

I CHARLES LARRY Licon

at the age of three years  
went to before the Juvenile  
children's court in 1964

I was born in Bellingham  
on the Mid North coast  
of N.S.W. I am  
the only son of

and I have nine sisters who  
were committed to Ward-  
ship. I have found only

since I found this out  
when I was in Redfern  
and I was at an Easter  
Rally during post-90s

I had disagreement with  
my foster mother she kicked  
me at the dinner table because  
I did not hold my  
cutlery right

2) she has told me it was table etrade live during that period live on and of the streets and lived in in boarding houses and the surry hills district in 91 was approved for a housing unit in Sydney's Lighthouse that did not work out because I'm dog lover so I ~~put~~ my place of ~~residence~~ ~~health~~ due to mental health deteriorating in 2001 I got another unit in Cranville I assaulted someone after she put glass outside my door so I was taken to court and I was evicted from my unit

3]

AFTER THE  
OLYMPIC GAMES

I WAS IN AND OUT OF

Boarding Houses AND Living

ON THE STREET THE SPANISH

CBD AND PARARAMATTA

~~THE~~ AREA WHERE I LIVE

NOW THIS WAS BECAUSE MY

MENTAL HEALTH WASN'T THE

BEST. I WENT TO EVERY

HOSPITAL ABOUT ABOUT MY

HEALTH AND THEY WERE

VERY RACIST AND JUDGE-

MENT AND THEY SAID

THEY ONLY HELP WHITE  
PEOPLE

I ~~HAD~~ HAVE HAD

TWO HOUSING COMMISSION

UNIT MY SECOND UNIT

GRANVILLE WHICH I LOST

BECAUSE SOME ONE WAS ~~PUTTING~~

PUTTING A LOCK OUTSIDE MY DOOR

I ASSAULTED THAT PERSON I

HAVEN'T HAD A CRIMINAL CONVICTION

SINCE TODAY I'M INVOLVED

THE ABORIGINAL COMMUNITY

I'M DOING AND OUT REACH

ART CLASS AND COMPUTER

LITERACY THE MOUNT DRUITT

TALK I WAS PART OF THE SYDNEY  
STREET CHOIR WHICH I'M A

CURRENT MEMBER ALL PSYCHOLOGICAL

MEMBERS NEED HELP FOR HEALTH REASONS <sup>SEEK</sup> <sub>SOON</sub>

I CHARLES (LARRY) LEON  
WHO WAS BORN IN  
BELLINGEN ON THE MID NORTH  
COAST OF N.S.W. WALES IN  
I WAS BORN IN 1960 I'M THE  
YOUNGEST SON OF

SOMETIMES  
AND I GET FLASH BACK OF  
BEING IN A REVOLVER TOWN  
I WAS PUT UP FOR ADOPTION  
IN 1964 AND PLACED  
WITH MY AUNT AND HER  
SISTER

### **3. What are the ethical issues in Human Reproduction?**

#### **Possible Readings for this topic**

**Search under 'Contraception' or 'Birth Control' moral and ethical aspects.**

Beauchamp & Walters () Contemporary Issues In Bioethics (Second edition)

Beauchamp & Childress () Principles of Biomedical Ethics (Third edition)

Johnstone, M.J. (1999) Bioethics: a nursing perspective. 174.2 JOHN

White, B & Tulip, M. (1989) Knowing Otherwise, pp119-123

Willems, B. (1998) Bioethics: sex, genetics and human reproduction. REF 176 BIOE

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### **4. What are the ethical issues concerning Death and Dying?**

#### **Possible Readings for this topic**

**Search under 'Euthanasia' and 'Right to die'.**

Johnstone, M.J. (1999) Bioethics: a nursing perspective. 174.2 JOHN

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### **MARKING CRITERIA FOR FINAL ESSAY:**

**Your Final Essay will be assessed according to the following criteria:**

1. Evidence of careful reading of a number of related sources i.e. lectures & readings
2. Evidence of integration of your reading with personal reflection on the topic.
3. Clarity and accuracy of word count, structure, referencing and written expression.  
(Please see in relation to referencing the following links  
<http://www.acu.edu.au/library/help/referencing/>)

### **Some direct web links that may be of interest:**

- <http://catalogue.ausport.gov.au>
- <http://www.aph.gov.au/senate/committee>
- <http://www.bioethics.gov.au>

### **FOR ACU LIBRARY ASSISTANCE PLEASE RING 02- 9701 4109**

**This unit will utilise ACU's eLearning .** Please note, to gain access to unit material on Blackboard students need to be enrolled. Please speak to Astra Howard (Mission Australia) concerning your ACU enrolment and access to eLearning and library.

### **STUDENT FEEDBACK AND CHANGES TO UNIT**

Re. Assessment Task (1) each student will receive a mark out of 5 for each of the 4 'Q&A' sessions building to mark out 20 towards their final mark and grade for the unit. This is in response to feedback from both students and Learning Partners from previous Clemente ethics units.

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## FURTHER REPRESENTATIVE TEXTS AND REFERENCES:

- Aristotle. (1987). *Ethics*. Tr. Lawson-Tancred, H. & rev. Tredennick, H. Harmondsworth: Penguin.
- Gaita, R. (2004). *Good and Evil: an Absolute Conception*. (2nd ed.). London: Routledge.
- Finnis, J. (1983). *Fundamentals of Ethics*. Oxford: Clarendon Press.
- Korsgaard, C.M. (1996). *Creating the Kingdom of Ends*. Cambridge: Cambridge University Press.
- Miller, A. (2003). *Introduction to Contemporary Metaethics*. Cambridge UK: Polity.
- Plato, (1972). *Gorgias*. Harmondsworth: Penguin.
- Rachels, J. (1993). *The Elements of Moral Philosophy*. New York: McGraw-Hill.
- Singer, P. (2001). *Writings on an Ethical Life*. New York: Harper.
- Sterba, J.P. (2001). *Morality in Practice*. 6th ed. Belmont CA: Wadsworth.
- Williams, B. (2004). *Ethics and the Limits of Philosophy*. Cambridge MA: Harvard University Press.

## ALLOCATING FINAL RESULT GRADES

Final Result Grade	Notation	Range Guide (%)	Descriptor
High Distinction	HD	85-100	Clear attainment of all learning outcomes, with complete and comprehensive understanding of the unit content, development of relevant skills and intellectual initiative to an extremely high level.
Distinction	DI	75-84	Substantial attainment of most learning outcomes, with a high level of understanding of the unit content and development of relevant analytical and interpretative skills to a high level.
Credit	CR	65-74	Sound attainment of some major learning outcomes, with good understanding of unit content and development of relevant skills.
Pass	PA	50-64	Satisfactory attainment of a range of learning outcomes, with basic understanding of unit content and development of relevant skills.
Pass Conceded	PC		Some attainment of learning outcomes with basic understanding of some unit content and some skill development. Only the HOS can allocate this grade.
Fail	NN	0-49	Little or no attainment of learning outcomes, with limited understanding of course content or skill development.

Table 2 - Grading Descriptor extract from Assessment Policy.  
 Adapted from Sadler, D. R. (2005). Interpretations of criteria based assessment and grading in higher education. *Assessment and Evaluation in Higher Education*, 30:2, 175-194. The percentage range should be used in conjunction with the descriptors.

## **POLICIES, RESOURCES AND SUPPORT**

<http://www.acu.edu.au/241467>

It is the responsibility of all students to access, read and familiarise themselves with the following ACU Policies and Regulations. These are to be found in the **ACU Handbook**, which is readily available in the Library or on the Internet. The Academic Honesty Policy is very important and you must understand that plagiarism, collusion and recycling of assignments are not acceptable. You must read the Assessment Policy and Procedures. If you have any queries please see your Lecturer in Charge.

### **Policies**

This area includes the **Academic Honesty Policy** (including information on plagiarism); Academic Regulations and Policies - see especially **Assessment** (attendance; extension for an assignment, factors affecting performance completion of assessment tasks, group work and collaborative assessment, personal circumstances affecting assessment, submission, collection and retention of assessment tasks, resubmission of assessment tasks); Examinations (including deferred exams); Review and appeals; Acceptable use of IT facilities; Conduct and responsibilities; Graduate Attributes.

### **Resources**

This area includes the **ACU Handbook**, the **eLearning Login** (Blackboard); eLearning Assistance and eLearning Tutorials and guidance.

### **Support**

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer-In-Charge, Course Coordinator and/or one of the services listed below as soon as possible. The support areas include

**Academic Skills** which offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments and individual consultations. It has a 24-hour online booking system for individual or group consultations.

**Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.

The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.

The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.

**Equity and Disability** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible. **Indigenous Units** on each campus provide information and support for students. For all aspects of support please contact the **Office of Student Success**.



Students' Personal Notes, Reminders and Important Dates:

I ~~HAVE~~ ~~NOT~~ HAVE  
SPENT A LIFETIME  
BECAUSE I HAVE A  
DIFFERENT SKIN TONE  
I HAVE BEEN SPAT AT  
I WOULD HAVE HAD  
MORE SUPPORT AGAINST  
RACIST AGGRESSIONS  
~~DOF~~ ~~DDCB~~ HAD NO  
RIGHT TAKING ME  
FROM MY SISTERS  
YOU OWE ME  
~~A~~ REPARATIONS  
ABORIGINALS KNOW  
WHAT IS BEST FOR  
THIS COUNTRY PLEASE  
DON'T TRY AND  
THINK WHAT'S BEST FOR  
US

I WANT TO ~~SEE~~ MY  
STONY AT A SUNNY  
DAY EVENT ~~OR~~ EITHER  
IN CANBERRA IF YOU  
GUYS PAY FOR MY  
ACCOMMODATION OR PLEASE  
GET IN ~~TO~~ TOUCH WITH  
PLEASE

I CHARLES LARRY LEON

WHO WAS BORN IN BELLINGEN  
ON THE ~~AN~~ MID NORTH COAST

N.S.W. IN 1960 I'M THE

YOUNGEST SON AS WELL AS

MY EIGHT SISTER WHO WERE

ALSO COMMITTED TO WARDSHIP

AND MY NATURAL PARENT'S

I WAS SENT AWAY DUE

~~TO~~ TO BEING SICK ~~WITH~~ WITH

I ~~was~~ WAS PLACED IN A HOME <sup>CHILDREN'S</sup>

CALLED BIDURA IN SYDNEY'S  
CLARE POINT RD TAKEN

TO MONTROSE THE

RENEWICK HOSPITAL FOR CHILDREN

(A)

I could not ~~so~~ get on

~~with~~ WITH MY FOSTER MOTHER

AS SHE WAS ALWAYS

DICTATING TABLE ETIQUETTE

AND KICKING ME ~~at~~ UNDER

THE DINNER TABLE IN THE STAIRS

DURING JAAA BEFORE

THE OLYMPIC GAMES I

WENT <sup>TO</sup> THE EASTER SHOW

WHERE IT IS NOW AND I

WENT TO A DOCS STAND

THEY TOLD ALL ADOPTED PEOPLE

CAN OBTAIN THE BIRTH

RECORDS