

CHRTC 352 BIOETHICAL ISSUES: CHRISTIAN PERSPECTIVES (Section A2, TR 2:00-3:20 p.m., Sept.-Dec. 2014)

Instructor: Dr. Paul Flaman, BA, STB, STL, STD.

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Availability Outside Class: You can e-mail me or telephone me (leave a message if I am not in) anytime (note: I normally do not check these on weekends). I will get back to you as soon as possible. You are welcome to meet with me anytime that is convenient for both you and me.

Course Description (from University of Alberta Calendar): Reproductive and genetic technologies, abortion, transplantation, resource allocation, research, withdrawing treatment, personal directives, euthanasia, considered in light of human experience, Catholic teaching, other Christian perspectives and contemporary ethical discussion.

SPECIFIC COURSE TOPICS / ISSUES

Introduction

- 1) Identifying Ethical Issues; Human Needs, Health and Values; Ethical Methods and Principles.
- 2) Human Research Including Using Animals.
- 3) Contraception, Natural Family Planning, Sterilization; STI Prevention.
- 4) Abortion.
- 5) Artificial Insemination, Egg Donation, *In Vitro* Fertilization, GIFT and Surrogate Motherhood.
- 6) Genetic Testing, Counseling, Therapy, Enhancement, Stem Cell Research and Cloning.
- 7) Principle of Growth Through Suffering, Determining the Time of Death, Truth Telling to the Dying, Euthanasia, Allowing to Die, Personal / Advanced Directives.
- 8) Organ and Tissue Transplants.
- 9) Allocation of Limited Medical Resources.

Class discussion of these issues will include a number of cases, small group and whole class discussions, and lectures. There will also be a number of short videos and guest speakers.

Course objectives, among other things, include growing in understanding and reflecting critically on some of the most significant ethical questions, human needs, values, facts, options, principles/norms, responsibilities, and Christian perspectives related to these issues.

COURSE REQUIREMENTS:

A. Reading Materials: (sold through the University of Alberta Bookstore)

1) Student Course Pack: READINGS for BIOETHICAL ISSUES: CHRISTIAN PERSPECTIVES; CHRTC 352, Sections A2 (Fall Term Sept.-Dec. 2014) and B1 (Winter Term Jan.-Apr. 2015); Instructor: Dr. Paul Flaman. The course pack includes both required and recommended readings. A handout specifying **the required readings** from the above for the specific course topics / issues will be handed out during the first week of classes.

Note: this class has two options: 1) Regular students will do assignments B and C below but not D below; and 2) Community Service Learning (CSL) students will not do assignments B and C but will do

option D instead. **All students** will have a Class Participation component mark (see E below) and be required to write the Midterm and Final Examinations (see F and G below).

B. (for regular students) Chapter/Article Reviews (two), worth 2.5% each for a total of 5 %, 150-250 words each, on the following chapter and article in the Course Pack: “The Person and Health Care,” pp. 1-11 (**due Thur. 25 Sept. 2014**); and “The Moral Status of the Embryo,” pp. 99-102 (**due Tue. 14 Oct. 2014**). Some more details concerning these reviews will be distributed the first week of classes (see p. 5 of the syllabus).

C. (for regular students) Term Assignment: worth 25 % of the course mark; a written research and reflection paper (1600-2000 words plus references), due **Thur. 30 Oct. 2014**. More specific guidelines, expectations and marking criteria regarding this assignment are available from the instructor and will be distributed during the first week of classes (see pp. 3-5 of the syllabus).

D. (for CSL students only) Community Service Learning (CSL) Component (see also p. 5 below regarding more specific requirements for this course): worth 30 % of the course mark; write a 10-20 page journal relating your experiences in a volunteer work placement (normally a minimum of 20 hours) with the course readings, lectures and in-class discussions, as well as one or two additional ethical readings related to your volunteer placement. Your journal is to be handed in for feedback from the instructor in stages, four times during the course (**Oct. 7, Oct. 21, Nov. 4 and Nov. 25**). CSL integrates community-based activities with classroom teaching. For more information on CSL see the **CSL website for students** <http://www.csl.ualberta.ca/Students.aspx> including under Materials the **CSL Student Guidebook** and the **New CSL Portal** which provides some information on the partner organizations for this course. **Note: if you are seriously considering the CSL option let me know by Thur. 11 Sept. 2014 by email.**

E. Class Participation: worth 10 % of course mark. 7/10 of this mark will be related to participating in small group class discussions. The other 3/10 of this mark will be related to your involvement in whole class discussions including the course’s E-Class / Moodle on-line discussions forum / tool, **and/or other means of contributing to the class such as providing the instructor with relevant web sites, articles, etc.**

F. Mid-term Examination, worth 20 % of the course mark, 2:00-3:00, **Thur. 23 Oct. 2014**, written "closed-book", related to the required readings and class material up to the mid-term.

G. Final Examination: worth 40 % of the course mark, time and day determined by the university, scheduled for **Wed. 10 Dec. 2014, 2-4 p.m.** (in the class room), written "closed-book", related to the assigned readings and class material for the whole course.

Missed Term Work: Note that the percentage for missed term work will not be transferred to the final examination. Policy regarding deferred midterm and final exams will be distributed during the first week of classes.

Note: If you have any questions concerning this course and/or course outline you are most welcome to telephone or e-mail me or come and see me (see number and addresses above). More information regarding grading, cheating and plagiarism will be distributed the first week of classes. “Policy about course outlines can be found in § 23.4(2) of the University’s *Calendar*.”(GFC 29 Sep. 2003)

Chrtc 352 Research and Reflection Paper Marking Guide (Paul Flaman)

(St. Joseph's College, University of Alberta, Edmonton)

Please attach this sheet to the back of your essay when you hand it in. Your essay will be evaluated in five areas as indicated.

Comments

1) **research:** sufficient usage _____ /25
of appropriate academic
sources, relevant information,
fairly and accurately presented,
essay is appropriate length...

2) **personal insights:** re topic _____ /10
and sources, writer attempts
to arrive at sound conclusions
(theological/ethical/pastoral),
reasons given, likely objections
answered, good analysis
and understanding...

3) **writing skill:** clear, _____ /7
balanced, well-organized
(introduction, paragraphing,
conclusion), logical sequence,
flows well, good transitions,
interesting, good style...

4) **format:** proper referencing _____ /5
of sources (quotations,
ideas, information), proper
format re notes/bibliography,
title page, subtitles, proper
margins, spacing, page numbering...

5) **proper spelling, grammar,** _____ /3
punctuation...

Total Mark: _____ /50

NB: 1: See the Guidelines (over) re expectations for the essay concerning content and format. Since this is an academic paper in theology (i.e. a humanity's subject) do not use contractions, and write out numbers under 100 in the body of the essay. Explain any abbreviations used.

NB: 2: Besides the above general evaluations and comments, please note any specific check marks (re good points), as well as comments and corrections regarding some ways of improving your essay.

Thank you: _____

Chrtc 352 (Flaman) Research and Reflection Paper Guidelines (see p. 2, C above)

This assignment is meant to be a student-centered active learning experience. Allowing you to choose your own topic of research and reflection (as long as it is relevant to the course) allows you to choose a topic that is especially interesting and relevant to you.

The paper must be on a topic related to the course, 1600-2000 words plus references to the sources you use (typed, double-space text, use 12 point font). If you wish to write a longer essay for your own purposes please indicate which part you wish evaluated for this course. The essay must be theological (Consider any relevant biblical and/or Church teaching concerning your topic, as well as two or more scholarly theological sources other than the required reading materials. At least two of these must be published 1970 or later.). A theological source includes God and/or religious faith in discussing issues. Your essay may also integrate material from other disciplines that is relevant to your topic (e.g. medicine, nursing, biology, psychology, sociology, and/or philosophy, etc.). You may not hand in an essay from another course or an essay written by someone else. Show sufficient research (although you may use required reading materials, you must show signs of using at least three scholarly sources (i.e. published in a scholarly book or journal) other than the required readings, but probably not more than ten) and properly acknowledge your sources (follow one standard academic format consistently; see, e.g.: *The Chicago Manual of Style* or www.wisc.edu/writing/Handbook/), giving page or section numbers for quotations and specific references (e.g. names, ideas, statistics or other information). Regarding biblical references, give in abbreviated form the appropriate book, chapter and verses, e.g., Lk 1:39-45 - indicate the translation of the Bible that you use in your notes or reference list.

Although your essay should be primarily a research paper, it should not be only a summary of other writers' thoughts or a compilation of quotations. It should include some of your own analysis, insights and personal conclusions (250 words or more) relevant to your topic. Read to become informed on your topic, think, pray and organize your own essay. You may choose to write on any topic related to the course. You may also consider the teaching or position of some Christian Church other than the Catholic Church with respect to a topic related to the course. Or, you may compare a non-Christian religious view(s) with a Christian view(s) of a topic related to the course. Be fair to your sources (e.g., if you disagree with a certain writer's view do not exaggerate or distort his or her position - try to understand what he or she actually meant to say in the context) and present your insights in a clear and balanced way.

The Encyclopedia of Bioethics may be helpful in beginning your research. Reference materials such as a good concordance or dictionary of the Bible and a good encyclopedia (e.g. the *New Catholic Encyclopedia*) or dictionary of theology are often good places to begin theological research. Regarding using the Bible in an academic assignment, it is advisable to use a good biblical commentary to familiarize yourself with the context and common scholarly interpretations of any biblical text(s) to which you may wish to refer. See also the note regarding bibliography below.

For additional criteria regarding the marking of your essay see the "Marking Guide" (over). Attach this as the last page of your essay. Keep a copy (at least on disk) and hand in the original of your essay.

If you have any questions or problems concerning this assignment, you are welcome to discuss them with me.

Late Penalty: If the essay is handed in late, one mark out of 50 will be docked for each day late (not including weekends or holidays). Extensions without penalty will be granted only by notifying the instructor and only for a serious reason beyond your control such as serious illness. An essay not handed in at all will receive zero out of 50. The essay will not be accepted after the final examination without proper written university authorization.

Bibliography: With regard to theological (and philosophical) sources St. Joseph's College Library, down the East stairway of St. Joseph's College, aims to have adequate resources to serve its students. Its librarians are also very willing to serve you. Among other resources which may be helpful for your research, the Catholic Periodical and Literature Index is on the Computer CD-Rom Workstation (the print edition to the end of 2002 is also in the library). The College's library also houses a special bioethics collection of journals and books in a room on the mezzanine level. St. Joseph's College Library holdings, as well as the library holdings of a number of other Christian colleges in the Edmonton area, are online through NEOS/GATE. See the University of Alberta Libraries web page (www.library.ualberta.ca/). For many sources specifically related to the course contents see the sources referred to in the course's required readings. With regard to medical literature and periodicals see the U. of A. Health Sciences Library. The U. of A.'s John Dossetor Health Ethics Centre (tel.

492-6676) has a bioethics library. There are many resources, including theological resources, in the Edmonton area and on the Internet (for some relevant links see: <http://www.stjosephs.ualberta.ca/en/Library/CourseResourcePages/BioethicsSubjectGuide.aspx> and www.ualberta.ca/~pflaman/links.html).

Chapter/Article Reviews (see p. 2, B above): These reviews on a chapter and an article which are relevant to this course, are meant to help you hone two important writing skills—summarizing accurately and critiquing intelligently and fairly. They will also provide you with some feedback before you write your longer research and reflection paper, which is worth more marks. Please type (use 12 point font) and double-space your reviews. Each review is to include a 75-125 word summary of the main themes in the related chapter/article, and a 75-125 word response in which you share your own view regarding what the author has said. Provide some reasons for your view based, for example, on the experience of yourself or others, your values and/or faith. Reviews longer than 250 words will not be accepted. Your reviews should be clear, concise, substantive, balanced and well-written. **Late Reviews:** The reviews are due at the beginning of the related class (see p. 2, B above). Please do not hand them in, however, until we have discussed them as a whole class since I may ask you to read either your summary or view of the related chapter/article during our discussion of it. If any of your reviews is handed in late, 5 percent of the total possible mark will be docked for each day late (not including weekends or holidays). Extensions without penalty will be granted only by notifying the instructor and only for a serious reason beyond your control such as serious illness. A review not handed in at all will receive zero out of 50. The reviews will not be accepted after the final examination without proper written university authorization.

Community Service Learning (CSL) Component (see p. 2, D above): CSL students are to write a journal (typed, 12 point New Times Roman font, double-spaced, 2.5 cm margins, minimum 10 pages but probably not more than 20 pages). Once you get set up with your partner organization, first describe your project / volunteer work placement. Then, approximately once a week until you finish the project relate your personal experience(s) with your volunteer work placement with the course readings, lectures and in-class discussions, as well as one or two additional ethical readings (check these with me to get my approval) which specifically relate to the kind of project / volunteer work with which you are involved. You are to **hand in your journal to me four times during the course (see p. 2, D above for deadlines)**. I will try to hand your journal back to you the next class providing constructive feedback. The fourth and last time you hand in your journal is to be after you have completed your project / volunteer hours (normally a minimum of 20). Include your own evaluation of the CSL component and describe the extent this has benefited your university education. I will evaluate these journals mainly on quality and content—I will adapt the research and reflection paper marking guide (see p. 3 above), e.g., regarding “research” in this case much of that will relate to your volunteer work. You will also be required to share segments of your journal (you can simply copy and paste) four or more times with the rest of the class (ideally each time you hand in your journal to me) via the e-class discussion tool (this will also contribute to your class participation mark). Although CSL students can be involved in pairs or small groups (not more than 5; although smaller limits may be set by the CSL partners) with their community partner, your journals must be written individually, each reflecting your own experience, critical reflection, integration and evaluation. **Late penalty:** journals handed in late will be docked 5 percent of the total possible mark for each day late (not including weekends or holidays). Extensions without penalty will be granted only by notifying the instructor and only for a serious reason beyond your control such as serious illness. A journal not handed in at all will receive zero. The journals will not be accepted after the final examination without proper written university authorization.

Access to course evaluative material (GFC 18 June 2007): Copies of some of this course’s previous final examinations are available from the Student’s Union Exam Registry. I will also pass out in class some sample midterm exam questions at least one week before the midterm exam and some sample final exam questions before the end of classes to help you prepare for both examinations.

For information on **Specialized Support and Disability Services** see:
<http://www.uofaweb.ualberta.ca/SSDS/>

Academic Integrity, Cheating and Plagiarism: “The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at: <http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”(GFC 29 Sep 2003) Since the examinations in this course are closed-book, **cheating** constitutes any obtaining (or attempting to obtain) information from another student or any other unauthorized source (e.g. required reading materials or notes) during the exams, or using any other method of cheating. All students should consult the "Truth-In-Education" handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected. **Plagiarism** means to steal the ideas, words, images or data of another and pass them off as one's own without crediting the source (note the research assignment directives regarding properly referencing quotations and specific sources of information). Properly acknowledge all your immediate sources including speakers or interviews. No student shall submit in any course all or a substantial portion of any academic writing, essay, thesis, research report, project assignment, presentation or poster for which credit has been obtained by the student or which has been or is being submitted by the student in another course or program of the student in the University or elsewhere. A student who is caught cheating or plagiarizing a substantial part of one's assignment will receive nothing for that exam or assignment. The student will also be reported to the proper University of Alberta authorities. See the Code of Student Behavior regarding various penalties (30.4.2) including expulsion, and so forth. If one is having problems with an assignment or is excessively anxious about an examination, talk to the instructor beforehand. I will try to be reasonably flexible and fair.

Grading: Students in this course will be graded following the U. of A. Letter Grading System, as follows:

Grading in Undergraduate Courses		
<i>Descriptor</i>	<i>Letter Grade</i>	<i>Point Value</i>
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor Minimal Pass	D+	1.3
	D	1.0
Failure	F or F4	0

Under this system, marking and grading are done separately. Grading involves a ranking in order of merit based on raw scores, an assessment of the class as a whole, and the qualitative descriptions of the various grades. Grading is in the first instance a judgment of the instructor based upon the student's total performance and includes consideration not only of marks earned for term work and final examination, but also of class participation, completion of assignments, a comparison of the class as a whole with other classes, etc. A pre-

determined distribution of grades, e.g., a bell curve, is not used. Grades are subject to revision according to procedures and policies of the Faculty of Arts.

Learning and working environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Dean.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at <http://gfcpolicymanual.ualberta.ca>.

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Deferred Exams: A **deferred midterm exam** will be granted at the discretion of the instructor on 12 Nov. 2014 from 3:00-4:00 p.m. at a place determined by the instructor. Students will be required to present acceptable proof of a valid reason for missing a scheduled midterm examination within two business days of the missed examination, or as soon as the student is able. In the case of sickness, where a student chooses not to present a medical note, the student may be required to complete an Illness Declaration for Missed Examinations form, upon request by the instructor. Students must see the Assistant to the Academic Dean, or the Academic Dean, at St. Joseph's College to fill out an Illness Declaration. The **deferred final exam** for this course will be held on 7 Jan. 2015 from 2-4 p.m. at a place determined by the instructor. Students who need to write a deferred examination must present adequate proof of their inability to attend to the student's Faculty Office, no later than two working days after the scheduled exam date or as soon as the student is able. In the event of absence due to sickness, a student may be required to swear a Statutory Declaration if they choose not to present a medical note. The fee for a deferred final exam is: \$47.82, payable in advance. (Subject to change under calendar regulation §23.5).

Reexamination: Information on reexamination policies is available in the University of Alberta's Calendar, 23.5.5, or from the Arts Office. All students enrolled in St. Joseph's College's courses and seeking reexamination must meet the criteria for eligibility of the Faculty of Arts and, if from another faculty, the criteria of their own faculty as well.

A Few Questions Regarding the Required Readings to help you prepare for classes:

1. What is the author's (authors') position (main points, conclusions, values, insights...)?
2. How does this reading relate to other things you have heard, read, seen and/or experienced regarding the topic?
3. Do you agree with the author(s)? With everything, with most, only some things, or nothing that he/she (they) says? Why?
4. What other questions and/or concerns does the reading raise for you?

Chrtc 352 A2 (Paul Flaman) Sept.-Dec. 2014 Course Calendar

Date	Topic
Sept. 4	Introduction, Course Requirements & Expectations
Sept. 9	1) Identifying Ethical Issues; begin Human Needs & Ethics
Sept. 11	Inform the instructor if you are seriously considering the CSL option; 1) Human Needs & Ethical Values: lecture & discussion
Sept. 15-19	CSL Students: If your placement requires a Police Information Check go to the CSL Office concerning this
Sept. 16	1) Ethical Methods; begin Ethical Codes & Principles
Sept. 18	1) Ethical Principles in general; Principle of Free & Informed Consent & case discussion
Sept. 19	CSL Students: Police Information Check Deadline for placements requiring this
Sept. 23	CSL Students: Agreement Deadline 2) Ethics of Research: video & begin discussion
Sept. 25	Regular students: Chapter Review on “The Person and Health Care” is due; 2) Ethics of Research: lecture & discussion
Sept. 30	2) Finish Research Ethics: lecture, discussion & questions
Oct. 2	3) Principle of Well-Formed Conscience: lecture & case discussion; Christian view of sexuality
Oct. 7	CSL Students hand in journal first time; Videos or Guest Speakers on Family Planning
Oct. 9	3) Birth Control: video, discussion & summary; STI Prevention
Oct. 14	Regular Students: Article Review on “The Moral Status of the Embryo” is due; Principles of Moral Discernment & Double Effect; Proportionalism: lecture & case discussions
Oct. 16	4) Abortion: video or panel & discussion
Oct. 21	CSL Students hand in journal second time; 4) Abortion: discussion & summary
Oct. 23	Midterm Exam
Oct. 28	4) Principles of Cooperation & Professional Communication: case discussions
Oct. 30	Regular Students: Term Assignment due; 5) Infertility, Artificial Insemination, Egg Donation & Surrogacy: discussion
Nov. 4	CSL Students hand in journal third time; 5) IVF, GIFT, etc.: video & discussion
Nov. 6	6) Genetic Testing & Counselling: video & discussion
Nov. 11	Remembrance Day: No Classes
Nov. 13	6) Genetic Therapy & Enhancement & Cloning Discussion
Nov. 18	7) Suffering & Growth; time of death; truth telling to dying
Nov. 20	7) Euthanasia: video, discussion & summary
Nov. 25	CSL Students hand in journals last time; 7) Allowing to Die (lecture & case discussions); Personal Directives
Nov. 27	8) Organ Transplants: video, discussion & summary; begin 9) Resource Allocation
Dec. 2	Resource Allocation: video, discussion & summary
Dec. 10	Final Exam: 2-4 p.m.