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

BE6500 Advanced Bioethics Institute  
June 17-20, 2019  
3-4 Semester Hours  
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Course Description

This course is a methodological investigation of how to do bioethics with a range of approaches critically assessed from a biblical-theological perspective. A national/international team of top Christian bioethicists 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 (eve.)–22, 2019 free of charge. Attendance is required at the conference as part of this course. Students may also register for the conference wrap-around course for an additional 2-3 credit hours.

Course Learning Objectives

- Develop further the ability to discern the differences among competing contemporary approaches to bioethics.
- Understand and respond critically to the most influential bioethical issues affecting the current context of bioethics.
- Formulate a personal approach to doing bioethics by assessing alternative approaches from a Christian perspective.
- Evaluate a particular bioethical issue, comparing competing approaches.

Required Texts

Assigned books contain a range of perspectives, so a critical eye when reading them and when discussing them in class will be important. Additionally, if any required readings have been previously read, select equivalent length substitutes from the Suggested Reading List at the end of this syllabus.

- Lysaught, M. Therese, Joseph Kotva, Stephen Lammers, and Allen Verhey, eds. On Moral Medicine: Theological Perspectives on Medical Ethics, 3rd ed. Eerdmans, 2012. Read chapters 1-3, 5, 8, and 20 (you may omit essays 2, 5, 13, 14, 32, 34, 35, 59, 60, and 126), as well as the chapter(s) relevant to your final paper. NOTE: You are not required to read the whole text.
- Sugarman, Jeremy and Daniel Sulmasy, eds. Methods in Medical Ethics, 2nd ed. Georgetown Univ Press, 2010 (You may omit chapters 4, 6, and 7, and skim chapter 3).

4 Credit Hour participants must choose one of the following choices for additional readings:


Or,

- Waters, Brent. This Mortal Flesh: Incarnation and Bioethics. Brazos, 2009  
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 are encouraged when possible to complete reading assignments prior to class in order to be prepared for the material. Students will also be expected to turn in written assignments reflecting the guidelines defined in this syllabus and set forth in class and by the assigned deadlines. Failure to turn assignments in on-time will result in a grade reduction at the professor of record’s discretion.

Academic Dishonesty

Founded upon the principles of Scripture and Christian tradition, the 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 this broader context of personal integrity and character.

Definition

Academic dishonesty is not limited to “cheating” in or out of the classroom. It also includes plagiarism and misuse of library and/or academic resources on campus. Plagiarism consists of representing ideas and/or direct written material from other sources as one's own work. Cheating consists of any dishonest behaviors that afford the student an unfair advantage over other students in course requirements.

Avoiding Plagiarism

Morally considered, plagiarism is a combination of theft and deception. This judgment has as its basis the principle that ideas, facts, and arguments, even sentences and phrases, are “owned” by those who discover or originate them. Moreover, when these entities are copyrighted (as almost all published materials are) that ownership is stringently defined and protected by law.

No longer, then, can a person in good conscience or much safety write individual paragraphs and sentences, much less prepare entire papers, simply by finding a reference source addressed to the topic in question and changing its wording. The basic principles of documentation and practice require appropriate attribution to the source and creative use of what others have thought, researched, and written.

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 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, Assistant 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 can contact her at mcguthrie@tiu.edu or 847.317.7114.

Learning Assignments/Required

- All reading (unless otherwise noted) will be completed at a level of competency that will allow the reader to critically interact with concepts (NOTE: this may require the reading of materials more than once).
- Reading assigned materials – prior to the first class session if possible
  - Mandatory only for academic credit students.
  - If any required readings have been previously read, select substitutes from the Suggested Reading List at the end of this syllabus in consultation with the course Professor.
  - Students must submit a reading report with their final paper to confirm the percentage of reading completed by August 9, 2019.
• Written materials to be emailed to the professor by the second day of class **Tuesday, June 18, 2019.**
  o A brief paragraph describing the topic(s) in bioethics that the participant proposes to research for the post-Institute paper(s)/project (academic credit students only) and indicating which perspectives will be addressed.
  o After reviewing these proposals, the professor will provide guidance where needed to assist participants in refining them.

• Paper (**academic credit students only**)
  o All academic credit students will submit a **Research Paper.** The paper should: 1) explore an *advanced bioethical topic* or issue at significant depth, 2) analyze *multiple concrete proposals or analyses from representative scholars* reflecting different perspectives on the topic or issue, and 3) develop a *constructive Christian response* or proposal for the topic or issue. **Successful papers will include all three of these components.** Other formats for this paper may be proposed in the paragraph submitted at the beginning of the Institute, but the course professor must approve them.
  o Papers are to be 14 pages with a 10% margin (shorter or longer), double spaced, 12 pt. font, 1” margins, and must use formal footnotes or endnotes in any of the following styles (TIU style guide, Turabian, Chicago, or SBL are acceptable formats). Papers should: a) reference multiple sources beyond the assigned readings; b) consult more primary sources than secondary source materials (focusing on peer-reviewed journals and scholarly monographs or volumes by prominent contributors to bioethics); c) interact with the recommended resources in the proposal feedback from the course professor, along with pertinent readings from the Additional Suggested Readings list at the end of this syllabus, and the TGS Suggested Reading List. Students are strongly encouraged to consult the topical bibliographies listed on [https://cbhd.org](https://cbhd.org) for additional resource recommendations. Page numbers (not including the cover page or bibliography) should be included. Additional guidelines are provided in the document **Guidelines and Requirements for Research Papers** attached to the end of this syllabus.

• Second Paper or comparable project (**4 hour academic credit students only**)
  o 4 credit hour students will submit a **second Research Paper** on a bioethical topic, issue, or the work of a significant individual in bioethics, theological ethics, or moral theology. Papers are to be 12 pages, following the same guidelines (with the exception of length) of the first paper. Other formats for this paper may be proposed in the paragraph submitted at the beginning of the Institute, but the course professor must approve them.

Papers and projects should be emailed to Dr. Sleasman (msleasman@cbhd.org) by **August 9, 2019.** Papers should be submitted in .PDF, .DOC, or .DOCX format. If you use another program, please export/save your document in one of the accepted file formats.

**Assessment & Final Course Grading**

- Papers will be graded with respect to 1) quality of composition, 2) logical argumentation & clarity of organizational structure, 3) depth & scope of research, particularly engagement with relevant scholarly literature, and 4) demonstrated competency in presenting and assessing the complexity of issues at hand.
- Late papers or those in excess or deficient of the page length will be evaluated more strictly, out of fairness to other students.

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Course Calendar *(The complete conference schedule is available online at [https://cbhd.org/conf2019/schedule.](https://cbhd.org/conf2019/schedule.)*)

**Monday, June 17**

- 9:00-11:30 a.m. Michael Sleasman, PhD – *Virtue Ethics & Moral Theology*
- 1:00-3:30 p.m. Kathy Waller, PhD – *Feminist Theory, Theology of the Body, and Bioethics*
- 4:00-5:30 p.m. Combined Session – Luann VanCampen, PhD – *An Introduction to Biopharmaceutical Bioethics*

**Tuesday, June 18**

- 9:00-11:30 a.m. Fabrice Jotterand, PhD – *Neuroethics*
- 1:00-3:30 p.m. Fabrice Jotterand, PhD – *Transhumanism and Human Futures*
- 4:00-5:30 p.m. Combined Session – Greg Manship, DBE – *Keeping our Eyes on the Prize: The Five "I"s of Research Ethics and the Research Enterprise*

**Wednesday, June 19**

- 9:00-11:30 a.m. Michelle Kirtley, PhD – *Genetic Ethics: From the Human Genome Project to ELSI, CRISPR & Beyond*
- 1:00-3:30 p.m. Michelle Kirtley, PhD – *Biopolitics and Setting Science & Technology Policy*
- 4:00-5:30 p.m. Combined Session – Martha Twaddle, MD – *The Intersection of Ethics and Patient-Centered Care*

**Thursday, June 20**

- 9:00-11:30 a.m. Claretta Dupree, PhD – *Global Bioethics*
- 11:30-12:00 p.m. Michael Sleasman, PhD – *Conclusion*
- 7:00 p.m. *Taking Care: Perspectives for the End of Life Conference begins*  
  *[Attendance required at all plenary sessions]*

**Friday, June 21**

*Taking Care: Perspectives for the End of Life Conference*  
*academic credit students are required to attend as part of the course*

**Saturday, June 22**

*Taking Care: Perspectives for the End of Life Conference*  
*academic credit students are required to attend as part of the course*
Additional Suggested Reading:

General Readers:

On Biotechnology:

On Disability Ethics and Theology of Disability:

On End of Life & Aging:
On Enhancement and Emerging Technology:

On Global Bioethics & Public Health:

On Human Dignity, the Embryo, and Eugenics:

**On Medicine and Medical Ethics:**

**On Neuroethics:**

**On Reproductive Technology and Ethics:**

**On Research Ethics:** (For a more detailed listing see, the bibliography issued by the Presidential Commission at http://bioethics.gov/cms/sites/default/files/HSP%20Bibliography_0.pdf)
• Tollefsen, Christopher. *Biomedical Research and Beyond: Expanding the Ethics of Inquiry*. Routledge, 2010.
Guidelines and Requirements for Bioethics Summer Course Research Papers

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

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, and you likely will not end up including all of these resources in your paper. Your bibliography should only include resources that are cited in the 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 and recommended by the professor, along with the bibliographies available on https://cbhd.org. Move on to reading academic articles and journals. Do not rely solely on secondary sources and avoid dependence on 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 Kant or Aristotle, 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 plagiarism can be found in the Academic Handbook. 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 follow that style consistently throughout the paper. Rolfing Library provides a number of resources for assistance for proper citation and formatting on their website (http://library.tiu.edu/citationhelp).

Use direct quotes sparingly, reserving them for thoughts that you cannot say as well in your own words. Any direct quotes should have an explanation unpacking them. Also, when using a quote, it is strongly preferred to cite the original source in which the quote occurred rather than later secondary citations. Shorter quotes should have double quotation marks around them. Longer quotes (50+ words) should appear as block quotes, single-space, and fully indented from the left margin. Biblical citations should note which translation and be accompanied with appropriate explanation. If the citation is significant to the overall argument, consult pertinent biblical scholarship (e.g., commentaries such as Pillar, New International Commentaries, Word Biblical Commentaries, etc.).

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, which should include the title of the paper, your name, the course, and the date on which it was submitted, and your email address to facilitate the return of graded papers.

Make sure the pages are numbered on the bottom. The first page is blank with numbering beginning on page two of the paper (the number two at the bottom). The title page should be numbered.

Proofread your paper and have a friend proofread 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.

If it has been awhile since you have written a formal research paper or if this is not a skill previously developed, the University Student Success Center may be able to provide writing assistance for you. Contact information for the USSC: 847.317.8193.