Course Description and Objectives

TE426 covers the fundamental moral issues facing every Christian as he or she encounters modern medicine in the care of the sick, elderly, and everyday personal bodily health. The proliferation of medical technologies that are invasive, that prolong life, that make possible new life all pose new challenges for living a life in discipleship to Christ. This course will cover many of the issues the pastor must face as he/she leads her congregation amidst the new worlds of modern medicine. The course will cover both issues traditionally labeled bioethics (the ethics of life) such as abortion, cloning, stem cell research, euthanasia as well as moral issues concerning the doctor-patient relationships, the allocation of scarce medical resources and the justice of medical care distribution and institutions. The course will provide a foundation for the pastor to address these core issues both in pastoral care and broader social leadership.

Through this course the students will gain:

1. General foundation for theological and ethical reflection upon moral issues using medical situations as the training ground.

2. Develop practical skill in the application of these same theological and moral resources of the Christian faith to medical issues using case studies in class.

3. Come away with a framework for moral discernment and leadership for their own lives as well as their congregations in this crucial area of church life and cultural confusion.

Course Organization

Each class will be comprised of (A.) a first half lecture covering the material, (B.) a second half focused discussion/dialogue based upon the cases given out to read in preparation for the class.

Required Texts (for Purchase):


Case Studies - Held on Reserve - Please make a copy.
Each student will be responsible for the following:

1.) **Students must read approximately 800 pages** of reading from among the required and optional readings of the class. The required readings are selected as background for lecture topics of the given day plus a specific case for discussion. The required reading approximates 500 pages. Each student is expected to read at least an additional 300 pages out of the bibliography or additional sources in medical/bio ethics for the purpose of writing a paper that delves into a specific medical ethical case in depth. The student should read 800 pages in total to complete the reading requirement for this class.

2.) **Class Presentation:** Each student must select one case throughout the entire class to present and engage from a moral, theological and pastoral perspective. The student can should follow the same outline as given below for the paper. The student can use his or her research and presentation in conjunction with the writing of the large paper.

3.) **Practical Medical Ethics Engagement paper (12-15 pages) as Well as Student Presentation in Class:** In this paper, the student will work out his or her moral theology in relation to one concrete case situation. The case situation will be one provided in class, or a very real and personal situation the student would like to explore out of his or her own life. The case chosen however must coordinate under the specific heading of the class period assigned to the student. So if the student is assigned Euthanasia, the student can either choose to write a paper on the case given in class, or a case of discerning euthanasia that the student has personally experienced.

The aim of the paper is to apply the theological understandings gained through reading and class work towards the discerning the particulars of medical situations. This will be comprised of:

- a description of a practical case for discernment as given with attention given to what details the writer believes to be important to discerning the way of Christ.
- A presentation of options and possible courses of action or response.
- the theological considerations that are to be applied to the situation. What should Christians consider in discerning the response?
- A resultant theological discernment/pastoral response towards the issue.

4.) **A Short 20 Minute Exam on the Required Reading** An exam will be given at the beginning of the 7th week class on the reading. There will be one essay question and a series of multiple-choice questions in order to test the student on his or her overall comprehension of the readings and lectures of the first six weeks.

5.) **Reading List:** that lists all reading the student read for the class signed by the student.

Students are required to read a total of 800 pages for this class.

The student grade will come from 70% theology paper, 15% Exam and 15% class presentation.
Schedule and Readings:

All readings are referenced in the Bibliography

I. Sept 23  Ethics in General Outline at the End of Modernity. The principles of autonomy, freedom, personhood, consent.
Required Reading:
None

II. Sept 30  The Birth of Medical-Bio Ethics … Can Medical Ethics Be Christian?
Required Reading:
Stanley Hauerwas How Christian Ethics Became Medical Ethics - The Case of Paul Ramsey
Christian Bioethics 1995 March 1 (1) 11-28
Verhey, ch. 1 ; Meilander ch. 1

III. Oct 7  The Bible, Community, and a Theology of Suffering as the Context for Medical Ethics
Required Reading:
Verhey ch. 2-4

IV. Oct 14 The Body, God, Health and the Limits of Modern Medicine What is a Disease? The Church as Place of Healing
Required Readings:
Meilander ch. 12
Marva Dawn, Being Well When We’re Ill (Augsburg-Fortress: 2008)

V. Oct 21  Abortion - The Pursuit and Protection of Life
Required Readings:
Verhey ch. 6  Meilander ch 3
CASE:- MUNSON 626-627

VI. Oct 28  Euthanasia : Who Decides? When is Uncle Charlie Not a Person?
Personhood
Required Readings:
Verhey ch.8     Meilander ch. 6,7,8
CASE: Munson 736-740

VII. Nov 4  Invitro Fertilization? Pre Natal Screening At What Cost? Designer Children and the Will of God. The Christian Call to Adoption
Required Readings:
Verhey ch.9   Meilander ch. 2, 5, 11
Amy Laura Hall, Conceiving Parenthood (Eerdmans: 2008) ch. 389-406 (On reserve)
CASE: Munson 447-450
VIII. Nov 11  Stem Cell Research - The Pursuit of What is Possible

Required Readings:
Verhey ch.5   Meilander ch. 4,9,10
CASE: Munson: 361-364

IX. Nov 18 Medicine, Institutions and Capitalism. How Should Medicine Be Available? To Who and Why? Why There is no Healing Outside the Church

Required Readings:
Verhey ch. 10
CASE: Munson 502-506

X. Dec 2 – Leading the Church as Witness to Christ’s Healing. Witnessing to Christ’s Healing in Foreign Places.

Grading Scale:

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Selected Bibliography: David Fitch (2006)


**POLICIES FOR ALL MASTERS CLASSES**

**NOTE:** All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Diploma/Certificate Student Course Requirements**
The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.

**Class Attendance Policy**
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Late Work Policy**
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.
**Turabian Format**
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013.

**Plagiarism**
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.seminary.edu](http://moodle.seminary.edu) in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.