The McAnulty College and Graduate School of Liberal Arts
of Duquesne University

Graduate Center for Social and Public Policy

Syllabus for HCE 544-61 Religious Foundations of Health Care Ethics
Fall 2010
Instructor: Dr. Moni McIntyre

CLASS TIME: Wednesday 3:05-5:45 p.m.
OFFICE: 523 College Hall; 412.396.1740
EMAIL: mcintyrem@duq.edu
OFFICE HOURS: Tuesdays 3:00 – 6:00 p.m. and Wednesdays 1:00-3:00 p.m. and by appointment.

COURSE OBJECTIVES:

a) **Catalogue Description**: The course provides an introduction to the methods of religious discourse in health care ethics. There is discussion of different approaches, policies, teachings, and practices. A variety of practical topics are engaged to illustrate the variety of religious discourse in the field.

b) **Specific competencies to be expected**: Upon completion of the course, students should master the following competencies, as should be demonstrated both in class participation and in course papers:
   a. An understanding of general approaches to health care ethics, such as in pluralistic/philosophical and secular/religious perspectives;
   b. An informed sense of how these approaches are adopted to address a variety of practical issues, including racism and sexism;
   c. A capacity for critical analysis, decision-making, and justification when engaging practical issues in health care ethics.

c) **General HCE Program Learning Outcomes**: All of these Learning Outcomes pertain to HCE 544.
   a. **Fundamental Knowledge**: Students can understand and analyze HCE theory and methods as well as major applied topics.
   b. **Multi-disciplinary Study**: Students can critically relate HCE with multi-disciplinary fields in health care as a diverse and global enterprise (empirical research, law, medicine, philosophy, religion, science, etc.).
   c. **Scholarship**: Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that:
      i. Present cogent argument(s)
      ii. Engage scholarly literature, and
      iii. Demonstrate critical thinking and analysis.
   d. **Professionalism**: Students can integrate academic learning with experiential learning in clinical/organizational rotations as a function of service-learning and development as HCE professionals.
e. **Co-Curricular Practices for Life-Long Learning.** Students can foster co-curricular practices for life-long learning to personally value and engage the clinical, organizational, and professional components of HCE in a global context. Practices include: accessing journals and literature for developments in HCE; networking with colleagues in professional associations; fostering a community of scholars in the HCE program, for example, participating in seminars/colloquia/speaker events, preparing for comprehensive exams, writing doctoral projects.

**REQUIRED TEXTS:**


**PROCEDURES:** Lecture, discussion, films. Students are expected to participate in class discussions.

**COURSE REQUIREMENTS:**

1. **Class attendance** is required. Please inform the instructor beforehand if you find it necessary to miss a class. An undocumented absence will adversely affect one’s grade.
2. **Class participation** that demonstrates the ability to discuss and answer questions about the readings and lectures is required. Failure to participate will adversely affect one’s grade. No formal class presentations are required.
3. **Written assignments:** Five papers. Detailed directions for the papers are attached. No formal class presentations are required.
4. **Exams:** None.
5. Cheating and plagiarism will not be tolerated. Rules of the McAnulty College and Graduate School of Liberal Arts apply.
6. **Grade evaluation:** Each paper will count for 1/5 of the final grade. Plus and minus grading will be used. All papers are to be typed. Final grades will be determined with the following grading scale and will be based on the total number of points accumulated on the final exam, reports, and papers.

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THE FOLLOWING SCHEDULE IS APPROXIMATE:

Week One 25 August Introduction
Week Two 1 September Douglas, Part One
Week Three 8 September Paper #1 due: Douglas book review
Week Four 15 September Wolfe/Gudorf, Part 1
Week Five 22 September Wolfe/Gudorf, Part 2
Week Six 29 September Wolfe/Gudorf, Part 3
Week Seven 6 October Paper #2 due: Gudorf book review
Week Eight 13 October Gruenbaum
Week Nine 20 October Rhodes, Part I
Week Ten 27 October Paper #3 Individual Decisions about Clinical Issues
Week Eleven 3 November Rhodes, Part II
Week Twelve 10 November Paper #4 Social Policy
Week Thirteen 17 November Washington
Week Fourteen 1 December Paper #5 due: Washington book review

DIRECTIONS FOR PAPERS

1. **Book review: DATE DUE: 8 September 2010 (4-5 PAGES ONLY)**

Use the following heading or one appropriate to the edition that you are using:


1. How can Kelly Brown Douglas be a Christian, knowing the role of Christianity in white supremacists’ ideology and practices?
2. How important is a reflection on the (black) body for health care ethics?
3. To whom would you recommend this book? Why?

Note:
- Analyses must be critical, creative, and courteous. Personal polemics should be avoided, and reviews are not the place to promote one’s own favorite views. Avoid pejorative terminology and potentially libelous language.
- Use gender-inclusive language such as “person” (instead of “man”); “humankind” or “humanity” (instead of “mankind” or “man”); or plural pronouns (“they” rather than “he”) or elimination of pronouns, etc.
- Your writing is to be in Standard English.
- Do not use contractions. Do not end a sentence with a preposition. Do not use split infinitives. Do not use “a lot” in your paper.
- Type on one side only of 8.5 x11 paper, double space (not 1.5 space), leaving generous margins on all sides of the paper.
- Right margin should be left ragged.
- Page references should be preceded by “p.” or “pp.”
- Do not use footnotes or a “Works Cited” page. If you refer to another book, the reference with *full* bibliographical data should be enclosed within parentheses. E.g.,
“A similar thesis has been proposed recently by Gerd Theissess (The Gospels in Context [Minneapolis: Fortress, 1991] 31-50).”

- Put your name in the upper right hand corner of the first page.
- Make a copy of your paper for your records.
- **ANALYSIS**—not summary—is what is important in this paper.

**NUMBER your pages and STAPLE pages together.**

**2. Book review: DATE DUE: 6 October 2010 (4-5 PAGES ONLY)**

Use the following heading or one appropriate to the edition that you are using:


1. In what sense is this book a “weak version” of postmodernism?
2. Which case was especially interesting to you? Why?
3. Which case was problematic for you? Why?


Discuss the moral realm of ethics. Use Part I of *The Blackwell Guide to Medical Ethics* for your source.

**4. Legislative and Judicial Decisions about Social Policy: DATE DUE: 10 November 2010 (4-5 PAGES ONLY)**

Discuss liberty and justice in health care ethics. Use Part II of *The Blackwell Guide to Medical Ethics* for your source.

**5. Book review: DATE DUE: 1 December 2010 (4-5 PAGES ONLY)**

Use the following heading or one appropriate to the edition that you are using:


1. What went wrong in the moral realm of ethics?
2. What went wrong in the political domain?
3. According to the author, in what areas today are blacks especially vulnerable? Why?

**GENERAL COMMENTS:**

1. Book reviews require NO introduction or conclusion. Include an introduction and a conclusion in the other papers.
2. Please proofread your papers before submitting them.
3. Please keep your papers within the length guidelines. I will stop reading them if they go beyond the stated length.
4. Your ideas should be expressed clearly and logically. Make every word count!