

	<b>School of Theology and Christian Ministry</b>
	<b>PHL2011-1 Fall 23 - Ethics</b>  <b>3 Units</b>
Fall 2023  August 31 - December 14	

<b>Meeting days: R</b>	<b>Instructor: Dr. Eric Morelli</b>
<b>Meeting times: 2:45-5:30pm</b>	<b>Phone: (619) 961-5272</b>
<b>Meeting location: City Heights</b>	<b>Email: emorelli@pointloma.edu</b>
<b>Final Exam: December 14, 2:45-5:15pm, City Heights</b>	<b>Office hours: BAC 120 by appt.</b>

### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### **Foundational Explorations Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

#### **Community Classroom Mission**

The mission of Community Classroom is to immerse students in a multicultural setting to nurture their Christian formation academically and vocationally. Community Classroom supports the mission and vision of PLNU by engaging students in current issues outside the classroom and encouraging a global perspective as a student, follower of Christ, and global citizen to enhance their academic pursuits.

Each class will study a common book, complete a common assignment, and attend and participate in two community classroom dinners—the dates of which are to be determined.

## COURSE DESCRIPTION

*The study of right and wrong in principle, character, and conduct; practical moral issues analyzed from the basis of sound moral theory; characteristics of an adequate, consistent code of ethics.*

Philosophic ethics is a comprehensive and reflective discipline. The other sciences and disciplines pursue specific knowledge of the various dimensions of existence – physics, chemistry, biology, neurology, psychology, sociology, economics, political science, anthropology, history, theology. The meanings and values pursued by these disciplines differ from one another, but they are all pursuits of meaning and value. Philosophic ethics seeks the most general knowledge of existence as a whole by reflecting on and understanding ourselves as seekers of meaning and value. Philosophic ethics is the serious effort to come to know and take possession of ourselves as seekers of meaning and value. This knowledge of ourselves as seekers of meaning and value in everything we do is what is meant by wisdom. The point of doing philosophic ethics, then, is to acquire wisdom, and the point to acquiring wisdom is to discover how we should live in order to fulfill ourselves, achieve happiness, grow in holiness, and better serve as disciples of Christ.

## COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- *discern* the nature of philosophical self-knowledge and its relation to everyday living (Assessment: participation, quizzes, midterm, final exam, term paper);
- *appropriate* the basic questions with which philosophers are concerned (Assessment: participation, quizzes, midterm, final exam, term paper);
- *realize* what it means to take possession of oneself in a basic way (Assessment: participation, quizzes, midterm, final exam, term paper);
- *uncover and employ* the distinction between being intelligent, reasonable, and responsible and, on the other hand, being unintelligent, unreasonable, and irresponsible (Assessment: participation, quizzes, midterm, final exam, term paper);
- *understand* the relationship between philosophical self-knowledge and the pursuit of value (Assessment: participation, quizzes, midterm, final exam, term paper);
- *be able to demonstrate competence* in philosophically ethical reflection and the ability to reflect philosophically and ethically on one's own living (Assessment: participation, quizzes, midterm, final exam, term paper).

## FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES (FELOs)

*Context #1: Learning, Informed by our Faith in Christ*

**Institutional Learning Objective (ILO) #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.**

- FELO #1a. Written: Students will be able to effectively express ideas and information to others through written communication (Assessment: participation, quizzes, midterm, final, term paper).
- FELO #1b. Oral: Students will be able to effectively express ideas and information to others through oral communication (Assessment: participation, quizzes, midterm, final, term paper).
- FELO #1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources (Assessment: participation, quizzes, midterm, final, term paper).
- FELO #1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions (Assessment: participation, quizzes, midterm, final, term paper).

*Context #2: Growing, In a Christ-Centered Faith Community*

**ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.**

- FELO #2a. Students will develop an understanding of self that fosters personal well-being (Assessment: participation, quizzes, midterm, final, term paper).
- FELO #2b. Students will understand and appreciate diverse forms of artistic expression (Assessment: participation, quizzes, midterm, final, term paper).
- FELO #2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (Assessment: participation, quizzes, midterm, final, term paper).

*Context #3: Serving, In a Context of Christian Faith*

**ILO #3: Students will serve locally and/or globally in vocational and social settings.**

- FELO #3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy (Assessment: participation, quizzes, midterm, final, term paper).

## COMMUNITY CLASSROOM PROGRAM LEARNING OUTCOMES (PLOs)

Through this program, you will:

- PLO #1: *develop* a concrete, ethical understanding of community in general and the City Heights community in particular (Assessment: participation, quizzes, midterm, final exam, term paper);
- PLO #2: *discern* key factors in the life of a community in general and City Heights in particular and the drivers of progress and decline (Assessment: participation, quizzes, midterm, final exam, term paper);
- PLO #3: *envision* a responsible, transformative, collaborative course of action you can take to promote progress in your community and City Heights to meet the demands of the historical moment (Assessment: participation, quizzes, midterm, final exam, term paper)

## REQUIRED TEXTS

Mark D. Morelli, *Self-Possession: Being at Home in Conscious Performance*. **Second Edition**. Los Angeles, CA: Encanto Editions, **2019**.

Common Book, To Be Announced

Additional readings will be distributed on Canvas.

## CLASS DECORUM

To enhance participation and avoid disruption, except in cases of emergency or in accordance with official accommodations, students are to **arrive on-time**; and there will be **no eating or drinking** (besides water), **no going in and out of class** (plan ahead so you can be present and participate throughout the entire class), and **no use of electronic devices, including phones, laptops, tablets, smartwatches, etc.** (bring your pens, pencils, textbooks, notebooks, and hard-copies of assigned readings to every class).

Additionally, students are expected to conduct their in-class **dialogue charitably and respectfully, listen attentively**, show they **understand the other** before responding, and **contribute relevantly and considerately** so others may respond and participate.

An initial breach of decorum will result in a warning. Repeated breaches will result in the student being marked absent, asked to leave the class session, or de-enrolled from the course.

## PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade. In some courses, a portion of the credit hour content will be

delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Defined**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See <http://catalog.pointloma.edu/content.php?catoid=18&navoid=1278> for definitions of kinds of academic dishonesty and for further policy information.

### **ARTIFICIAL INTELLIGENCE POLICY**

The use of Artificial Intelligence tools (e.g., ChatGPT, etc.) is not permitted. The use of these tools will be treated as academic dishonesty and plagiarism.

### **COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

### **ASSESSMENT AND GRADING**

#### **Grade Breakdown and Scale**

Your final grade will be based on the following:

Assessment	Weight
Attendance and Participation	10%
5 Quizzes	20%
Midterm	20%
Neighborhood Exegesis	10%
Term Paper	20%
Final	20%

Grades will be earned according to the following grade scale:

#### Grade Scale

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

#### FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

#### INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due. Late assignments and incompletes will only be accepted and assigned in extremely unusual circumstances.

#### USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **SCHOOL OF THEOLOGY AND CHRISTIAN MINISTRY INCLUSIVE LANGUAGE POLICY**

The use of inclusive language is now prevalent, even expected, throughout most sectors of our society (e.g., academia, government, business, religious organizations). Further, inclusive language is very often a more accurate and fair representation of the intended meaning of a person's communicative content. As such, everyone is expected to make use of inclusive language in all written work. In addition, everyone is expected to make use of inclusive language during classroom discussions.

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **SPIRITUAL CARE**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the Office of Spiritual Development.

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map at <https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures> to view which states allow online (distance education) outside of California.

## CALENDAR

### **Week 1 Introduction to Ethics**

R (8/31) Introductions

### **Week 2 Introduction to Ethics, Continued**

R (9/7) What is Ethics? (Canvas: Adler, "How to Read a Book"; Plato's Cave Allegory)

## *DOING ETHICS*

### **Week 3 Discerning the Aim of Conscious Performance**

R (9/14) What Do I Want? [*Self-Possession* (SP), "Prologue" and Ch. 1]

*Neighborhood Exegesis Assigned*

*Quiz 1*

### **Week 4 Consciousness**

R (9/21) How Can I Get to Know Myself? (SP Ch. 3-4)

### **Week 5 Conscious Operations and Their Order**

R (9/28) What Am I Doing When I'm Knowing and Deciding? [SP Ch. 5; Canvas: Moods, Notions, Relation to BC (Diagram)]

*Quiz 2*

**Week 6 Motifs of Conscious Performance**

R (10/5) Why Do I Care About What I Care About? (SP Ch. 6-8)

**Term Paper Assigned****Week 7 Motifs of Conscious Performance, Continued**

R (10/12) Why Does My Mind Wander the Ways It Does? (SP Ch. 9-11)

**Quiz 3****Week 8 Fall Break****Week 9 Blends, the Basic Tension, Authenticity, and Deliberate and Reflective Performance**

R (10/26) What Does It Mean to Be Myself? (SP Ch. 12-14)

**Week 10 Deliberate and Reflective Performance**

R (11/2) Who Am I? Who Should I Be? How Can I Become Who I Should Be? (SP Ch. 14; Canvas: Fromm, "The Authoritarian Personality")

**Midterm****READING ETHICS****Week 11 Valuing Beauty and Creativity**

R (11/9) Canvas: Lonergan, "The Aesthetic Pattern of Experience"; Hegel, "What is Man's Need to Produce Works of Art?"; Tolstoy, "What is Art?"; Huyghe, "On Art"

**Week 12 Valuing Truth**

R (11/16) Canvas: Aesop's Fable #5; Plato's Cave Allegory with Explanation; Socrates' Dialectical Method; Aristotle's Metaphysics

**Quiz 4****Week 13 Thanksgiving****Week 14 Valuing Truth, Continued; Seeking Absolute Meaning and Value**

R (11/30) Canvas: Aristotle on the Contemplative Life; Descartes, *Meditations* 1 and 2; Underhill on Mysticism; Anselm's Ontological Argument; Aquinas' Five Ways

Quiz 5

**Week 15 Valuing Persons**

R (12/7) Canvas: Aristotle on Virtue as a Mean; Aristotle on Friendship and Self-Love; Kant on the Person as End in Itself; Sartre, "Existentialism is a Humanism"; De Beauvoir on the Meaning of Life; MLK, "Letter from a Birmingham Jail"; United Nations' Universal Declaration of Human Rights"; Frankl, "Finding Meaning in Difficult Times"

Term Paper Due

**Finals Week**

R (12/14) 2:45pm-5:15pm Final