The Boston College Center for Christian-Jewish Learning
2012 Summer Junior Scholars Research Grants
"Jewish- Christian Bioethics in Contemporary American: A Course"
Cristina Sofia Richie, M. Div., ThM., PhD [student]

DOCUMENTS
I have:
made a complete syllabus
made a "resources" bibliography [books and articles I did not use, but may be helpful to others, these are not the same as the "articles" folder]
made a powerpoint slide / lecture bibliography for all categories
made a master bibliography with "resources", textbooks [from the syllabus] and lecture biblio

FOLDERS
I have placed each of the powerpoint slides in a folder by category [theology, ethical theory, contraception, abortion, eugenics, ART, organ donation, and euthanasia/ end of life care] along with the bibliography for the category, and any articles that I used to get information.

> POWERPOINT
> I have 8 basic categories of lectures:
> theology, ethical theory, contraception, abortion, eugenics, ART, organ donation, and euthanasia/ end of life care.
> Each category has 3 powerpoint lectures: one on "basic issues"; one on the Jewish perspective; and one on the Christian perspective. Each are 10-25 slides long. The lectures begin with a title page, goes on to the core information, and end with discussion questions. Most have a short video from YouTube to augment the lecture.
>
> BIBLIOGRAPHY
> Has the articles/ books I used for my information, and the page number I took the information from.

ARTICLES
Contains extra articles, grouped by topic.

Jewish- Christian Bioethics in Contemporary American Syllabus

Instructor Professor
Email: **Phone:**
Class Meeting/ Location:
Credits:
Course Description: Recent Jewish – Christian ecumenical endeavors of collaboration have by and large sought to establish theologically consonant ground in order to facilitate peaceful dialogue and a fruitful alliance. In inter-religious dialogue, bioethics has been in the background as national and international political policies and reconciliation from the atrocities of World War II take the foreground. There has been some attention to medical care within the hospital for ecumenical chaplains, but beyond this, Jewish/ Christian collaboration in bioethics has been mostly limited to the last decade. Therefore this class will explore current biomedical issues in America from both Jewish and Christian perspectives.

Goals for the Course: The main goals of the course include furthering inter-religious dialogue and bioethical understanding through examining bioethics from a monotheistic religious perspective. This class, by articulating the differences and similarities in Jewish – Christian perspectives on bioethics will allow both the religious individual to determine which approach is best, and the secular person to identify possible latent prejudices against religious perspectives.

Course Texts:

Lisa Sowle Cahill, *Theological Bioethics: Participation, Justice and Change.* (Washington, DC: Georgetown University Press, 2005.

Refoel Guggenheim, Leonardo Leupin, Yves Nordmann and Raphael Patcas, *The Value of Human Life: Contemporary Perspectives in Jewish Medical Ethics*. Jerusalem: Feldheim, 2010.

Aaron L. Mackler, *Introduction to Jewish and Catholic Bioethics: A Comparative Analysis (Moral Traditions series).* Washington, DC: Georgetown University Press, 2003.

Gilbert Meilaender, *Bioethics: A Primer for Christians* 2nd ed. Grand Rapids: Eerdmans, 2005.

Nisson Shulman, *Jewish Answers to Medical Ethics Question*. Jerusalem: Jason Aronson, Inc, 1998.

*Students will also need to read chapter associated with weekly readings. Students are expected to complete all the reading before class.

Grading:

Papers [3]	30%
Paper presentation [3]	30%
Debates [3]	30%
Advanced directive	10%

Students are expected to come to every class, participate in discussions, and be prepared with the readings done ahead of time. This will be factored into the final grade.

- **Cheating** on papers, consists of knowingly giving, receiving, using, or attempting to give, receive, or use, unauthorized assistance. Students will fail the assignment, and not be given a chance to make up work if found cheating.
-**Plagiarism** is a form of cheating. It occurs when a student fails to credit the original author for ideas and/or statements and puts the words or ideas directly into his/her own writing or speech. It can be avoided by correctly and appropriately citing the source material. Students who plagiarize will fail the assignment, and may or may not be given an opportunity to redo the assignment.

Late Work: Work must be handed in at the beginning of class. If you are going to be absent that day, it should also be emailed by class time. You have a 15-minute grace period, at the beginning of class and then it is considered "late". Once work is late you have one week to turn it in, with a full letter grade drop [a B- paper will get marked C-].

Assignment Descriptions:
Papers: Students will choose a topic within the week's discussion topics and write a 4-5 page research paper in a format of their choosing. For instance, if the topic of the week is "organ donation" the student may choose to write about animal transplantation, or payment for organs, or donation from hydrocephalic infants, etc.

Paper presentation: On the day that the 4-5 page research papers are due, they will also be presented to the class. Students may read directly from their paper, or summarize their findings. This should take no more than 10-15 minutes.

Debates: Students will have a chance to debate the multifaceted issues within bioethics during class time. Students will be assigned "pro" or "con" by the instructor, and have class time to prepare their arguments as a group, and time outside of class to prepare individual information. Debates are graded on participation.

Advance directive: Students will create a personal advanced directive, 1-2 pages double-spaced. This AD will detail where, how, and when you would like to die, should you become terminally ill. Include what you want done with your organs and tissues. Think about what constitutes quality of life for you. Is euthanasia acceptable? Who will make your decisions if you cannot speak?

*Cell phones and other electronics are strictly prohibited in class, unless there is a medical emergency. Use will result in a grade drop. Computers may be used to take

notes, but being online is forbidden, and will result in loss of computer privileges.

Schedule of Classes

Week 1 Theology and Beliefs
Class 1: Jewish Theology
Class 2: Christian Theology
Class Work: ethics games
Homework: none
Reading: Meilaender, ch. 1, Guggenheim, ch. 2 "The Infinite Value", Shulman, pgs.1-6

Week 2 Why ethics? Ethical methodology and philosophy
Class 3: Ethical Theory [Basic Issues]
Class 4: Jewish Ethical Theory
Class Work: case studies
Homework: all prepare for debate
Reading: Mackler, chs. 1-2, Guggenheim ch. 1 "Jewish Medical Ethics"

Week 3 Ethical Theory/ Contraception
Class 5: Christian Ethical Theory
Class 6: Contraception [Basic Issues]
Class Work: debate on contraception
Homework: paper group 1 prepare
Reading: Cahill, ch. 1-2, Shulman pgs. 41-60

Week 4 Contraception
Class 7: Jewish Contraception
Class 8: Christian Contraception
Class Work: paper presentations 1
Homework: paper group 2 prepare
Reading: Meilaender, ch. 2, Guggenheim, ch. 9 "The Beginning of Human Life", Shulman pgs. 70-74, 77

Week 5 Abortion
Class 9: Abortion [Basic Issues]
Class 10: Judaism and Abortion
Class Work: paper presentations 2
Homework: all prepare for debate
Reading: Mackler, ch. 5, Shulman pgs. 74-77

Week 6 Abortion/ Eugenics
Class 11: Christianity and Abortion
Class 12: Eugenics [Basic Issues]
Class Work: debate on abortion
Homework: paper group 1 prepare
Assignment due: **advanced directive outline**
Reading: Meilaender, ch. 3, Meilaender ch. 10, Shulman pgs. 35-40

Week 7 Eugenics

Class 13: Judaism and Eugenics
Class 14: Christianity and Eugenics
Class Work: paper presentations 1
Homework: paper group 2 prepare
Reading: Meilaender, ch. 5 Guggenheim, ch. 10, "Pre-Implanation", Shulman pgs. 102-106

Week 8 Assisted Reproductive Technologies
Class 15: Assisted Reproductive Technologies [Basic Issues]
Class 16: Judaism and Assisted Reproductive Technologies
Class Work: paper presentations 2
Homework: all prepare for debate
Reading: Cahill, ch. 6, Guggenheim, ch. 9 "The Beginning of Human Life", Shulman pgs. 77-84

Week 9 Assisted Reproductive Technologies/ Organ Donation
Class 17: Christianity and Assisted Reproductive Technologies
Class 18: Organ Donation [Basic Issues]
Class Work: debate on paid organ transplants
Homework: paper group 1 prepare
Reading: Mackler, ch. 6, Meilaender, ch. 9, Shulman pgs. 117-132

Week 10 Organ Donation
Class 19: Judaism and Organ Donation
Class 20: Christianity and Organ Donation
Class Work: paper presentations 1
Homework: paper group 2 prepare
Reading: Guggenheim, ch. 5 "The Organ Debate", Guggenheim ch. 7 "The Brain Death…America", Shulman pgs. 175-183

Week 11 Euthanasia
Class 21: Euthanasia [Basic Issues]
Class 22: Judaism and Euthanasia
Class Work: paper presentations 2
Homework: write one case study to discuss in class [1/2 page]
Reading: Mackler, ch. 3-4, Guggenheim, ch. 3, "The Dying Patient", Meilaender ch. 6, Shulman pgs. 185-196

Euthanasia/ Wrap Up
Class 23: Christianity and Euthanasia
Class 24: Wrap up
Class Work: case studies
Assignment due: **Advanced directive**
Reading: Mackler conclusion, Meilaender, ch. 12, Guggenheim ch. 4 "The Patient at the End of Life"

Other Resources Bibliography

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