

PHL3081 Syllabus
Point Loma Nazarene University

ETHICS, RESPONSIBILITY AND LOVE

PHL 3081

Spring 2024

MW 10:50-12:05 Smee Wesleyan Center Seminar Room

Instructor: Heather K. Ross

Office: Smee #204

E-mail: hross@pointloma.edu

Office Hours: by appointment

PLNU MISSION:

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

LEARNING OUTCOMES:

1. Students will engage in the disciplined practices of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers. (Learning, Growing)
2. Students will differentiate among interrelated movements or figures in the history of philosophy. (Learning)
3. Students will evaluate the strengths and weaknesses of human reasoning or experience to provide adequate accounts of significant issues that relate to our human condition, the world, ethics and Christian life. (Learning, Growing, Serving)

COURSE OBJECTIVES:

1. To develop and widen an openness toward the pursuit of wisdom.
2. To examine the philosophical impact of the body as we consider the relation of the soul to the body.

3. To examine what it means for us to be human in light of what we have our being in or for –in light of what we love.
4. To examine significant texts in the history of philosophy on the topics of ‘ethics’/ ‘responsibility’/‘love’.
5. To compare and contrast ancient Greek notions of love with other notions.
6. To nurture creative and reflective thinking by reading significant primary texts within the western philosophical tradition.
7. To encounter significant and influential figures in the western philosophical tradition in order to reflect upon the nature of that tradition itself.
8. To introduce several philosophical issues found in the western philosophical tradition as they address directly and indirectly ethical formation.
9. To wrestle, and I mean wrestle, with these issues as they relate to our lives as we consider how we can be loving and ethical in light of our limitations and our dependence upon the source of ethicality itself..

ACADEMIC ACCOMMODATIONS:

Please see me in order to discuss any accommodations you may need. All students are expected to meet the minimum standards for this course as set forth by the instructor. Students with learning disabilities who may need accommodations should first discuss options and services with the Academic Support Center (ASC) during the first two weeks of the semester. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester. If you have a diagnosed disability, please contact PLNU’s EAC within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at EAC@pointloma.edu. See [EAC](#) for additional information.

TEXTBOOKS:

Required:

1 Plato’s *Symposium*. ISBN 087-22007-60

2. Milan Kundera *The Unbearable Lightness of Being* ISBN # 0061148520
3. Søren Kierkegaard. *Works of Love*. ISBN-13: 978-0061713279
4. Martin Buber *I and Thou* ISBN # 0684717255
5. Emmanuel Levinas. *Ethics and Infinity* ISBN# 8207-0178-5
6. Luce Irigaray *Way of Love* ISBN # 82647327x
7. Jacques Derrida. *Of Hospitality*. ISBN# 0-8047-3406-2

PROCEDURE/REQUIREMENTS:

1. We will be reading from some of the most significant **texts** in the history of western thought. It is vitally important that you become acquainted with the material in order that you get a feel for not simply what the writer says, but *how* she or he makes you think. I want you to be thoughtful and critical of what each of the thinkers writes, as well as of what I say in class. A significant portion of your grade will be based upon the amount of reading you do. You will be asked to give a report each day on your reading progress (scale of 0-10). For example, an 8.5 means that you read carefully and thought about carefully 85% of the assigned reading for that day.
2. Regular and punctual **attendance** is required for the full benefit of this class. If you are late it is your responsibility to see me after class in order that your attendance may be recorded. Any three tardies will be recorded as one absence. Due to the size and nature of this class in particular, dialogue will be very important. Dialogue tends to spawn new ideas and creativity, so discussion will be important. Therefore, *each* student will be expected to enter into class discussion. *You cannot pass the class* if you miss more than 6 class sessions. See the catalogue.
3. Throughout the term each of you will do one in-class **quotation presentation**. Please provide at least a 150 word general introduction to the work to be covered for that day. This should be **in your own words** If it is the first day discussing a figure, there should be a general philosophical introduction to the figure covered during that session. It may include cultural analyses elucidating the time period surrounding the figure/work. The presentation should mainly be an outline of the text for the day. You should reference 4-5 significant portions of the text to be covered in class. You must provide a detailed list of quotations and bibliographic citation/reference for each member of the class. In both that week's Discussion board and the Quotation Presentation assignment box. Pictures are always a welcome addition.
4. There will be two **papers**. The first paper will be a 4 page formal explication of the *Symposium*. You may focus on any theme from the text. I do not want or expect you to use secondary sources for this paper. Please reference the text itself in depth. Be sure to include all relevant bibliographic citation. The second paper will also be around 4 pages. It will relate a theme from the novel *Unbearable Lightness of Being* to a theme from the class. It can be about the nature of love itself or of political responsibility. It could be an ethical examination. You will need to reference at least one other figure/text from the course to be in dialogue with the novel. You may use whichever manual of style you prefer for both papers. All papers must fully reference all texts utilized for the paper in accordance with the preferred manual of style. Plagiarism will not be tolerated and will result in either zero credit for the assignment and a full grade

reduction for the class or failure of the course all together (this is up to my discretion). Both will result in a letter to the Provost to be placed in your academic record.

5. There will be two **essays/exams**. The first exam will cover the figures Augustine, Kierkegaard, and Buber. It will be a take-home essay exam to be submitted in Canvas. Secondly, there will be an in-class final comprehensive essay exam. You will be asked to reflect on the course as a whole. You will be allowed a 3x5 notecard (to be turned in with your exam).
6. From March 11-April 17, you will need to keep a **quotation reflection** (QR on the schedule) journal. You will need to reflect on a particular quotation from the reading for that day for a full page (10 total class days, so 10 total pages -250 words per page). The quotation itself and the page reference should be included in your reflection journal. This should be typed, but may be as informal as you would like it to be. I will not evaluate this based on grammar or spelling. I mainly want you to take the material you read seriously. So, I would like that seriousness to be reflected in your writing.
7. **Discussion boards** will take place via Canvas. There will be one discussion board open per week. It is on a two day cycle in which you post initially on the first day and reply the second day. You will post an initial response to the reading by Wednesday and then Thursday you will post a reply to your colleagues. You will need to post a total of two times per week. Between your two posts per board, you will need to post 150-250 words total. Please include a word count at the end of each of your posts.
8. I would like for you to write three poems (**Poiesis**) in response to the work of Luce Irigaray. They must be in final draft form when you turn them in via Canvas. You are welcome to petition to do any creative project (a painting, write a song, performance art piece, a play, sculpture, etc.) instead of the poems, just make sure to get it approved by me first.
9. The **grades** are based on all of these mentioned assignments. All outside assignments are due at the beginning of class. Any late assignments will be reduced a full letter grade per class day and will not be accepted at all after one week (if it's due Thursday it cannot be turned in any later than the following Thursday).

READING 10%

DISCUSSION BOARDS 14 (1 point per week)

QUOT. PRESENTATION	10
PAPER I (Symposium)	12
ESSAY EXAM I	11
QUOT. REFLECTION	10
IRIGARAY <i>POESIS</i>	10
PAPER II (ULB/LOVE)	12
FINAL EXAM (IN CLASS).	11
Total	100%

Course Credit Hour Information

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.

Discrimination/Harrassment

Discrimination or harassment related to race, gender, ethnicity, sexual identity or orientation, differences in ability, religious choice, or any other type of behavior that dehumanizes human beings or dismisses difference, is not conducive to a good learning environment and is harmful to human vitality and healthy community. These behaviors will not be tolerated. We encourage all students to be open to any honest, respectful, and tactful discussion of issues that might arise in the context of our learning.

Inclusive Language

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “people,” “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

Late Assignments and Incompletes

All assignments are to be submitted/turned in to Canvas when they are due. Any excused late assignment must be completed within one week of the original due date and must be approved via email by me. Incompletes will only be assigned in extremely unusual circumstances.

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.

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 [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.