1. Course Description
This course studies the philosophical foundations for several ethical viewpoints concerning human life and the use of medical technologies, focusing primarily on the Catholic position rooted in personalistic principles.

2. Envisioned Learning Outcomes
- Students will demonstrate an understanding of the current field of bioethics, its history and development.
- Students will demonstrate an understanding of the current bioethics topics and will be able to clearly articulate the prevailing viewpoints informing those topics with particular emphasis on the Catholic viewpoint.
- Students will demonstrate a thorough understanding of the challenges faced by conscientious Catholics in our modern world and its use of medical technologies.

3. Course Schedule
The following schedule focuses on the philosophical foundations for several ethical viewpoints, while focusing primarily on the Catholic position rooted in personalistic principles. Topics covered will be the beginning of life (where do people begin, stem cell research, abortion) and the end of life (artificial nutrition, suicide, euthanasia, physician-assisted suicide). We will also consider current political challenges for Catholic organizations, especially hospitals as well as the challenges Catholics face in the political arena.

**Week 1 (1/11): Introduction to the Course**
Read the “Lecture” under the Assignments Tab
Readings
- SA Healthinfo, [What is bioethics?](#)
- American Bioethics Advisory Commission, [What is bioethics?](#)
Assignments
1. READ your syllabus!
2. Make sure you understand ALL requirements for the course, especially deadlines! If you have any questions, ask them now rather than down the road.

3. Take the Syllabus Quiz. You will have the opportunity for one retake of this quiz.

4. Familiarize yourself with Populi, your online learning platform.

5. Post an introduction of yourself on the appropriate Populi page and upload a photo of yourself to your Populi Profile (Introduction Roster Discussions under Discussions tab).

6. Post a 500-750 word summary of the readings on the appropriate Populi page (Week 1 Discussions, under Discussions tab). You should particularly focus on answering the questions, “What is bioethics?”, “Why is it important to study?”, “What are the questions that it addresses?”, “What scholarly disciplines does it encompass?”, “What is the future of bioethics?”

**Week 2 (1/18): Context: Challenges and Resources for a New Millenium**

Read the “Lecture” under the Assignments Tab

Readings

1. Read Fisher, Chapter 1: Context: challenges and resources for a new millennium, pp. 11-37.

Assignments

1. Answer the following question in a 500 word summary of this week's reading: How has Catholic thinking developed from the time of the Second Vatican Council to the present time in regards to morality and freedom? Post your summary in Week 2 on the Discussion Board.

**Week 3 (1/25): Conscience: The Crisis of Authority**

Readings


2. Read Charles and Kennedy, Authority’s flower is freedom, not power. (You will need your Holy Apostles Library bar code to access this document. Please see “Shared Links” under the “Files” tab in Populi.)

Assignments

1. Post a 500 word reflection in answer to the following questions: “How does authority lend freedom to one’s life?”, “What is authority?” “What is the interplay between authority and conscience?”, “How does the Magisterium fit into all of this?”, “Are authority and freedom incompatible?” Post your reflection on the Discussion Board under Week 3.

**Week 4 (2/1): Cooperation in Evil**

Readings


2. Read “Principals of Formal and Material Cooperation.”

Assignments
Take Quiz #1. This is a cumulative quiz covering material learned in Weeks 1 through 4. It is multiple choice, multiple answer, T/F, short answer and essay. It is an open book quiz. You will have one hour to complete the quiz.

**Week 5 (2/8): First Short Paper Due**

Your first short paper is due this week.

Read these two articles: *A Peaceful Death* and *Why This Woman Chose Abortion – at 29 Weeks*.

Emphasizing the Catholic viewpoint, discuss the three components of a moral act: object, intention and circumstances in relation to the two articles and the choices made by each woman. Include in your discussion the various forms of cooperation in evil and apply these to the individuals in each case: the woman, the doctor(s), the clinics, etc. What philosophical framework do you believe the women choosing to abort were operating from?

Written assignments should be double spaced, Times New Roman Font 12, five pages long. In addition to the five pages of text, there should be a title page, endnotes and a bibliography of AT LEAST five solid sources. DO NOT list Wikipedia, a dictionary or the Bible as sources in your bibliography, although the Bible can be cited in your text and/or endnotes. Solid sources are academic references, academic texts, magisterial documents. If you have a question as to what a "solid" source consists of, please ask!

Email your papers to me at jabarsky@holyapostles.edu as a WORD (e.g., .doc, .docx) or PDF (.pdf) file format. Any other formats will be unacceptable and you will not receive credit for your work.

**Week 6 (2/15): When does life begin?**

**Readings**

2. Watch the following video:
   - *The Biology of Prenatal Development*

**Assignments**

1. Outline the major milestones of prenatal development as depicted in the video.
2. Discuss in 500 words or less the history between different understandings of when people begin.

**Week 7 (2/22): What’s the big deal about stem cells?**

**Readings**

1. Read Fisher, Chapter 5: Stem Cells: what's all the fuss about, pp. 131-151.
2. Watch the following video on stem cells: *Stem Cells*

**Assignments**

1. Post a 500-750 word summary of this week’s readings, incorporating the knowledge gained through watching the video, in Week 7 Discussions. Include in your summary anything problematic, from a Catholic standpoint, which was articulated in the video.
Week 8 (2/29): Abortion

Readings & Video (The two videos together are about 3 hours of viewing time. Please plan accordingly.)

2. Watch the following video on Planned Parenthood: MAAFA21
3. Watch the following video: To Save a Life (Blood Money)

Assignments

1. Post a 500-750 word reflection on the history of abortion and its impact on our culture today. Include your thoughts about abortion as the new eugenics as well as its origins as a eugenics movement.

Week 9 (3/7): Transplants

Readings

1. Read Fisher, Chapter 7: Transplants: bodies, relationships and ethics, pp. 185-212.

Assignments:

Take Quiz #2. As with Quiz #1, Quiz #2 is also a cumulative quiz covering material learned in Weeks 6 through 9. It is multiple choice, multiple answer, T/F, short answer and essay. It is an open book quiz. You will have one hour to complete the quiz.

There is no writing assignment this week.

Week 10 (3/14): Second Short Paper Due

Your second short paper is due this week.

Read the following articles on the bioethics of stem cell research and IVF (In vitro fertilization): Recapturing the Soul of Bioethics and Babies in Test Tubes. Utilizing Catholic magisterial documents [especially Evangelium Vitae (The Gospel of Life), Donum Vitae (The Gift of Life), Humanae Vitae (of Human Life) and Dignitas Personae (The Dignity of a Person)] and bioethical reasoning concerning the beginning of life and dignity afforded to all human life, discuss the relationship between these two issues and moral and ethical principles applicable to both.

Written assignments should be double-spaced, Times New Roman Font 12, with 1-inch margins and five pages long. In addition to the five pages of text, there should be a title page, endnotes and a bibliography of AT LEAST five solid sources. DO NOT list Wikipedia, a dictionary or the Bible as sources in your bibliography, although the Bible can be cited in your text and/or endnotes. Solid sources are academic references, academic texts, magisterial documents. If you have a question as to what a "solid" source consists of, please ask!

Email your papers to me at jbabarsky@holyapostles.edu as a WORD (e.g., .doc, .docx) or PDF (.pdf) file format. Any other formats will be unacceptable and you will not receive credit for your work.

Week 11 (3/21): Artificial Nutrition

Readings
2. Watch the following two videos on Terri Schiavo and Terri Schiavo (Part 5 of 5)

Assignments
1. Post your summary of this week’s readings in Week 11 Discussions.

**Week 12 (3/28): Suicide and Euthanasia**

Readings
3. Google Brittany Maynard and read several accounts of her suicide. Here’s one to get you started: *Brittany Maynard and the Cult of the Ideal Death*.
4. Google “Terminal Brain Cancer Patient Lauren Hill” and read a few articles.

Assignments
1. Post a 500-750 word summary of this week’s readings in Week 12 Discussions. Include in your summary a reflection of whether PAS is an act of courage or cowardice. Why do you suppose people choose PAS?

**Week 13 (4/4): Catholic Institutional Identity in the Public Forum**

Readings
2. Watch video on HHS Mandate

Assignments
1. Post a 500 word summary of this week’s readings in Week 13 Discussions.


Readings
2. Read, *Twelve Things Everyone Should Know About the "Contraceptive Mandate"*
3. Read, *More Good News From the Supreme Court*

Assignments
1. Post a 500-750 word summary of this week’s readings in Week 14 Discussions. Reflect on the current social, political and religious environment in the United States and the implications you believe it has for the future.

**Week 15 (4/18): FINAL EXAM**

The Final Exam is comprehensive and covers material from the entire course. It will be the same general format as the quizzes. There will be 50 questions. It will be open book and you will have 2 hours to complete the exam.
4. COURSE REQUIREMENTS

- Introductory Posting – 5%
- Syllabus Quiz – 5%
- 11 Weekly Summaries – 25%
- 2 Short Papers – 25%
- 2 Quizzes – 15%
- Final Exam – 25%

5. REQUIREMENTS FOR DISCUSSION BOARD POSTINGS

- Unless otherwise specified weekly summaries, reflections and discussion board postings should be no longer than 750 words at a maximum.

Discussion Board Instructions:

Discussion Board postings are due each week (when they are assigned) no later than Saturday at 11:59 PM Eastern Standard Time. Your assignment should be posted in the appropriate location in the Populi Discussion Board as follows:

1. Locate the Discussion Board tab at the top of your Populi page
2. Drop the "Discussion Board" menu down from “All Discussions” to reveal the individual weekly assignments
3. Open the appropriate week, click “Add a Lesson Discussion”, and post your assignment. Do not post your assignment as an attachment.

Penalties for late and/or incorrect placement of assignments are as follows:

1. Posting 1 minute to 5 hours 59 minutes late will incur a 5 pt. penalty.
2. 6 hours to 23 hours 59 minutes late will incur an additional 10 pt. total penalty.
3. Each additional 24 hour period late will incur an additional 10 pt. penalty.
4. Incorrect placement of assignment: 1st occurrence will be a warning via email; 2nd occurrence will be an email warning and a 5 pt. penalty; 3rd occurrence will be an email warning and a 10 pt. penalty; 4th and subsequent occurrences will be an email warning and a 20 pt. penalty.

6. LESSONS TAB IN POPULI

- Be sure to check the Lessons Tab in Populi each week. For some, not all, weeks there is additional material available under that tab and if you fail to check it you may miss something important.
7. REQUIRED READINGS and RESOURCES:

• Internet links will be posted to other readings and resources used for this course.

8. SUGGESTED READINGS and RESOURCES:

• Humanae Vitae
• Veritatis Splendor
• Website www.bioedge.org. While there are many websites devoted to Bioethics, Bioedge.org generally has up-to-date info about breaking news in the field.
• National Catholic Bioethics Center. Located in Philadelphia, the NCBC has information about current bioethical issues and is orthodox Catholic in its orientation.

9. EVALUATION

(Basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below). Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at http://www.holyapostles.edu/owl).

GRADING SCALE:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

Grading Rubric for the Written Assignments

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29 pts.</td>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>30-59 pts.</td>
<td>F</td>
<td>Fail, Inadequate</td>
</tr>
<tr>
<td>60-69 pts.</td>
<td>D</td>
<td>Barely Adequate</td>
</tr>
<tr>
<td>70-79 pts.</td>
<td></td>
<td>Adequate</td>
</tr>
<tr>
<td>80-89 pts.</td>
<td></td>
<td>Good, Some Aspects Excellent</td>
</tr>
<tr>
<td>90-100 pts.</td>
<td></td>
<td>Excellent in All Aspects</td>
</tr>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Absence of Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lack of Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inadequate Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Adequate Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Solid Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Insightful Understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topic; highlights connections to other concepts; integrates concepts into wider contexts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Missing Research</strong></td>
</tr>
<tr>
<td>Paper shows no evidence of research: citation of sources missing.</td>
</tr>
<tr>
<td><strong>Inadequate research and/or documentation</strong></td>
</tr>
<tr>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
</tr>
<tr>
<td><strong>Weak research and/or documentation</strong></td>
</tr>
<tr>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
</tr>
<tr>
<td><strong>Adequate research and documentation but needs improvement</strong></td>
</tr>
<tr>
<td>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</td>
</tr>
<tr>
<td><strong>Solid research and documentation</strong></td>
</tr>
<tr>
<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
</tr>
<tr>
<td><strong>Excellent critical research and documentation</strong></td>
</tr>
<tr>
<td>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skillfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</td>
</tr>
</tbody>
</table>
### Writing & Expression

<table>
<thead>
<tr>
<th>Incomplete writing</th>
<th>Writing difficult to understand, serious improvement needed</th>
<th>Episodic writing, a mix of strengths and weaknesses</th>
<th>Acceptable writing, but could use some sharpening of skill</th>
<th>Solid writing, with something interesting to say</th>
<th>Command-level writing, making a clear impression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis is only partially written or completely misses the topic.</td>
<td>Analysis fails to address the topic; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage.</td>
<td>Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage.</td>
<td>Analysis is an uneven response to parts of the topic; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors.</td>
<td>Analysis is an adequate response to the topic; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error.</td>
<td>Analysis is a thorough response to the topic; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage.</td>
</tr>
</tbody>
</table>

### Community Interaction (50-word response)

<table>
<thead>
<tr>
<th>Inadequate response</th>
<th>Poor response</th>
<th>Weak response</th>
<th>Acceptable response</th>
<th>Individually-conscious contributory response</th>
<th>Community-conscious contributory response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response merely provides laudatory encouragement for original post, e.g., &quot;Excellent post! You really have thought of something there.&quot;</td>
<td>Response misses the point of the original posting.</td>
<td>Response summarizes original posting to which it responds.</td>
<td>Response makes a contribution to the posting to which it responds.</td>
<td>Response makes a contribution to the posting to which it responds and fosters its development.</td>
<td>Response makes a contribution to the learning community and fosters its development.</td>
</tr>
</tbody>
</table>

### 10. Disabilities Accommodations Policy

Holy Apostles College & Seminary is committed to the goal of achieving equal educational opportunities and full participation in higher education for persons with disabilities who qualify for admission to the College. Students enrolled in online courses who have documented disabilities requiring special accommodations should contact Bob Mish, the Director of Online Student Affairs, at rmish@holyapostles.edu or 860-632-3015. In all cases, reasonable accommodations will be made to ensure that all students with disabilities have access to course materials in a mode in which they can receive them. Students who have technological limitations (e.g., slow Internet connection speeds in convents) are asked to notify their instructors the first week of class for alternative means of delivery.
11. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Students should not copy more than two paragraphs from any source as a major component of papers or projects.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab’s website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

12. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required to be in class 3 hours a week and prepare for class discussions 4.5 hours a week. Expect to devote at least 7.5 quality hours a week to this course. A failure on the student's part to actively participate in the life of the course may result in a reduction of the final grade.

13. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student’s email in favor of granting the "Incomplete" status of the student.
Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student’s permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A “WF” (Withdrawal/Fail) will appear on the student’s permanent record for any course dropped after the end of the third week of a semester and on or before the Friday before the last week of the semester.

14. ABOUT YOUR PROFESSOR

I graduated from the International School of Bangkok in Bangkok, Thailand during the height of the Vietnamese War. This experience taught me to appreciate different cultures and belief systems. I went on to Wellesley College and Virginia Tech where I earned a B.S. in Sociology and then on to graduate work at Radford University, earning an M.S. in Clinical Psychology with post-Master’s coursework at George Mason University. I am a Licensed Professional Counselor and have had a private practice for the past 20+ years.

I am a convert to the Roman Catholic Church and a graduate of Holy Apostles College and Seminary with an M.A. in Theology and a specialization in Bioethics. I completed the National Catholic Bioethics Center Certification (with Distinction) in Health Care Ethics. I have a strong commitment to and interest in issues of Social Justice.

My husband and I reside in Virginia where we are active in our local parish. Our children are all grown with varying levels of independence, the youngest being 23 years old. We have two Rat Terriers that are loved and spoiled and I enjoy showing them during free weekends. Both my husband and myself enjoy travel, especially foreign travel. Some of our closest friends are those we have met through our travels and continue to visit with regularity in France, Germany and Portugal. We also have Italian family in Cittanova, Calabria, Italy.

In our spare time we hike and bike (we’ve hiked the down and back to Phantom Ranch, Grand Canyon 6 times). We both love meeting new people, experiencing new cultures and entertaining at home.

You may connect with me at www.judithbabarsky.com or Twitter @jbabarsky.

This syllabus is subject to change over time at the discretion of the course professor.