

SCHOOL OF ARTS AND SCIENCES

COURSE SYLLABUS

Department of Theology & Philosophy – Graduate Division

Title and Number of Course: THE 653: Bioethics Today & Yesterday

Instructor: Mary Jo Iozzio, PhD

Graduate course, 42 hours, average enrollment 15 students, offered every other year

Pedagogical reflections: Considering an agenda that seeks to expose both ordinary and extreme cases that arise in healthcare practice, a general hermeneutic of disability invites students to think outside of the media-driven and celebrity causes on bioethics. Rather than the celebrity causes for Multiple Sclerosis, Alzheimer's, Diabetes, etc, students look at the ordinary and often unjust discriminations, prejudices, and failures on the part of healthcare to listen to vulnerable persons who stand before them in need. Students are often awakened to new ways of thinking about disability, gender, and race and the systems that prohibit access to healthcare on the basis of an outdated norm.

I have highlighted the parts of the syllabus that concern persons with disabilities.

Course Description: This course will examine developments in bioethics since World War II. Special attention will be given to the rise of consequentialism, the influence of W.D. Ross's ethics, the debates over abortion and euthanasia

Relationship of course to university mission: This course relates to the university's mission of *quality education, religious dimension, community service and caring environment* through an exploration of the human intellectual potential, the development of a ministerial ethos, the exercise of right moral character, under the divine command *to serve*.

Attendance Policy:

The School of Arts and Sciences adheres to the following attendance policy: A total of 6 class hours of absence will result in withdrawal with W, WP, or WF if within the designated withdrawal period, or with an automatic F if not. It is the student's responsibility to initiate the withdrawal during the designated withdrawal period. Otherwise, an F will be issued at the end of the term.

Academic Dishonesty Policy:

Cheating and Plagiarism

- a. *Cheating is defined as the attempt, successful or not, to give or obtain and/or information by illicit means in meeting any academic requirements, including examinations.*
- b. *Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker.*

Students are expected to know and abide by the policy as stated in the university catalogue and student handbook

Disability Recognition:

Students with documented special learning needs or other disabilities that may interfere with attendance and/or assignments may want to inform the instructor so that accommodations may be made, or contact the Barry Office of Services for Students with Disabilities 305-899-3489.

Student Behavior:

All Barry University students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. Such norms are set forth in the undergraduate

catalogue, under School of Arts and Sciences, **Guidelines for Student Conduct and Academic Responsibility**. Please be sure that you have read and understood that section. No faculty member will tolerate classroom behavior that violates these norms. Such behavior will be grounds for withdrawal from the class, judicial proceedings, or failure of the course. If warranted, students engaging in such behavior will be removed from class by security personnel and may be required to undergo counseling.

Writing Across the Curriculum component: During the course of the semester writing assignments will be evaluated for their components of critical thinking and expression.

Skills component: The writing component and class discussion will increase the development of critical skills by emphasizing clarity in speaking, writing, and thinking.

Course Objectives: To have a greater appreciation of human action in light of theological, philosophical, and metaphysical examinations of human action. This appreciation will include respect for personal decisionmaking and responsibility for action. This examination will include frequent consideration of forward thinking for decision-making as well as critical calls in bioethics.

Learning Outcomes/Competencies: The ability to apply moral evaluation to decisionmaking and action through object analysis based upon a Christian appreciation of issues in bioethics. Scripture, doctrine, morality and spirituality serve as primary points of reference for decision-making in healthcare contexts.

Topics: This course will examine the nature of bioethics from a theological and historical perspective. First, the development of the discipline of bioethics, historical roots; second, concepts leading toward principles, rules, and norms; third, critical issues in medical ethics; fourth, perspectives –traditional, feminist, and disability.

Learning Methods: Classes will consist of lectures and questions specific to the topics of pastoral care ethics and Christian morality. Students are expected to read all assigned materials and to be prepared for discussion of the theses presented in the readings. Critical writing exercises. The research paper must reflect the *praxis-theory-praxis* method of investigation and application.

Course Requirements: 1) Reading assignments must be completed according to the syllabus time schedule. 2) questions critical of the reading assigned for each week, due 1-23, 1-30, 2-6, 2-13, 2-20, 3-20, 3-27, 4-3, 4-10, 4-17. 3) research bibliography covering a wide number of sources relative to the subject of the paper due February 20. 4) outline of paper, due April 3. 5) research paper, 20-25 pages, due April 17.

Grading: critical questions (50%), bibliography (5%), outline (5%), paper (40%).
A =100-90 B =89-80 C =79-70 F = <69

Measures of evaluations: timely graded return of all submitted written materials.

This syllabus is subject to change.

Texts:

Holmes, Helen Bequaert and Purdy, Laura. *Feminist Perspectives in Medical Ethics*. Indiana, 1992.
Jonsen, Albert. *The Birth of Bioethics*. Oxford, 1998.
Lammers, Stephen E. and Verhey, Allen, ed.s. *On Moral Medicine*, 2nd edition. Eerdmans, 1998.

Silvers, Anita, Wasserman, David and Mahowald, Mary B. *Disability, Difference, Discrimination*. Rowman & Littlefield, 1998.

List of Readings, Assignments, Exams and Dates:

January 16: introduction to bioethics, overview of historical antecedents and contemporary influence. Library instruction.

January 23: a) consideration of questions; b) the beginnings of bioethics, a look at the history. Readings: Jonsen, *The Birth of Bioethics* (hereafter BB), Part I.

January 30: a) consideration of questions; b) the problem issues . . . in the beginning. Readings: BB, Part II.

February 6: a) consideration of questions; b) integrity and the healing professions. Readings: Lammers & Verhey, *On Moral Medicine* (hereafter MM), #s 1, 2, 3, 4, 5, 8, 10, 11, 14, 15, 18, 21, and the introductory remarks to each of the chapters of Part II.
February 13: a) consideration of questions; b) theological and medical concepts and their influence on decisionmaking. Readings: MM #s 23, 26, 29, 30, 33, 42, 46, 49, 53, 58.

February 19: NOTE MONDAY'S DATE!!!

St. Thomas & St. Catherine Lecture – Fr. Robert Shreiter, 7:30pm

February 20: a) consideration of questions; b). (some of) the issues – reproduction, intervention, abortion. Readings: MM #s 60, 62, 63, 66, 67, 74, 75; *bibliography due*.

February 27: *no class*, in lieu of class meeting - evening lecture, February 19.

March 13: *no class*, in lieu of class meeting - evening lecture, March 15

March 15: NOTE THURSDAY'S DATE!!!

BUCB and St. Thomas & St. Catherine Lecture – Dr. Cynthia Crysdale, 7:30pm

March 20: a) consideration of questions; b) (some of) the issues - life/death choices, abortion on the basis of genetic anomaly or disability; where is justice for Infant Doe?. Readings: MM #s 76, 79, 81, 82, 86, 88, 89,90, 91, 94, 97.

March 27: a) consideration of questions; b) (some of) the issues – relationships in/and healthcare contexts. Readings: MM #s 102, 104, 106, 110, 111, 112, 119, 121, 123, 124; *outline of paper due*.

April 3: a) consideration of questions; b) different perceptions of justice –how are persons with disabilities left out, overlooked, denied healthcare?. Readings: Silvers, Wasserman, Mahowald, *Disability, Difference, Discrimination*, chapters 1, 2, 3.

April 10: a) consideration of questions; b) feminist perspectives in health care contexts and toward a feminist theory of disability. Readings: Holmes and Purdy, *Feminist Perspectives in Medical Ethics* (hereafter FP), pages 1 – 165.

April 17: a) consideration of questions; b) Readings: FP, pages 169 – 301; *paper due*.

April 24: considering the implications of the premise “the Body of Christ, the Church, is disabled and the Risen Jesus still bears the scars of the crucifixion –he rises *and ascends* as a man with disabilities.”
Readings: Silvers, Wasserman, Mahowald, *Disability, Difference, Discrimination*, chapter 4.

May 1: research presentations. TBA

Bibliography/Reserve Reading: students will have the opportunity to increase their working knowledge of our library’s non-circulating reference resources and the periodical literature that will reveal the current state of scholarship in the field.

Rev. 12/99