1. COURSE DESCRIPTION
This interdisciplinary course prepares students for pastoral service through an intensive review of the teachings of the Catholic Church regarding the sanctity and dignity of human life from the moment of conception until natural death. Topics include the most challenging and difficult moral and medical issues in the field of contemporary bioethics.

2. ENVISIONED LEARNING OUTCOMES: Students will be able to:
   1. Define and explain the basic Bioethical issues presented in Catholic Bioethics and the Gift of Human Life;
   2. Distinguish between the positive and negative aspects of modern medical technologies and scientific research especially as they affect beginning-of-life and end-of-life decisions;
   3. Articulate confidently the Church’s teaching on the major contemporary Bioethical issues;
   4. Defend in writing the fundamental moral principles that support the Church’s teaching on contemporary Bioethical issues in a manner that is clear, concise and convincing;
   5. Advocate practical measures and promote moral solutions regarding the important issues in the field of Bioethics at the parish level that will help defend and promote the sanctity and the dignity of all human life in accordance with reason, natural law and the teachings of the Catholic Church.

3. COURSE SCHEDULE
The following schedule encompasses the wisdom of the Church’s teaching regarding the many difficult moral and medical issues in the field of contemporary bioethics that every Catholic will surely encounter in today’s increasingly secular society. Topics include a review of the Church’s moral teaching regarding human acts; freedom; conscience; natural law; the generation of human life; marriage; natural family planning; contraception; sterilization; abortion; ectopic pregnancies; new reproductive technologies; the cryopreservation of human embryos; cloning; stem-cell research; embryo adoption; genetic therapy; pre-natal diagnosis and screening; care for the dying; euthanasia; assisted suicide; advance directives; persistent vegetative state; the definition of death; organ transplantation; eugenics; and genocide.

Week 1 (5/4): Welcome, Introductions, Syllabus; and Important Documentary
Documentary: Maafa: Black Genocide in the 21st Century (Life Dynamics, 139 minutes) – This documentary is available to stream free of charge at http://www.maafa21.com/watch/.

Readings: Thoroughly familiarize yourself with the Course Syllabus and requirements for the Course Paper (Writing Instructions and Paper Requirements)
Assignments:
Write a 200-300 word introduction of yourself on the Discussion Board/Introductions. If your Online Profile does not already have your picture, upload a picture of yourself.

Write a 300-500 word Reflection of your impressions of the film, MAAFA and post on the Discussion Board/MAAFA.

Spend time familiarizing yourself thoroughly with the Course Populi site.

Take the Syllabus and Course Documents Quiz. This is an open notes quiz.

**Week 2 (5/11): USCCB’s Pastoral Plan for Pro-Life Activities**
Readings: Read the USCCB’s *Pastoral Plan for Pro-Life Activities*
Assignments:

- Write a beginning outline/summary of the *Pastoral Plan for Pro-Life Activities* and submit to professor at jabarsky@holyapostles.edu by 5/16. Your ultimate goal here is to develop a summary of no more than 1,500 words to be included as one part of your final paper.

**Week 3 (5/18): Definition & Brief History of Bioethics; and Important Documentary**
Lecture: Brief History of Bioethics
Documentary: The Biology of Prenatal Development (National Geographic, 42 minutes)
Documentary: DVD Blood Money
Readings:

1) USCCB *Statement by Cardinal O’Malley and Archbishop Lori*
2) USCCB *Need for the Abortion Non-Discrimination Act*
3) USCCB *Cardinal O’Malley/Archbishop Lori Letter to Congress*
4) USCCB *Conscience Protection*
5) Google “Abortion Non-Discrimination Act” for additional background.
6) *Writing letters* to your representatives. There are many other websites available.

Assignments:

1. Find the names and addresses of the State Congressional Representative, the State Senator, the US Senator and the US Congressional Representative for your election precinct. [If you are not an American citizen, then pick a city and state and locate the appropriate representatives/senators.] Write a letter laying out your argument (300 words) for why they should support the Abortion Non-Discrimination Act. You may use the same material for each letter. Each letter should be properly addressed and formatted with your signature. Send your letters! Email me copies at jabarsky@holyapostles.edu with the following in the Subject line: STM 625/(your name)/Week 3/Letters to Representatives and Senators

2. Post outline of stages of prenatal development on the Discussion Board/Week 3, highlighting chronological milestones.
Week 4 (5/25): Chapter 1: Church Teaching and Major Issues in Bioethics

Lectures:
1) *Declaration on Procured Abortion* - Issued by CDF on November 18, 1974; Pope Paul VI
2) *Declaration on Euthanasia* – Issued by CDF on May 5, 1980; Pope John Paul II
3) The Vatican *Instruction on Respect for Human Life in Its Origin and on the Dignity of the Procreation (Donum Vitae)* – Issued by CDF on February 22, 1987; Pope John Paul II

Readings: Chapter 1, pp. 19 - 58

Assignments: Write a 300 word Letter to the Editor summarizing your opinion on one of the following two articles. Back up your opinion with solid reasoning. Post your assignment in Discussions/Week 4/Letter #1 by 5/30.

1) My Right to *Death with Dignity* at 29
2) Commercial Surrogacy, Baby Gammy case

Week 5 (6/1): Chapter 1: Church Teaching and Major Issues in Bioethics – continued

Lectures:
1) *Evangelium Vitae* – Encyclical issued by Pope John Paul II on March 25, 1995
2) *Dignitas Personae*: On Certain Bioethical Issues – Issued by CDF on September 8, 2008 and released on December 8, 2008; Pope Benedict XVI

Readings: Chapter 2, pp. 59 - 76

Assignments: Review Chapter 1 (pp. 19 – 58) and take Quiz#1 in Populi between 6/1 and 6/6.

Week 6 (6/8): Chapter 2: Making True Moral Judgments and Good Moral Choices

Readings: Chapter 3, pp. 81 - 101

Assignments: Letter to the Editor #2: TBA – Check the Dashboard in Populi for article links

Write a 300 word Letter to the Editor summarizing your opinion on one of the two articles. Back up your opinion with solid reasoning. Post your assignment in Discussions/Week 6/Letter #2 by 6/13.

Week 7 (6/15): Chapter 3: Generating Human Life: Marriage & New Reproductive Technologies

Readings: Chapter 4, pp. 121 - 150

Assignments: Review Chapter 2 (pp. 59 – 76) and take Quiz #2 between 6/15 and 6/20.

Week 8 (6/22): Chapter 4: Contraception and Respect for Human Life

Readings: Chapter 5, pp. 159 - 199

Assignments: Letter to the Editor #3: TBA – Check the Dashboard in Populi for article links

Write a 300 word Letter to the Editor summarizing your opinion on one of the two articles. Back up your opinion with solid reasoning. Post your assignment in Discussions/Week 8/Letter #3 by 6/27.
Week 9 (6/29): Chapter 5: Abortion and Human Life
Readings: Chapter 6, pp. 207 - 222
Assignments: Review Chapters 4 & 5 (pp. 121 – 199) and take Quiz #3 between 6/29 and 7/4.

Week 10 (7/6): Chapter 6: Experimentation on Human Subjects
Readings: Chapter 7, pp. 251 - 288
Assignments: Write final Summary of Pastoral Plan for Pro-Life Activities (@ 2-3 pages/1500 words) and submit to professor at jbabarsky@holyapostles.edu by 7/11.

Week 11 (7/13): Chapter 7: Euthanasia, Assisted Suicide, and Care for the Dying
Readings: Chapter 8, pp. 293 - 314
Assignments: Review Chapters 6 & 7 (pp. 207 – 288) and take Quiz #4 by 7/18.

Week 12 (7/20): Chapter 8: Defining Death and Organ Transplantation

Week 13 (7/27): Ethical and Religious Directives for Catholic Health Care Services
Assignments: Read the USCCB’s Ethical and Religious Directives for Catholic Health Care Services
Write a short 750-1000 word summary of the key points in the ERDs and post in Discussions/ERDs. Comment on the summary of at least one other student.
Final Paper Due on 8/14

Week 14 (8/3): Political Activity Guidelines and A Call to Political Responsibility
Lectures:
1) Political Activity Guidelines for Catholic Organizations (USCCB)
2) A Call to Political Responsibility (USCCB)
Readings: The Politics of Bioethics by Rev. Richard John Neuhaus
Life: Defining the Beginning by the End by Maureen Condic
Assignments:
1) Post a 500 word summary of one of the readings, your choice.
2) Final Paper Due 8/14
3) Study for Final Comprehensive Examination taken between Monday 8/10 and Friday 8/14.

Week 15 (8/10): Final Comprehensive Examination
Final Paper Due 8/14 – Email to professor at jbabarsky@holyapostles.edu
3. DISCUSSION BOARD POSTINGS AND GENERAL POPULI AND COURSE INSTRUCTIONS

General Populi and Course Instructions:

Even though you are not required to be logged in at any precise time or day, you are expected to login at least 3 days 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, per the federal standards, to be in class three 50-minute sessions (or 2.5 hours a week) and prepare for class discussions six 50-minute sessions (or 5 hours) a week. Expect to devote at least nine 50-minute sessions (or 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.

1. You should check the Dashboard for the course for any important messages or updates.
2. If you do not directly check your Holy Apostles email account, you should ensure that mail to that account is forwarded to an email account that you check at least daily.
3. Note that you can also utilize Populi settings to “subscribe” to various pages (e.g., Dashboard) so that new postings to those pages generate an email to your Holy Apostles email account.

Contacting the Professor:

You may email me at any time. I am also available for phone calls. Please leave a message with a return phone number if you reach my voice mail and follow up with an email. Please note that I reside in the Eastern Time Zone so please be mindful of the time and call between 9 AM EST and 9 PM EST. Please do not delay if you are experiencing difficulties with the assignments or have questions about the course. For general course questions, your classmates may have similar questions. You may post your question on the Course Populi Dashboard and I will answer it there if another student has not already answered it. For questions concerning individual issues in the class, please email me and/or call.

Discussion Board Instructions:

Discussion Board postings are due each week 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 a 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.
4. COURSE REQUIREMENTS

- Discussion Postings – 15%
- Letters to the Editor – 15%
- Syllabus and Course Documents Quiz – 5%
- 4 Quizzes – 20%
- Final Exam – 20%
- Final Paper and related submissions – 25%

5. REQUIRED READINGS and RESOURCES:

- Documentary Film MAAFA 21, available to stream free of charge at http://www.maafa21.com/watch/ OR it can be purchased at the same website for $7.95 which includes S&H.
  DVD is $7.95 plus S&H
  The version used in class is the “Short Version: 55 minutes.”
- DVD: The Biology of Prenatal Development, Published by National Geographic. Available for $14.99 plus S&H on the National Geographic website:
  Also available used for less on Amazon.com
  http://www.amazon.com/Biology-Prenatal-Development-Bruce-Carlson/dp/B0015DK43Y/ref=sr_1_1?ie=UTF8&qid=1416536389&sr=8-1&keywords=The+biology+of+Prenatal+Development
  Available streaming for free at: http://vimeo.com/9930469
- Other required readings are available free on the internet and links will be provided.

6. SUGGESTED READINGS and RESOURCES:


7. EVALUATION

Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (OWL) (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 Major Papers
<table>
<thead>
<tr>
<th>0-29 pts.</th>
<th>30-59 pts.</th>
<th>60-69 pts.</th>
<th>70-79 pts.</th>
<th>80-89 pts.</th>
<th>90-100 pts.</th>
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<tbody>
<tr>
<td>Grade: F</td>
<td>Grade: F</td>
<td>Grade: D</td>
<td>Grades: C-, C, C+</td>
<td>Grades: B-, B+, Good, Some Aspects Excellent</td>
<td>Grades: A, A-, Excellent in All Aspects</td>
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<tr>
<td>Fail</td>
<td>Fail, Inadequate</td>
<td>Barely Adequate</td>
<td>Adequate</td>
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### CONTENT

<table>
<thead>
<tr>
<th>Absence of Understanding</th>
<th>Lack of Understanding</th>
<th>Inadequate understanding</th>
<th>Adequate understanding</th>
<th>Solid Understanding</th>
<th>Insightful understanding</th>
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</thead>
<tbody>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topic.</td>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
<td>Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</td>
<td>Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</td>
<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>
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### RESEARCH

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<thead>
<tr>
<th>Missing Research</th>
<th>Inadequate research and/or documentation</th>
<th>Weak research and/or documentation</th>
<th>Adequate research and documentation but needs improvement</th>
<th>Solid research and documentation</th>
<th>Excellent critical research and documentation</th>
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<tbody>
<tr>
<td>Paper shows no evidence of research; citation of sources missing.</td>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
<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>
<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
<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>
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### WRITING & EXPRESSION

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<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>
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<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;</td>
<td>Analysis noticeably neglects or misinterprets the topic; simplistic or repetitive treatment, only partially-internalized; weak organization and development, some</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,</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;</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,</td>
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<tr>
<td>Reflection</td>
<td>Absence of Understanding</td>
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8. 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.

9. 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.

10. 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.

11. 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.

12. ABOUT YOUR PROFESSORS

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.

Dr. Cynthia Toolin-Wilson, Ph.D., S.T.L is a Professor of Dogmatic and Moral Theology. She holds a doctorate in sociology from the University of Massachusetts/Amherst and a licentiate from Dominican House of Studies in Washington, D.C. She serves as the Registrar and Institutional Statistician, teaches graduate courses on campus and through distance learning, and is the author of numerous theology articles. A wife, mother, grandmother and great-grandmother, she divides her time between Connecticut and Vermont.