Roman Catholic Fundamental Moral Theology
Boston College School of Theology & Ministry TMCE 8002-01
James T. Bretzke, S.J. S.T.D.
Professor of Moral Theology
Last Update: August 21, 2015
Books ordered online on March 18, 2015

Fall Semester 2015
Class Thursdays: 3:15—6 PM STM 135
Office Hours (see sign up sheet at Service Center or call 552-6501)
Wednesdays 1:30—3 PM; & Fridays 4:15—4:45PM, or EASILY by other appointment
(Other times by individual appointment: e-mail or phone me for a special time)
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Course Description

This course treats Roman Catholic fundamental moral theology, focusing on both traditional and contemporary understandings of principal themes such as: The Nature and History, as well as a Methodological Model for Approaching Fundamental Moral Theology; The Moral Person and Moral Community; Conscience, Moral Norms and the Natural Law; Evaluations of Moral Acts; Sin (personal and social), Conversion and Reconciliation; Roles of Church Teaching (Magisterium) & Tradition in selected contemporary issues in the areas of sexual ethics, the 2014-15 Synods on the Family, health care and bioethics, and Catholics in the political arena will be discussed in terms of applying the fundamental themes of moral theology. The course format will include lecture, questions and discussion, as well as occasional Power Point and web-based presentations and one in-class movie (Robert Bolt’s A Man for All Seasons).

Beginning in the Third Week of the semester the students will be divided into two groups to facilitate reflection on the course readings by posting on Canvas reflection/discussion questions and replies based on one course readings assigned for that upcoming week in the syllabus. Only one reading need be addressed by the group posting Questions, and the group posting Replies may choose any question to respond to, even if another student has already responded to a given question. An example of how this Discussion board works will be given in the Second Week of the course by the professor.

A mid-term exam (given on October 22nd) will be a 45 minute written exam in-class comprised of identifications of moral terms and a short essay taken from the list of terms and study guide questions posted in advance on Canvas. These will be based on the course lectures, readings. The final exam will be a comprehensive 20 minute oral exam held during the final week of class. Additionally students will be asked to complete one (1) mid-term case study (due on Canvas by October 15th), as well as one (1) case response evaluation to an anonymous case study presented by a student from a previous version of this course (due on December 3rd), plus one (1) additional final case study due the Monday after the last day of class (December 7th) giving a theological and ethical reflection on one of three movies available for selection: “Lorenzo’s Oil,” “Steel Magnolias,” “Wit,” and/or “My Sister’s Keeper.” A brief synopsis of each movie is included below and the movies will be available in the O’Neill Library, as well as personal loan from the professor. If there is sufficient student interest
the movies will also be screened outside of class time (e.g., after class on a given day). Another movie may be substituted with the approval of the instructor.

An Important Note on the Use of Canvas for the Course:

Since all course communication, announcements, e-mail, electronic documents, assignments, etc. will be handled using Canvas it is imperative that each student configure their e-mail address so that Canvas-generated e-mails are automatically forwarded to whatever e-mail account is actually used. Since announcements and course updates will be posted on the “Course Content” page (which will be the first page seen when logging onto the Canvas course web-page) it is very important that students consult this page at least once before each course meeting. If you encounter technological issues in using Canvas please contact either the IT Help Desk or the Canvas support staff at cms@bc.edu; please do not contact the instructor to resolve technical issues as this will likely only delay solution of the problem. Online tutorials and support services on the use of Canvas can be found at http://www.bc.edu/content/bc/offices/ides.html [link verified June 6, 2013]

Learning Outcomes: By the conclusion of this course the student should be able to

1) Describe Catholic fundamental moral theology and articulate a general methodology and specific approaches to address particular topics listed in the accompanying Course Description, such as The Moral Person and Moral Community; Conscience, Moral Norms and the Natural Law; Evaluations of Moral Acts; Sin (personal and social), Conversion and Reconciliation; Roles of Church Teaching (Magisterium) & Tradition.

2) Be able to identify, evaluate, and explain the relative magisterial authority in line with the triple criteria of character, manner, and frequency expressed in Lumen gentium #25 of the range of documents and teachings from the Pope, the various dicasteries of the Holy See, Bishops Conferences and individual bishops.

3) Articulate recent magisterial, theological and historical developments in both methodology and application to selected concrete issues such as in the areas of sexual ethics, health care and bioethics, and Catholics in the political arena.

4) Describe these major theological debates on each topic and articulate a critical assessment of the various positions and present them in an understandable academic manner commensurate with graduate study a status quaestionis project on a moral issue that is currently a matter of ongoing debate within the field of Roman Catholic moral theology.

5) Frame and apply a pastoral approach shaped by Catholic fundamental moral theology to concrete pastoral moral cases in selected areas as in the areas of sexual ethics, health care and bioethics, and Catholics in the political arena.
Required Books

Bolt, Robert. “A Man for All Seasons” (movie to be viewed on or by November 19th)


Required Articles [all available either online or via Canvas]

*N.B. Because the last half of the course focuses on “contemporary” moral problems there may be occasional short “op-ed” types of articles or brief news reports that will likely be asked to be read—no more than one per week though. These will be uploaded to Canvas in a special folder marked “Current News Pieces” and hopefully these will encourage class discussion.*


Steinfels, Peter. “Beyond the Stalemate Forty Years after ‘Roe’” *Commonweal* 14 June 2013 (print version; 3 June 2013 online version: [http://www.commonwealmagazine.org/beyond-stalemate](http://www.commonwealmagazine.org/beyond-stalemate) ; *See also* the follow-up Letters to the Editor responding to the article, along with the author’s own response to the responses is found in the 16 August 2013 print edition, and posted
online on 5 August 2013 at http://www.commonwealmagazine.org/letters-abortion-stalemate-authors-reply


Dignitatis humanae #2. Available online at
Optatam totius #16. Available online at


Required Media: Each student should view at least one (1) of the following movies (available on in the O’Neill Library Media Center OR personal loan from the professor). If available, the scripts will be posted on Canvas and/or from the Professor, but they are NOT required reading for this assignment. Then, in an essay of no more than 5 (five) pages discuss one or more of the principal bioethical issues that arose in your chosen film.

“Lorenzo’s Oil” 2 hrs., 16 minutes, directed by George Miller and starring Nick Nolte and Susan Sarandon who play the parents of Lorenzo Odone in this true story of a young boy with an incurable disease (ALD). The Odones go to great lengths to obtain the best, experimental care for their son, and in so doing make great contributions to the treatment protocols for this hereditary disease. The trailer can be viewed at https://www.youtube.com/watch?v=CxkylRxJxh8 and the full movie at various streaming sites (if you find a genuinely “free” site please let the instructor know)

“Steel Magnolias” 118 minutes, film version of Robert Harling’s 1987 play, directed here by Herbert Ross and starring Sally Fields, Julia Roberts, Shirley MacLaine, Dolly Parton, Daryl Hannah, and Olympia Dukakis. Fields plays M’Lynn, mother to Shelby (Julia Roberts), who donates a kidney to Shelby when her own kidneys fail after the birth of her child. The film looks at the complex issues regarding family relationships and medical decisions in very difficult situations. The trailer can be viewed at https://www.youtube.com/watch?v=v2IGgZgWj0k and the full movie at https://www.youtube.com/watch?v=XnbVtjjoPgQ

“Wit” 99 minutes, Emma Thompson, directed by Mike Nichols, after a play by Margaret Edson (ISBN 0-8222-1704-X). Professor Vivian Bearing (Thompson) is a renowned scholar of the poetry of John Donne (“Death Be Not Proud”) and has been diagnosed with incurable ovarian cancer. She undergoes a very aggressive experimental research program of chemotherapy led by Dr. Harvey Kelekian, assisted by his research fellow, Dr. Jacob Posner (a former student of Bearing’s). Bearing is cared for by Susie Monahan, R.N. and develops a relationship with her that helps support her in her last illness. The trailer can be viewed at
“My Sister’s Keeper” 2009 film based on the novel of the same name by Jodi Picoult, revolving around a younger sibling has been conceived by in-vitro fertilization to provide a bone marrow transplant to her older sister suffering from leukemia. For more on the movie see [https://en.wikipedia.org/wiki/My_Sister%27sKeeper_(film)](https://en.wikipedia.org/wiki/My_Sister%27sKeeper_(film)). The trailer can be viewed at [https://www.youtube.com/watch?v=HP4NxUFgFr5](https://www.youtube.com/watch?v=HP4NxUFgFr5) and the full film is also available on YouTube at [https://www.youtube.com/watch?v=fK67apbTQoo](https://www.youtube.com/watch?v=fK67apbTQoo)

**RECOMMENDED Readings: Books**


**RECOMMENDED Readings: Articles**


_______. “Intrinsic Evil: Navigation between Shibboleth and Gauntlet.” Presentation to the College Theology Society 59th Annual Convention. Creighton University, 31 May 2013 [available on Canvas] [17 pages]

_______. “The Status quaestionis of the Contraception Debate.” [16 pages] [Available on the Canvas Course web-page]

Callahan, Daniel. "The Sanctity of Life Seduced: A Symposium on Medical Ethics."  

Coleman, Gerald, S.S.  “Take and Eat: Morality and Medically Assisted Feeding.”  
_America_ (3 April 2004): 16-20. [5 pages]

Available online  


Available on Canvas and at  
_http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html_ 


Recommended Viewing: [These videos are available for loan both from the Professor AND from the O’Neill Media Library on Level 2]


Other recommended readings will be suggested throughout the course, and students are also encouraged to suggest readings and/or post links to the course web-page.

N.B. Associate Academic Dean Bader has mandated that the following be added to all BC syllabi:

Attendance Policy:
Attendance is expected at all classes. If an absence is foreseen please contact the professor before the class to be missed; if it foreseen that there would be more than 2 absences in the semester please do not take this class. If an absence is unforeseen (e.g., illness or emergency) please contact the professor as soon as possible after the missed class. Absences result in lowering of the final grade or failure.

For Students with Disabilities:
If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (Kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Academic Integrity Policy:
Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source, and presenting them as one’s own. Penalties at Boston College range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another’s words or ideas must be fully cited. If in the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and other violations of academic integrity, please consult the STM website at http://www.bc.edu/content/bc/schools/stm/acadprog/acadpol.html [link verified June 6, 2013]

STM School-Wide Grading Policy (adopted by the Faculty in the Fall 2012): based on the Academic Policies of Boston College for Graduate Courses. All grading in this class is reflective of these descriptions.

A Work is exceptional in every respect. There is an active and sophisticated engagement with all aspect of the course, demonstrated through careful analysis or creative treatment of the ideas covered. Both full class participation (including full attendance) and written work indicate outstanding mastery of content, originality of
thought clearly expressed, and clarity in connecting course concepts with ministerial and theological interests.

**A-** Work is superior and above the average graduate level expectations. This involves mastery of the course content, recognition of the “big picture” within which course material is situated, and capacity to make cogent links with one’s ministerial and theological position. This level is reflected in the ability to express one’s thoughts effectively in writing and to contribute significantly to class conversation.

**B+** Work is more than satisfactory at the graduate level. This involves mastery of the course content and the ability to draw connections across course topics and with appropriate theological and ministerial topics. Contribution to class conversation gives evidence of both active listening and thoughtful participation. Written work is clear, focused and well organized.

**B** Work is clearly satisfactory at the graduate level. There is consistent engagement with, and a basic mastery of, the course material with a good command of the various topics.

**B-** Work is barely acceptable at the graduate level. This reflects a basic command of the course material, an adequate articulation of the connections across content areas, and a basic recognition of the implications for pastoral work.

**C** Work is marginally acceptable at the graduate level. This is a basic mastery of most of the course materials but not all. It represents that you have slipped below an acceptable level of work in one or two areas.

**F** Work is unsatisfactory and fails to meet the requirements of the course.

**WEEKLY THEMES, READINGS AND ASSIGNMENTS**

**WEEK 1 (Sept. 3) Introduction & Models for Moral Methodology**

*Before the first class meeting*

1) Please complete the online True/False quiz on *20 Questions On Contemporary Church Moral Teaching which will be available on Canvas on August 29th*. This quiz is a “pre-test” and while the “answers” will be collected for pedagogical purposes (to see what is known, what is not known, what may be misunderstood, etc.) the “grade” for this quiz will NOT be factored into the course grade. We will use this quiz for both small & large group discussion in the first class.

2) Please review the file *Definitions of Moral Theology and/or Christian Ethics* [https://www2.bc.edu/james-bretzke/DefinitionsOfMoralTheology.pdf](https://www2.bc.edu/james-bretzke/DefinitionsOfMoralTheology.pdf) (also posted to Canvas)
**Recommended**
Bretzke, “Connecting the Dots: Proposing a Moral Triangle for Ethical Analysis.”
Bretzke, “Cultural Particularity and Globalization of Ethics in Light of Inculturation.”

**In-class Small Group Exercise: Constructing Definitions of Moral Theology & Introductory Case Study Analysis**

**WEEK 2 (Sept. 10th) History of Moral Theology and Introduction to Basic Concepts**

**View before Class: Moral Methodology Intro BCSTM Power Point**
https://www2.bc.edu/james-bretzke/MoralMethodologyIntroBCSTM.ppsx

**Read**
Bretzke, *Morally Complex World*, Chs. 1 & 2
Curran, *The Development of Moral Theology*: Ch. 1
Thomas Aquinas, *ST I-II*, Q. 1, A. 3 “Whether human acts are specified by their end?”

**Recommended**
Johnstone, "From Physicalism to Personalism."

**WEEK 3 (Sept. 17th) Scripture and Ethics: Bring a Bible to class (ideally, NOT the RSV translation)**

Web-Page Question/Replies begins: Each person in Group A posts a one question to one of the upcoming week’s readings; Each person in Group B posts a reply to one of the questions posted by Group A. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

**Before Class please review and work through this Exercise (also posted on Canvas): Problematic Uses of Scripture in Ethics Introductory Exercise**
https://www2.bc.edu/james-bretzke/ProblematicUsesOfScriptureInEthicsExercise.pdf

As part of the Exercise you will need to consult the *1 Corinthians 6 Translations Compared* file (also available online at https://www2.bc.edu/james-bretzke/1Corinthians6TranslationsCompared.pdf) The link is also contained within the *Problematic Uses of Scripture* file.

**Read**
Bretzke, *Morally Complex World*, Ch. 3
Vatican II, Optatam totius #16 At

Recommended Reading:
McDermott, "Is AIDS God's Punishment?";
Siker, "How to Decide? Homosexual Christians, the Bible, and Gentile Inclusion."

After Class, if you wish, you might want to consult

Five-Step Methodology for Using Scripture in Ethics https://www2.bc.edu/james-bretzke/5StepMethodologyForUsingScriptureInEthics.pdf

And review the Power Point Presentation on Scripture & Ethics which will be unlocked after the class session has concluded.


Web-Page Question/Replies: Group B posts a question each; Group A posts a reply each to one of the questions posted by Group B. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

View before Class: Conscience Theology Introduction Power Point Presentation
https://www2.bc.edu/james-bretzke/ConscienceTheologyIntro.ppsx

Read
Bretzke, Morally Complex World, Ch. 4 & Ch. 6
Curran, The Development of Moral Theology: Ch. 2
Lawler & Salzman, “Following Faithfully.” At http://americamagazine.org/issue/following-faithfully

Vatican II:
Dignitatis humanae #2; at http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651207_dignitatis-humanae_en.html
**Lumen gentium #39-42**  

**Catechism of the Catholic Church**, "Part Three: Life in Christ" Section One, Ch. 1, Articles 1-3, Article 6, Ch. 2, Articles 1-3, at [http://www.vatican.va/archive/ENG0015/_INDEX.HTM](http://www.vatican.va/archive/ENG0015/_INDEX.HTM)

**Recommended:**  
Fuchs, "Our Image of God and the Morality of Innerworldly Behavior."  
Fuchs, "The Phenomenon of Conscience: Subject-Orientation and Object-Orientation."  
Glaser, "Conscience and Super-Ego: A Key Distinction."  
*Mahoney, The Making of Moral Theology*, Ch. 4,5.  
Selling, “Virtue and Motivation.”

**Sample Case Study Done Together in Class (Mrs. Bergmeier)** [please have read Bretzke’s *Morally Complex World* Ch. 6 for this exercise]

**WEEK 5 (Oct. 1st)  Moral Good and Evil; Rightness and Wrongness of Actions**

Web-Page Question/Replies: Group A posts a question each; Group B posts a reply each to one of the questions posted by Group A. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

**View before Class: Moral Good/Evil & Right/Wrong in Moral Agency Power Point Presentation** [https://www2.bc.edu/james-bretzke/MoralGoodEvilRightWrongInMoralAgency.ppsx](https://www2.bc.edu/james-bretzke/MoralGoodEvilRightWrongInMoralAgency.ppsx)

**Read**

Keenan, "The Distinction between Goodness and Rightness."  
*Catechism of the Catholic Church*, "Part Three: Life in Christ" Section One, Ch. 1, Art. 4-5 OR use the online versions, such as [http://www.vatican.va/archive/ccc/index.htm](http://www.vatican.va/archive/ccc/index.htm) or [http://www.christusrex.org/www1/CDHN/ccc.html](http://www.christusrex.org/www1/CDHN/ccc.html)  
Selling, “Is Lived Experience a Source of Morality?”

**Recommended:**  
Rhonheimer, Author’s Preface & Ch. 1 of *Vital Conflicts in Medical Ethics*  
Rubio. “Moral Cooperation with Evil and Social Ethics.”

**WEEK 6 (Oct. 8th) Moral Norms and Natural Law**
Web-Page Question/Replies: Group B posts a question each; Group A posts a reply each to one of the questions posted by Group B. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

View before Class: Natural Law and Intrinsic Evil Power Point Presentation
https://www2.bc.edu/james-bretzke/NaturalLawAndIntrinsicEvil.ppsx

Thomas Aquinas. Summa Theologiae I-II, Question 94.
http://www.newadvent.org/summa/209400.htm
Curran, The Development of Moral Theology: Ch. 3
Catechism of the Catholic Church, "Part Three: Life in Christ" Section One, Ch. 3, Art. 1 OR use the online versions, such as
http://www.vatican.va/archive/ccc/index.htm or
http://www.christusrex.org/www1/CDHN/ccc.html
John Paul II, Veritatis Splendor (Paragraphs 70-82 [on moral acts])

Recommended:
Fuchs, "The Absoluteness of Moral Terms.”
John Paul II, Veritatis Splendor [remainder of the document]
Mahoney, The Making of Moral Theology, Ch. 6.
Rhonheimer, Ch. 2 in Vital Conflicts in Medical Ethics

WEEK 7 (Oct. 15) Sin, Grace, Conversion, and Reconciliation

View outside of class time “Hope for Healing: Ambassadors of Reconciliation in Confronting Sin and Moral Failure.” Boston College School of Theology & Ministry 17 March 2011. Presentation available online at
http://www.bc.edu/content/bc/schools/stm/edevnts/CampusEvents/PastLectures/2011/02-01-2011_2.html

[No Web-Page Questions/Replies This Week]

In-class viewing selections of Helen Whitney’s PBS 2011 Documentary “Forgiveness: A Time to Love and a Time to Hate”
http://www.helenwhitney.com/

First Case Study Due By Class-time (to be submitted electronically on Canvas)

Read
Bretzke, Morally Complex World, Ch. 7
**Catechism of the Catholic Church**, "Part Three: Life in Christ" Section One, Ch. 1, Art. 8, Ch. 3, Art. 2 OR use the online versions, such as http://www.vatican.va/archive/ccc/index.htm or http://www.christusrex.org/www1/CDHN/ccc.html
McCormick, P. "Human Sinfulness: Models for a Developing Moral Theology."

**Recommended Reading:**
Burke, "Social Sin and Social Grace."
Review Curran, *The Development of Moral Theology*: Ch. 1
Mahoney, *The Making of Moral Theology*, Ch. 3.

**Recommended viewing:**
Robert Bolt’s “Mission” (1986)
Helen Whitney’s “Forgiveness: A Time to Love and a Time to Hate” (4 hours)
http://www.helenwhitney.com/

**WEEK 8** (Oct. 22nd) **The Magisterium & The Church As Moral Teacher**

[No Web-Page Questions/Replies This Week]

45 minute in-class mid-term exam

*View online before class: Magisterium Power Point*
https://www2.bc.edu/james-bretzke/Magisterium.ppsx

**Read**
Bretzke, “Magisterial Exegesis Guidelines” (file on Canvas and at https://www2.bc.edu/james-bretzke/MagisterialExegesis.pdf)
Curran, *The Development of Moral Theology*: Ch. 4
O’Rourke, “Rights of Conscience: Responding to a Bishop’s Disciplinary Decisions.”
Vatican II: *Lumen gentium* #25

**WEEK 9** (Oct. 29th) **Roles of Church Teaching & Tradition in Sexual Ethics**

Web-Page Question/Replies: Group A posts a question each; Group B posts a reply each to one of the questions posted by Group A. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.
View before Class: Church Teaching & Tradition in Sexual Ethics Power-Point Presentation https://www2.bc.edu/james-bretzke/ChurchTeachingAndTraditionInSexualEthics.ppsx

Read
Cahill, "Catholic Sexual Ethics and the Dignity of the Person."

Catechism of the Catholic Church, "Part Three: Life in Christ" Section One, Ch. 1, Art. 7; Ch. 3, Art. 3 OR use the online versions, such as http://www.vatican.va/archive/ccc/index.htm or http://www.christusrex.org/www1/CDHN/ccc.html

Catechism of the Catholic Church, "Part Three: Life in Christ" Section Two, Ch. 2, Articles 1-4; 6-10 OR use the online versions, such as http://www.vatican.va/archive/ccc/index.htm or http://www.christusrex.org/www1/CDHN/ccc.html

Gutting, Gary. “Unraveling the Church Ban on Gay Sex.”

Recommended Reading:
Bretzke, “Status Quaestionis of the Contraception Debate”
Mahoney, The Making of Moral Theology, Ch. 7.
Sklba, Bishop, "Theological Diversity and Dissent within the Church."

WEEK 10 (Nov. 5th) Synod on the Family and Roles of Church Teaching & Tradition in Regulation of Birth

Web-Page Question/Replies: Group B posts a question each; Group A posts a reply each to one of the questions posted by Group B. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

N.B. This week’s unit will include discussion of the October 2015 Synod on the Family and some Synod-related documents and reports will be added to the readings for this week (as they become available). Since the Synod will not have occurred by the beginning of the Semester we cannot list these readings in advance. It is recommended, though, to read the Synod’s Instrumentum Laboris which was released in June, 2015 (see below for the link).

Optional Viewing before Class: Irregular Unions in the 2014 Extraordinary Synod (based on the 2014 Extraordinary Synod [and NOT the 2015 Synod]) https://www2.bc.edu/james-bretzke/IrregularUnionsInThe2014Synod.ppsx
Read
Paul VI, *Humanae vitae*.
http://www.vatican.va/holy_father/paul_vi/encyclicals/documents/hf_p-vi_enc_25071968_humanae-vitae_en.html
Curran, *The Development of Moral Theology*: Ch. 5
Selling, “Regulating Fertility and Clarifying Moral Language.”
Tornielli, “On Synod reforms and that theology which was done with faith.”
Vatican II, *Gaudium et spes* #47-52. Available online at

**Recommended Reading**
Bretzke, “The *Status Quaestionis* of the Contraception Debate.”
Synod on the Family 2015 *Instrumentum Laboris* The Vocation And Mission Of The Family In The Church And The Contemporary World. Available on *Canvas* and online at

**WEEK 11 (Nov. 12th) Roles of Church Teaching & Tradition in Health Care & End-of-Life Issues**

Web-Page Question/Replies: Group A posts a question each; Group B posts a reply each to one of the questions posted by Group A. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

*View before Class: Catholic Moral Tradition & Health-Care Principles*
https://www2.bc.edu/james-bretzke/CatholicMoralTraditionAndHealthCarePrinciples.ppsx

NB: Read these readings in this section in the chronological order of publication given below please

John Paul II,
*Evangelium vitae*. Paragraph #65. Or online at
http://www.vatican.va/edocs/ENG0141/_INDEX.HTM
“Address to the Pontifical Council for Health Pastoral Care.” (11 November 2004)


Other required reading


Recommended Reading:

Callahan, Daniel. "The Sanctity of Life Seduced: A Symposium on Medical Ethics."

Coleman, “Take and Eat: Morality and Medically Assisted Feeding.”


Jaffe, “Videos on End-Of-Life Choices Ease Tough Conversation.”

Kopfensteiner, "Protecting a Dignified Death"


Mahoney, The Making of Moral Theology, Ch. 8.
Case Response Evaluation Cases will be “unlocked” after Class on November 12th

WEEK 12 (Nov. 19th) No Class (AAR/SBL Convention in Atlanta) However the required movie “A Man For All Seasons” will be available for class viewing this week

Here is the Trailer: https://www.youtube.com/watch?v=zbZfh-5QsAw

The full-movie DVD will be made available for in-class viewing, or you can view the film here on YouTube: https://www.youtube.com/watch?v=hU-ZNDDbfYA

Required Reading Though:
Curran, The Development of Moral Theology: Conclusion

Suggested initial review of Case Response Evaluation Cases (assignment due December 3rd)

WEEK 13 (Nov. 26th) No Class: Thanksgiving

WEEK 14 (Dec. 3rd) Roles of Church Teaching & Tradition in Abortion & Politics

LAST Web-Page Question/Replies: Group B posts a question each; Group A posts a reply each to one of the questions posted by Group B. Post the Questions by the Saturday before class at 9 PM and the Replies by Monday before class at 9 PM.

Case Response Evaluation due on Canvas by class-time

View before Class: Political Choices in a Morally Complex World
https://www2.bc.edu/james-bretzke/PoliticalChoices.ppsx

Read Bretzke, “Morally Complex World, Ch. 5
Read Bretzke and Rodman, “After the Choice”
Read Callahan, Sidney, “Abortion and the Sexual Agenda”
Read Foster, “The Feminist Case Against Abortion.”
Read John Paul II, Evangelium vitae, #73, 74, 99 Available online at http://www.vatican.va/edocs/ENG0141/_INDEX.HTM
Read Steinfels, “Beyond the Stalemate Forty Years after ‘Roe’“ AND the follow up Letters to the Editor (both available on Canvas) Also 3 June 2013 online version: http://www.commonwealmagazine.org/beyond-stalemate; See also the follow-up Letters to the Editor responding to the article, along with the author’s
own response to the responses is found in the 16 August 2013 print edition, and posted online on 5 August 2013 at http://www.commonwealmagazine.org/letters-abortion-stalemate-authors-reply

Read Wolfe, “Our Bodies, Our Souls”
Read Code of Canon Law Canons #18 & #915 (On Reception of Holy Communion). http://www.vatican.va/archive/ENG1104/_INDEX.HTM
Read Gaillardetz, “The Limits of Authority”
Read Kaveny, “Catholics as Citizens.”
Read Kaveny, “Intrinsic Evil and Political Responsibility Also at http://www.americamagazine.org/content/article.cfm?article_id=11166

Recommended Reading on Abortion as a Moral Issue:
Harrison, “The Morality of Procreative Choice.”
Mathewes-Green, Frederica. “Perspective.”
Rhonheimer, Ch. 3 in Vital Conflicts in Medical Ethics
Bretzke, “Intrinsic Evil: Navigation between Shibboleth and Gauntlet”

Recommended Reading on the Planned Parenthood Funding Controversy


*Final Case Study (Movie analysis) due on Canvas by December 7th*

*Review Quiz available online after Class Today*

**WEEK 15 (Week of Dec. 9th) Oral Final Exams**

_The exams will be scheduled throughout this final week at a time mutually convenient to the professor and students_

_Before taking your Oral Exam it might be helpful to complete the Review Quiz which is/was made available online after the final class_

**Recommended reading:**
Rigali, “On Presuppositions of Theological Ethics”