paper to the course professor. *Failure to do so will result in the reduction of one-third of a letter grade on the paper.*

**Style and formatting**

*TIU Style Guide, Turabian, and Chicago are the acceptable formats.* Consult a manual for whichever style you choose and again, follow that style consistently throughout your paper.

Use footnotes or endnotes in a consistent style.

- Use direct quotes sparingly. Reserve their 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 cite the original source where the quote appears. Shorter quotes should have double quotation marks around them. Longer quotes (>50 words) need to be block quotes, single-spaced, and indented from the left margin.

- Biblical citations should note which translation is used, 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, World Biblical Commentaries) should be used.

Please do not make adjustments to these guidelines:

- The paper should be written in Times New Roman, 12 pt. font, double-spaced. Use 1-inch margins on the top, bottom, left, and right side of the page.
- Word format (.doc or .docx) is preferred. If you submit your paper in a pdf format, I will read and return your paper with the final grade, but without comments.
- **All papers need to have a cover page.** It should include the title of the paper, your name, the course name and number, and the date on which it was submitted. (See the TIU Style Guide for proper formatting.)
- Make sure the pages are **numbered at the bottom.** The first page is blank with numbering beginning on page 2 of the paper (the number 1 at the bottom). Neither the title page nor the bibliography/reference list should be numbered, and do not count toward the page limit.
- **Reference List or Bibliography** must be included.
- **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.
<table>
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<tr>
<th>COURSE SCHEDULE</th>
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<tr>
<td><strong>Monday, June 17</strong></td>
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<tr>
<td>9:00 – 11:30 a.m.</td>
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<td>1:00 – 3:30 p.m.</td>
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<td>4:00 – 5:30 p.m.</td>
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<td><strong>Tuesday, June 18</strong></td>
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<td>8:45 – 9:00 a.m.</td>
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<td>9:00 – 11:30 a.m.</td>
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<td>4:00 – 5:30 p.m.</td>
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<td><strong>Wednesday, June 19</strong></td>
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<td>9:00 – 11:30 a.m.</td>
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<td>11:30 a.m. – 12:00 p.m.</td>
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<td>1:00 – 2:30 p.m.</td>
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<td>2:30 – 3:30 p.m.</td>
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<td>4:00 – 5:30 p.m.</td>
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<td>Thursday, June 20</td>
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|                   | 7:00 – 8:45 p.m. ATO Chapel | *Taking Care Conference*  
**Note:** Academic credit students are required to attend as part of the course. | Opening conference session. |
| Friday, June 21   | Conference continues. Academic credit students are required to attend as part of the course. | | |
| Saturday, June 22 | Conference continues. Academic credit students are required to attend as part of the course. | | |