

## BIOE 1000 01 & 02 Introduction to Bioethics

Spring 2019 – 4 semester hours – St. Roberts Hall 239 – MWF (01: 8-9AM; 02: 9:10-10:10AM)

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Office Hours: M: 7-7:30am, 10:30am – 7pm; W/F: 7-7:30am, 10:30am – 1pm

### Course Description

While now largely considered a secular discipline, it is important to recognize how the field of bioethics was and remains inescapably theological in its origins. Indeed, some of the earliest and most influential bioethicists were Roman Catholic and Protestant theologians who viewed their work as Christian theology proper inasmuch as they sought to probe and answer a number of fundamental existential, metaphysical and normative questions raised by the modern advent of scientific research and medical technologies. Accordingly, the purpose of this course is to introduce students to the historical, theoretical and thematic dimensions of bioethics by way of retrieving and exploring its theological heritage. As such it will proceed in four main stages. In the first part of the course we will identify and examine the significant ethical traditions that bioethics draws from. Next we will explore some key sources of theological ethics and the integral role it played in the emergence of bioethics. From there we will then address the various reasons why bioethics has become increasingly secular in its evolution as well as the reasons why many contemporary bioethicists now see a return to theological ethics as necessary. Finally, we will explore how the Christian tradition in particular provides a rich normative background that informs the ethical framing and a clinical approach to a variety of bioethical topics including medical experimentation, assisted reproductive technologies, genetic medicine, transplantation, assisted suicide and euthanasia.

### Texts

- Beauchamp, Tom L. and James F. Childress. *Principles of Bioethical Ethics*. 7<sup>th</sup> Ed. New York: Oxford University Press, 2013.
- Demarco, Joseph P. and Gary E. Jones. *Bioethics: Legal and Clinical Case Studies*. Peterborough: Broadview Press, 2017.
- Devettere, Raymond J. *Practical Decision Making in Health Care Ethics*. 3<sup>rd</sup> ed. Washington, D.C.: Georgetown University Press, 2010. \*Ebook\*
- Kushe, Helga, Udo Schüklenk and Peter Singer. *Bioethics: An Anthology*. 3<sup>rd</sup> ed. Malden: John Wiley & Sons, Inc., 2016. \*Ebook\*
- Jonsen, Albert R. *The Birth of Bioethics*. New York: Oxford University Press, 1998. \*Ebook\*
- Lysaught, Therese M. and Joseph J. Kotva Jr., Eds. With Stephen E. Lammers and Allen Verhey *On Moral Medicine: Theological Perspectives in Medical Ethics*. 3<sup>rd</sup> ed. Grand Rapids: Wm. B. Eerdmans Press, 2012. \*Ebook\*

## Course Goals

The purpose of this course is to help students:

- 1) Develop a familiarity with and fluency of classical Christian primary sources (i.e. Scripture, Ecumenical creeds, Patristic texts, etc.) and to hermeneutically interpret and appropriate these sources in a contemporary medical and research context.
- 2) Compare similarities and differences between Catholic and Protestant ethicists as well as compare the Christian theological tradition with other religious traditions.
- 3) Appreciate the contributions of contemporary theological ethics to contemporary bioethical debates.
- 4) Familiarize students with the main ethical theories of bioethics and identify the philosophical and theological components of the public discussion on bioethical issues.
- 5) Engage in the critical analysis of bioethical questions and articulate their theoretical and practical dimensions in light of a Christian normative framework.

## Course Requirements

- 1) *Two exams.* The Mid-term and Final Exams will consist of a combination of multiple choice, true/false, short answer and three short essay questions. A make-up exam is permitted only in an emergency situation, and if previously arranged with the professor. Each exam will only test you on the material previously covered and will not be comprehensive in nature. The instructor will provide a study guide for both exams.
- 2) *Four Quizzes.* Quizzes will cover major lecture topics and readings since the previous quiz or exam, including readings assigned for the day of the quiz. Quizzes will contain short-answer questions, multiple choice, and true/false questions.
- 3) *Written assignments.*
  - a. The seven **Analysis Papers** (1 single-spaced page, 500 words) will ask you to concisely and cogently summarize the most salient points of two of the assigned weekly readings and then critically evaluate its position in light of your own theological and ethical convictions. These papers will be graded on three criteria: 1) substantive summary of the authors' arguments; 2) level and quality of your critical engagement and reflection; and 3) formatting and grammar.
  - b. The four **Case Study Papers** (2 single-spaced pages, 1000) will ask you to succinctly summarize and critically evaluate a case study selected from Joseph DeMarco and Gary Jones's *Bioethics: Legal and Clinical Case Studies* in consultation with other assigned course material.

Papers must be word processed, and turned in with 1 inch margins and using a 12-point size Times New Roman font. Please put a heading on your analysis papers that contains your name, the date, title, relevant class info and appears as follows:

Name

BIOE 1000 01 or 02

Date

Analysis Paper #1 or Case Study #1

Failure to do so will result in a deduction of points. **All written assignments must be submitted in a hard copy paper form. Electronically submitted written assignments will not be accepted.**

**Late Assignments**–Written assignments turned in late will be penalized a full letter grade (i.e. – A to B, B to C) per day late for the first three days (1 day = 24 hours). Written assignments will not be accepted after the third day late.

**Citations**–The analysis and case study papers that we are doing are focused on building your document-reading skills. I am mostly interested in your ideas. But, when you inevitably draw upon ideas from other authors, whether they are from our course readings or your own research, all material must be properly cited. Please use parenthetical citations for the analysis papers (i.e., Devettere, 56), and case study papers.

**Errors** – I expect your written work to be *free from errors in spelling, grammar, and mechanics*. It is very hard for me to understand your great ideas if I cannot read your text. Thus, if you have a lot of errors, your paper will be penalized. Having more than five errors in any written assignment will result in the reduction of the grade by one fraction of a grade (e.g. A+ reduced to A, B reduced to C+, etc.). More than ten errors in any written assignment will result in the reduction of the grade by two fractions of a grade. More than fifteen errors will result in an “F” on the assignment. If you have particular difficulties with writing in English, please 1) discuss the situation with the instructor and 2) avail yourself of the Writing Support Center(x82847) and [academics.lmu.edu/arc/tutoring/writing support/](http://academics.lmu.edu/arc/tutoring/writing-support/).

### **Statement on Plagiarism**

“Loyola Marymount University is a community dedicated to academic excellence, student- centered education, and the Jesuit and Marymount traditions. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one’s own best work, and is essential if true learning is to take place.” (See LMU Honor Code and Process, p.61-64, undergraduate bulletin). As a LMU Lion, by the Lion’s code, you are pledged to academic honesty, integrity, and respect for staff, professors, and other students. While students are encouraged to work together, all collaboration must cease once the actual writing process begins.

Please also refer and familiarize yourself with LMU’s Statement on Academic Honesty which can be accessed here:

[http://academics.lmu.edu/media/lmuacademics/academic\\_honesty/documents/Academic%20Honesty%20Policy%20FINAL%20Appendices--051116.pdf](http://academics.lmu.edu/media/lmuacademics/academic_honesty/documents/Academic%20Honesty%20Policy%20FINAL%20Appendices--051116.pdf)

### **Grading**

Mid-Term Exam .....	20%
Final Exam .....	20%
Quizzes .....	10%
Analysis Papers .....	25%
Case Study Papers.....	25%

The final course grade will be computed by weighted average and standard mathematical rules for rounding numbers.

Grading Scale

**A** 100-94; **A-** 93-90; **B+** 89-87; **B** 86-84; **B-** 83-80; **C+** 79-77; **C** 76-73; **C-** 72-70;  
**D** 69-60; **F** 59-0

If you do all of the work required in a class in an adequate and average manner, you deserve a grade of "C." Grades of "B" are given for "very good" work. Grades of "A" are given for "excellent" work. Grades of "D" are given for "poor" work. Using the categories above, the grades sound something like:

- A** ||Excellent comprehension, insightful analysis, and creative synthesis of material frequently makes *invaluable* contributions with clarity in spoken communication and no issues with mechanics in written work.
- B** ||Very good comprehension, solid analysis, and good synthesis of material, frequently makes *valuable* contributions to class with clarity in spoken communication and no issues with mechanics in written work.
- C** || Adequate comprehension, can do some analysis, beginning to synthesize material, frequently makes contributions to class with some clarity in spoken communication and some issues in written work.
- D** ||Difficulty comprehending material, little analysis, little ability to synthesize material, makes infrequent contribution to class or attempts to make contributions with little clarity in spoken communication and some problems in written work.
- F** || Difficulty comprehending material, no analysis, no ability to synthesize material, makes no worthwhile contribution to class, either in written or spoken form.

**Americans with Disabilities Act:** Students with special needs as addressed by the Americans with Disabilities Act who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall Room 224, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> for additional information.

**SCHEDULE OF ASSIGNMENTS**

- Students are responsible for possible syllabus modifications or other information announced in class, sent to your @lion.lmu.edu email address, or posted on the course Brightspace page.
- Students are responsible to complete readings **BEFORE** the start of class.

Dates	Topic/Readings	Assignments
Week 1 Jan.14-18	<b>Monday:</b> Introduction to course; review of syllabus and class schedule;	
	<b>Wednesday:</b> Laying the groundwork: Moral theory and ethical approaches in bioethics – consequentialism and deontology <ul style="list-style-type: none"> <li>• J. Demarco and G. Jones, <i>Bioethics: legal and clinical case studies</i>, pp. 11-44.</li> <li>• R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 1-19.</li> </ul>	
	<b>Friday:</b> Laying the groundwork: Moral theory and ethical approaches in bioethics continued – principlism, particularism, virtue ethics, ethics of care <ul style="list-style-type: none"> <li>• J. Demarco and G. Jones, <i>Bioethics: legal and clinical case studies</i>, pp. 44 - 66.</li> <li>• R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 47-69.</li> </ul>	<b>Analysis paper 1</b>
Week 2 Jan.21-25	<b>Monday: No class – Martin Luther King, Jr. holiday</b>	
	<b>Wednesday:</b> Laying the groundwork: Moral theory and ethical approaches in bioethics continued – principlism, particularism, virtue ethics, ethics of care continued.	
	<b>Friday:</b> Laying the groundwork: Moral theory and ethical approaches in bioethics continued – principlism, particularism, virtue ethics, ethics of care continued.	<b>Analysis paper 2</b>
Week 3 Jan.28-Feb.1	<b>Monday:</b> Ethics in a theological key: Creation, Redemption and Eschatology <ul style="list-style-type: none"> <li>• G. Meilaender and W. Werpehowski, eds., <i>The Oxford Handbook of Theological Ethics</i>, pp. 7-56. Lisa Sowle Cahill, R.R. Reno, and Kathryn Turner</li> </ul>	
	<b>Wednesday:</b> Ethics in a theological key: Creation, Redemption and Eschatology continued	<b>Quiz 1</b>
	<b>Friday:</b> Ethics in a theological key: Scripture and reason and natural law <ul style="list-style-type: none"> <li>• G. Meilaender and W. Werpehowski, eds., <i>The Oxford Handbook of Theological Ethics</i>, pp. 93-186. William Spohn and Stephen Pope.</li> </ul>	<b>Analysis paper 3</b>
Week 4 Feb.4-8	<b>Monday:</b> Ethics in a theological key: Scripture and reason and natural law continued	
	<b>Wednesday:</b> In the beginning: the theological emergence of bioethics <ul style="list-style-type: none"> <li>• A. Jolsen, <i>The Birth of Bioethics</i>, pp. 3-64.</li> <li>• J. R. Garrett, et al, eds., <i>The Development of Bioethics in the United States</i>, pp. 17-23</li> </ul>	
	<b>Friday:</b> In the beginning: the theological emergence of bioethics continued <ul style="list-style-type: none"> <li>• H. T. Engelhardt, <i>Foundations of Christian Bioethics</i>, pp. 7-20.</li> </ul>	<b>Analysis paper 4</b>
Week 5 Feb.11-15	<b>Monday:</b> In the beginning: the theological emergence of bioethics continued A philosophical turn: the secularization of bioethics <ul style="list-style-type: none"> <li>• A. Jolsen, <i>The Birth of Bioethics</i>, pp. 65-89.</li> <li>• H.T. Engelhardt, <i>Foundations of Christian Bioethics</i>, pp. 20-28.</li> </ul>	
	<b>Wednesday:</b> A philosophical turn: the secularization of bioethics continued <ul style="list-style-type: none"> <li>• Stephen Lammers, “The Marginalization of Religious Voices in Bioethics”</li> <li>• Timothy Murphy, “In Defense of Irreligious Bioethics”</li> </ul>	
	<b>Friday:</b> A philosophical turn: the secularization of bioethics continued	<b>Analysis paper 5</b>

Week 6 Feb.18-22	<b>Monday:</b> Conventional bioethics: the language of Principlism <ul style="list-style-type: none"> <li>T. Beauchamp and J. Childress, <i>Principles of Biomedical Ethics</i>, pp. 1-30</li> </ul>	
	<b>Wednesday:</b> The principle of autonomy <ul style="list-style-type: none"> <li>T. Beauchamp and J. Childress, <i>Principles of Biomedical Ethics</i>, pp. 101-139.</li> <li>R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 70-120.</li> </ul>	<b>Quiz 2</b>
	<b>Friday:</b> The principle of autonomy continued	<b>Analysis paper 6</b>
Week 7 Feb.25-Mar.1	<b>Monday:</b> The principle of nonmaleficence <ul style="list-style-type: none"> <li>T. Beauchamp and J. Childress, <i>Principles of Biomedical Ethics</i>, pp. 150-201.</li> <li>R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 286-320.</li> </ul>	
	<b>Wednesday:</b> The principle of nonmaleficence continued	
	<b>Friday:</b> The principle of beneficence <ul style="list-style-type: none"> <li>T. Beauchamp and J. Childress, <i>Principles of Biomedical Ethics</i>, pp. 202-248.</li> </ul>	
Week 8 Mar.4-8	<b>Monday:</b> The principle of justice <ul style="list-style-type: none"> <li>T. Beauchamp and J. Childress, <i>Principles of Biomedical Ethics</i>, pp. 249-301.</li> </ul>	
	<b>Wednesday:</b> Review for midterm exam	
	<b>Friday:</b> Midterm Exam	
Week 9 Mar. 11-15	<b>Monday: No class – Spring Break</b>	
	<b>Wednesday: No class – Spring Break</b>	
	<b>Friday: No class – Spring Break</b>	
Week 10 Mar.18-22	<b>Monday:</b> Applied bioethics: Personhood <ul style="list-style-type: none"> <li>T. Beauchamp and J. Childress, <i>Principles of Biomedical Ethics</i>, pp. 62-100</li> </ul>	
	<b>Wednesday:</b> Personhood continued <ul style="list-style-type: none"> <li>M.T. Lysaught, et al, eds., <i>On Moral Medicine</i>, chps. 45, 48-50.</li> </ul>	
	<b>Friday:</b> Applied bioethics: Personhood continued <ul style="list-style-type: none"> <li>R. J. Devetter, <i>Practical Decisions in Health Care Ethics</i>, pp. 121-149.</li> </ul>	<b>Analysis paper 7</b>
Week 11 Mar.25-29	<b>Monday:</b> Applied bioethics: Research Ethics <ul style="list-style-type: none"> <li>A. Jonsen, <i>The Birth of Bioethics</i>, pp. 125-165.</li> <li>R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 357-393.</li> </ul>	
	<b>Wednesday:</b> Applied bioethics: Research Ethics continued <ul style="list-style-type: none"> <li>M. T. Lysaught, et al, eds., <i>On Moral Medicine</i>, chp. 86.</li> <li>H. Kushe et al, eds. <i>Bioethics: An Anthology</i>, chps. 50; 53-54.</li> <li>J. Demarco and G. Jones, <i>Bioethics: legal and clinical case studies</i>, pp. 323-350.</li> </ul>	
	<b>Friday:</b> Applied bioethics: Research Ethics continued	<b>Case Study Paper 1</b>
Week 12 Apr.1-5	<b>Monday: No class – Cesar Chavez holiday</b>	
	<b>Wednesday:</b> Applied bioethics: Human Reproduction – Artificial Reproduction Technologies (ARTs) <ul style="list-style-type: none"> <li>R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 232-262.</li> <li>A. Jonsen, <i>The Birth of Bioethics</i>, pp. 282-322.</li> </ul>	<b>Quiz #3</b>
	<b>Friday:</b> Applied bioethics: Human Reproduction–Artificial Reproductive Technologies (ARTs) continued <ul style="list-style-type: none"> <li>M. T. Lysaught, et al, eds., <i>On Moral Medicine</i>, chps. 115-116; 118.</li> <li>H. Kushe et al, eds. <i>Bioethics: An Anthology</i>, chps. 5 &amp; 7.</li> </ul>	

Week 13 Apr.8-12	<b>Monday:</b> Applied bioethics: Genetic medicine <ul style="list-style-type: none"> <li>• R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 420-457.</li> <li>• A. Jonsen, <i>The Birth of Bioethics</i>, pp. 166-195.</li> </ul>	
	<b>Wednesday:</b> Applied bioethics: Genetic medicine continued <ul style="list-style-type: none"> <li>• M. T. Lysaught, et al, eds., <i>On Moral Medicine</i>, chps. 130; 133-134.</li> <li>• H. Kushe et al, eds. <i>Bioethics: An Anthology</i>, chps. 14 and 15.</li> </ul>	
	<b>Friday:</b> Applied bioethics: Genetic medicine continued <ul style="list-style-type: none"> <li>• J. Demarco and G. Jones, <i>Bioethics: legal and clinical case studies</i>, pp. 289-322.</li> </ul>	<b>Case Study Paper 2</b>
Week 14 Apr.15-19	<b>Monday:</b> Applied bioethics: Death and Dying - Withholding treatment <ul style="list-style-type: none"> <li>• R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 150-180.</li> <li>• A. Jonsen, <i>The Birth of Bioethics</i>, pp. 233-281.</li> </ul>	
	<b>Wednesday: No class – Easter holidays</b>	
	<b>Friday: No class – Easter holidays</b>	
Week 15 Apr.22-26	<b>Monday:</b> Applied bioethics: Death and Dying - Withholding treatment continued <ul style="list-style-type: none"> <li>• M. T. Lysaught, et al, eds., <i>On Moral Medicine</i>, chps. 154-156.</li> <li>• H. Kushe et al, eds. <i>Bioethics: An Anthology</i>, chps. 23-24.</li> </ul>	
	<b>Wednesday:</b> Applied bioethics: Death and Dying - Withholding treatment continued <ul style="list-style-type: none"> <li>• J. Demarco and G. Jones, <i>Bioethics: legal and clinical case studies</i>, pp. 177-204</li> </ul>	<b>Quiz #4</b>
	<b>Friday:</b> Applied bioethics: Death and Dying – Euthanasia and Physician Assisted Suicide <ul style="list-style-type: none"> <li>• R.J. Devettere, <i>Practical Decisions in Health Care Ethics</i>, pp. 321-356.</li> </ul>	<b>Case Study Paper 3</b>
Week 16 Apr.29-May 3	<b>Monday:</b> Applied bioethics: Death and Dying – Euthanasia and Physician Assisted Suicide <ul style="list-style-type: none"> <li>• M. T. Lysaught, et al, eds., <i>On Moral Medicine</i>, chps. 144; 146-147.</li> <li>• H. Kushe et al, eds. <i>Bioethics: An Anthology</i>, chps. 38-39.</li> </ul>	
	<b>Wednesday:</b> Applied bioethics: Death and Dying – Euthanasia and Physician Assisted Suicide <ul style="list-style-type: none"> <li>• J. Demarco and G. Jones, <i>Bioethics: legal and clinical case studies</i>, pp.135-176</li> </ul>	
	<b>Friday:</b> Review for final exam	<b>Case study Paper 4</b>
Week 17 May 6-10	<b>Monday: Section 01 Final Exam, 8:00-10:00 AM</b>	
	<b>Wednesday: Section 02 Final Exam, 8:00-10:00 AM</b>	

\* The instructor reserves the right to make changes to the syllabus as the course progresses. You will be informed of any changes that are made to the schedule or syllabus via your @lmu.edu email address.