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

BE 5100 Intensive Bioethics Institute  
June 19-22, 2017  
3 Semester Hours  
Paige C. Cunningham, JD, PhD  
Office Phone:  847-317-7124  
Email: pcunningham@cbhd.org

Course Description

This course is a survey of the field of bioethics, introducing competing ways of addressing biological issues in historical, philosophical, and theological perspectives. An 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 Genetc & Reproductive Technologies conference June 22 (eve.) - 24, 2017. (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 for an additional 2-3 hours 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 bioethical issues in healthcare and biotechnology that face and will 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

- Jonsen, AR. *A Short History of Medical Ethics*. New York: Oxford University Press, 2000. (See Reading Selections below.)
Recommended Reading (if you need additional background material. Strongly recommended for non-credit students, if other preparatory reading is not done.)

- BioBasics Series (Grand Rapids, MI: Kregel)


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. Participation includes being prepared with reading assignments, contributing to classroom dialogue, and a brief oral presentation that will be assigned in class. 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 discretion of the professor of record. **Credit students are required to attend the conference unless conference attendance is waived by the professor of record.**
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. Misuse of library and other academic materials on campus include the stealing of books and/or articles, abusing books and/or articles, and the removing of academic materials from the library for a temporary period of time without signing the materials out.

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 Jana Holiday, 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 Jana Holiday to discuss your needs. You can contact her at jrholiday@tiu.edu or 847.317.4063.
Learning 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 the reading of materials more than once).

- Reading assigned materials—prior to the first Institute session if possible
  - Mandatory only for academic credit students. For non-credit students, reading the assigned materials will enable them to participate in, and benefit more fully from class lectures and discussions.
  - If any required readings have been previously read, select equivalent length substitutes from the TGS Bioethics Recommended Reading List.
  - Students need to submit a reading report on Tuesday, June 20, 2017 indicating the percentage they have read of each book. **If all reading has not been completed, the student will need to submit a final reading report when they turn in final papers.**

- Written materials to be submitted at the second class on **Tuesday, June 20, 2017** (academic credit students only).
  - A brief paragraph describing the topics in bioethics that the participant proposes to research for the post-Institute papers and indicating which perspectives will be addressed.
  - 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.

- Reading Selections for Jonsen, *A Short History of Medical Ethics.*
  - Ch. 8 A Chronicle of Ethical Events: 1940s to 1980s
  - Ch. 9 Conclusion: From Medical Ethics to Bioethics

- Reading Selections for DeGrazia, Mappes & Brand-Ballard, *Biomedical Ethics, 7th ed.*
  - Ch. 1 General Introduction
    - Skim
  - Ch. 2 The Professional-Patient Relationship
    - Pages 58-109
  - Ch. 3 Contested Therapies and Biomedical Enhancement
    - May omit
  - Ch. 4 Human and Animal Research
    - Pages 243-258
  - Ch. 5 Death and Decision Regarding Life-Sustaining Treatment
    - Pages 316-343
  - Ch. 6 Suicide, Physician-Assisted Suicide, and Active Euthanasia
    - Pages 376-453
  - Ch. 7 Abortion and Embryonic Stem Cell Research
    - Pages 456-465, 492-520
  - Ch. 8 Genetics and Human Reproduction
    - Skim
  - Ch. 9 Social Justice and Access to Health Care
    - Pages 623-628
• Papers (academic credit students only)
  o Two papers of 8-10 pages each are to be submitted. One topic should be from the area of healthcare or clinical ethics, and one on a topic related to biotechnology.
  o Explain the significance of the bioethical topic selected, develop a Christian perspective (a biblical-theological perspective) on it, and contrast that perspective with at least one alternative perspective on the topic. Other formats for this paper may be proposed in the paragraph submitted at the beginning of the Institute, but the professor must approve them.
  o Papers are to be double spaced, 12 pt. font (Times New Roman), 1” margins, and use footnotes in a consistent style.
  Style: TIU style guide, Turabian, Chicago, or SBL are acceptable formats. MLA is not an acceptable style. Reference at least six sources (books and/or peer-reviewed articles) in addition to some of the assigned readings, and identify all sources used in a bibliographic list. Page numbers (do not number the cover page, which is required) should be included. Please consult the Guidelines and Requirements for Bioethics Summer Course Research Papers at the end of this syllabus. Failure to do so may adversely affect the quality of your paper. Points will be deducted for papers with numerous errors in grammar, punctuation, and style.
  Sources: An excellent paper will include relevant assigned readings, and topical sources from the “TGS Bioethics Recommended Reading List,” available on https://my.tiu.edu/academics/departments/tgs-bioethics/index.dot. The student’s grade will be negatively affected by reliance on only internet-based sources.

Suggested Topics:

HEALTHCARE AND CLINICAL ETHICS
• Abortion. Include methods, risks, and consequences (both physical and psychological). Address at least one secular ethical perspective and a biblical-theological perspective.

• End of Life. “Excellent palliative care is preferable to physician-assisted suicide.” Support this thesis with both secular and biblical-theological arguments. Include arguments that might be used by proponents of physician-assisted suicide, again from both a secular perspective and Christian worldview.

• End of Life. Euthanasia and refusal or withholding/withdrawal of treatment. Define and distinguish them. Address the ethics of each from one secular perspective and a biblical-theological perspective.

BIOTECHNOLOGY
• In Vitro Fertilization/Assisted Reproductive Technologies. Describe the processes, including risks, consequences, and pregnancy success rates. Discuss infertility and IVF. You may choose one aspect of IVF such as cryopreservation, use of donor gametes, or embryo adoption. Address at least one secular ethical perspective, and a biblical-theological perspective.

• Assisted Reproductive Technologies: Surrogacy. Define and discuss the practice of surrogacy (both commercial and altruistic) within the U.S. and globally. Address at least one secular ethical perspective and a biblical-theological perspective.

• Stem Cell Research and Cloning. Discuss the primary techniques of stem cell research, including embryonic stem cell research, success rates, and diseases treated. Discuss the
connection between human cloning and embryonic stem cell research. Address at least one secular ethical perspective, and a biblical-theological perspective.

- **Professional Topic.** For one of your papers, you may select, with professor’s approval, a topic that is related to your professional setting.

Papers and projects can be submitted by mail or email. Emailed papers and projects must be received by **midnight, August 12, 2017.** Mailed assignments must be postmarked by **August 12, 2017.** If students would like their paper(s) returned, they must include a self-addressed stamped envelope with their paper submission (or identify a TIU campus box number on the cover page). Mail to:

Paige C. Cunningham  
The Center for Bioethics & Human Dignity  
2065 Half Day Road, Deerfield IL 60015  
**OR:**  
pcunningham@cbhd.org

**Assessment & Final Course Grading**

- The student must submit the total % of readings completed. This is due on Tuesday, June 20, 2017. **If readings have not been completed by this time, submit a final reading report with the final papers on August 12, 2017.**

- Participation includes **class discussion** and **an oral presentation** (assigned in class), which should reflect engagement with assigned readings.

- Papers will be graded with respect to organization, quality of composition, depth of research, and demonstrated competency with respect to the 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.

- **Plagiarism will result in a failing grade.**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Papers (clinical + biotech)</td>
<td>80%</td>
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Intensive Institute Course Calendar

Monday, June 19
9:00-11:30 a.m. Paige Cunningham, JD, PhD – *The Changing Face of Bioethics*
1:00-3:30 p.m. Michael Sleasman, PhD – *Competing Approaches to Bioethics*

**In Hinkson Hall**
4:00-5:30 p.m. TBA

Tuesday, June 20
9:00-11:30 a.m. Michael Sleasman, PhD – *Religion & Bioethics*
1:00-3:30 p.m. Paige Cunningham, JD, PhD – *Beginning of Life Issues: The Embryo & Abortion*

**In Hinkson Hall**
4:00-5:30 p.m. Fabrice Jotterand, PhD – *Moral Bioenhancement*

Wednesday, June 21
8:30-9:00 a.m. Graduate Student Affairs. *Introduction to TIU Resources* (A light breakfast provided.) (Note: This is required for all students.)
9:00-10:15 a.m. D. Joy Riley, MD – *From Hippocratic Medicine to Virtue*
10:30 – 11:30 a.m. D. Joy Riley, MD – *Repro Tech/Stem Cells & Cloning I*
1:00-2:30 p.m. D. Joy Riley, MD – *Repro Tech/Stem Cells & Cloning II*
2:30-3:30 p.m. Samuel Hensley, MD – *End of Life I*

**In Hinkson Hall**
4:00-5:30 p.m. TBA

Thursday, June 22
9:00-11:00 a.m. Samuel Hensley, MD – *End of Life II*
11:00 a.m.-12:00 p.m. Paige Cunningham, JD, PhD – *Conclusion*
7:00 p.m.-8:30 p.m. *Genetic & Reproductive Technologies* Conference opening plenary address. *[Attendance is required at all plenary sessions.]*
Friday, June 23
9:00 a.m.-4:30 p.m. Genetic & Reproductive Technologies Conference

[Academic credit students are required to attend as part of the course.]

Saturday, June 24
8:30 a.m.-4:30 p.m. Genetic & Reproductive Technologies Conference

[Academic credit students are required to attend as part of the course.]

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 suggested reading list provided for the course or the MA Bioethics list on the my.tiu.edu website under bioethics. Move on to reading academic articles and journals. Do not rely 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 on pgs. 5-6 of 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 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-spaced, and 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, pertinent biblical scholarship (i.e., commentaries/such as Pillar, New International Commentaries, World 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. The first page is blank with numbering beginning on page two of the paper (the number two at 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.

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