

SOTCM
PHL2011-1 Moral Philosophy & Theological Ethics
Spring 2025

Professor: Dr. Felicia M. George

Email: fgeorge@pointloma.edu

Office: Smee 212

Let's Talk: By appointment: MWF, 9 -noon

Phone: 619-849-2233

Days: Tuesdays and Thursdays

Time: 11 a.m.-12:15 & 1:30-2:45

Location:

Final Exam: Tues., May 6, 10:30-1 p.m.
(Section 3) & Thursday, May 6, 1:30-4
p.m. (Section 4)

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 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.

FOUNDATIONAL EXPLORATIONS

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.

COURSE DESCRIPTION

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

GENERAL EDUCATION AND LEARNING OUTCOMES (GELO)

GELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

COURSE LEARNING OUTCOMES (CLO)

1. You will gain a basic understanding of and differentiate between interrelated figures, concepts, theories, and movements in moral philosophy and theological ethics.
2. You will develop ethical reasoning and personal and professional decision making, by analyzing and critically evaluating ideas, arguments, and points of view about God, yourself, others, and the world.

3. You will develop knowledge and understanding of diverse perspectives, global awareness, or other cultures.
4. You will participate in discussions with fellow students about complex social issues, ethical dilemmas, and various approaches to address those issues and dilemmas.

FOUNDATIONAL EXPLORATIONS (General Education) LEARNING OUTCOMES

FELO 1b Oral: Students will be able to effectively express ideas and information to others through oral communication. (Learning informed by our faith in Christ)

Students will be required to engage in discussion as well as give individual and group presentations.

FELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information to arrive at reasoned conclusions. (Learning informed by our faith in Christ)

The field of ethics has critical thinking at its core. Students will examine various ethical theories, socio-political frameworks, relevant ethical dilemmas in society, and related primary source literature from authors of diverse racial and cultural backgrounds, students will need to take on various perspectives and make sound arguments for those perspectives. This will allow students to enhance deep understanding across lines of difference as they defend perspectives and consider situations that may be different than their own.

Assignment: Assignment: Students will state and synthesize Anselm’s Ontological Argument for the Existence of God from Chapter two of the Proslogion.

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Below set standard (1)
Engagement and understanding with assigned text	Shows complex engagement and understanding with several key ideas in the text	Shows good engagement and understanding with some key ideas in the text	Shows minimal engagement and understanding with some ideas in the text	Does not show engagement or understanding of the text
Awareness of multiple dimension of meaning in the text	Shows clear awareness of multiple dimensions of meaning in the text	Shows some awareness of multiple dimensions of meaning in the text	Shows limited awareness of multiple dimensions of meaning in the text	Does not show awareness of multiple dimensions of meaning in the text

Original insight and analysis apparent	Shows originality and insight	Shows good originality or insight	Shows some originality or insight	Does not show originality or insight
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FELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. (Growing in a Christ-centered faith community)

After examining ethical theories, socio-political frameworks, relevant ethical dilemmas in society, and related primary source literature from authors of diverse racial and cultural backgrounds, students will need to take on various perspectives and make sound arguments for those perspectives. This will allow students to enhance deep understanding across lines of difference as they defend perspectives and consider situations that may be different than their own.

FELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

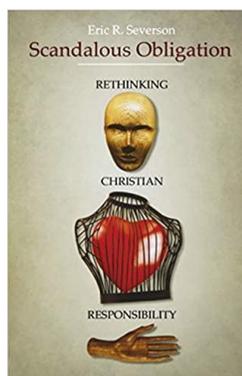
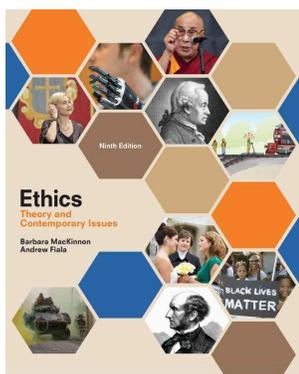
As this course considers religious influence on the discernment of ethical decision-making and how one lives in the world, students will give a great deal of attention to texts that seek to place ethical theory in dialogue with Biblical narratives and Christian theological ethics. In other words, students will not simply reflect on post-enlightenment attempts at grasping universal good through reason. Students will also consider the significance of engaging ethics through leaps of faith. Students are encouraged to view and engage their reading, quizzes, and dialogue with each other, and commitments in assigned groups as contexts for ethical engagement.

REQUIRED TEXTS

**** Students are responsible for having the required course textbooks prior to the first day of class.**

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright

- MacKinnon, B., & Fiala, A. (2018) *Ethics: Theory and Contemporary Issues* (10th ed.) Stamford, CT: Cengage Learning. [ISBN: 978-1305958678]
- McCracken, Vic. (2014). *Christian Faith and Social Justice: Five Views*. London: Bloomsbury Publishing PLC. [ISBN: 978-1-623-56818-4]
- Severson, E.R. (2011). *Scandalous Obligation: Rethinking Christian Responsibility*. Kansas City, MO: Beacon Hill Press. [ISBN: 978-0-8341-2612-1]
- Additional readings as selected and provided by the instructor.



Two of the books above are edited compilations and include primary source readings. Here is a list of some authors you will read:

Anita Allen, Michelle Alexander, Kwame Anthony Appiah, Anselm, Thomas Aquinas, Aristotle, Annette Baier, Miguel A. De La Torre, Angel Y. Davis, Daniel Dombrowski, Mohandas Gandhi, Andrew Fiala, Thomas Hobbes, Jason Jewell, Immanuel Kant, Martin Luther King Jr., John Lachs, John Locke, Hilde Lindemann, Barbara MacKinnon, Vic McCracken, John Stuart Mill, Nel Noddings, Elizabeth Phillips, Plato, Louis Pojman, Eric Severson, Lloyd Steffen, Laura Stivers, Iris Marion Young, and Naomi Zack

The reading assignments offer differing perspectives in the field of ethics and are not meant to express the perspectives of the professor or PLNU. You do not have to agree with all of the authors. In fact, some of the authors oppose each other's perspective, so you will likely disagree with some. However, you are expected to consider their arguments in a thoughtful manner.

COURSE CREDIT 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 16 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.

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 [Traditional Undergraduate Records: Final Exam 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.

Note: This note is relevant to the following two sections: **Content Warning and Trigger Warning**. These sections provide suggested syllabus components for courses that may contain uncomfortable or potentially triggering content or discussion.

****CONTENT WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. All of the class content in Ethics 2011, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for

this course. The decision to include such material is not taken lightly. These topics include theodicy (or the question of evil if God exists and is good and sovereign), euthanasia, abortion, and the death penalty. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of moral philosophy and theological ethics, and I will support you throughout your learning in this course.

****TRIGGER WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Ethics 2011, we will cover a variety of topics, some of which you may find triggering. These topics include theodicy (or the question of evil if God exists and is good and sovereign), euthanasia, abortion, and the death penalty. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. **If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material.** Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of moral philosophy and theological ethics, and I will support you throughout your learning in this course.

ASSIGNMENTS and GRADING

Assignments	% of total grade
Participation (face-to-face and online)	10%
Journal Activities	10%
Reading Quizzes	20%
Exam 1	20%
Justice View Presentation	20%
Exam 2 (Final exam)	20%

Grading Scale (Percentage)		Grading System
A 93-100%	C+ 76-79%	Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on
A- 90-92%	C 73-75%	
B+ 87-89%	C- 70-72%	
B 83-86%	D 60-69%	

B- 80-82%	F Below 59%	the student's official transcript, no change of grade action is allowed for courses leading to the degree.
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ASSIGNMENT DESCRIPTIONS

***A note about group assignments: You will be placed in a group for discussion and one of the assignments below. If you feel uncomfortable about being partnered with a particular individual in class, please let the professor know by the end of Week 2. You do not need to explain why you feel uncomfortable.**

Participation (10% of the course grade) - This includes participation in course dialogue, online dialogue, classroom activities, and any planned course pilgrimages. The professor may call upon any student to answer a question or expound upon a particular topic or reading. Students who are regularly punctual and present without unexcused absences or tardiness have met the minimum requirement for participation, namely being present. These students can expect to earn at least a D for their participation score at the end of the semester. Students who do this but also *regularly get involved* in classroom dialogue in a substantive manner can expect to earn at least a B for their participation grade. Students who *exemplify* regular participation can expect to earn an A for their participation grade at the end of the semester.

Definition of active participation in class- You are expected to come to class prepared for dialogue and participation. The professor will observe students' contributions in the following areas:

- *Sharing:* Actively and consistently shares ideas and comments that contribute to the assigned topics of conversation in substantive ways.
- *Engaging Peers:* Actively engages others in class through listening, inviting, asking questions, participating, and nurturing an atmosphere of mutual hospitality and respect.
- *Engaging Material:* Identifies and summarizes main points from the readings, activities, and previous discussions. Constructively helps the class maintain accuracy in statements made and focus on the topic of discussion.

Rather than simply finding a way to talk a lot, focus on doing your part to promote meaningful course dialogue regarding the reading and classroom activities.

Journal Activities (10% of the course grade) – The journal activities are guides that require you to write on particular reading and/or videos. Each journal activity can take 60 to 120 minutes, as they include a series of writing rather than a single journal prompt. The purpose of these journal activities is to help you engage material in a manner that can generate meaningful conversation in class. There are four journal activities due throughout the semester. See the course schedule for the due dates.

Reading Quizzes (all together worth 20% of the course grade) – There will be a reading quiz every Tuesday, which covers the reading and lecture notes from the previous week. The reading quizzes will be *open-book, open-note and timed*. Please note that a student is allowed to use his/her own book and his/her own notes. However, no other resource can be used when taking the reading quizzes. The reading quizzes will be proctored at the beginning of the class period for which the reading is due.

****Please note that if you arrive late to class, you might have less time to complete it than everyone else or even miss the reading quiz altogether. Your first quiz will be on Tuesday, Jan. 28th.**

The quiz will include multiple choice questions, true/false questions, fill-in-the-blank questions, or short answer prompts that require up to a three-sentence response. The responses to short answer prompts need to display full comprehension and thoughtfulness to receive a full score. The following are some examples of short answer prompts:

- In one to three sentences, explain how Glaucon in Plato's *The Republic* uses the discussion of the gold ring of Gyges to describe the difference between appearing just and being just?
- Building upon Aristotle to make her own arguments around virtues and vices, contemporary philosopher, Philippa Foot discusses the potential and limits for virtue to be displayed in bad actions. In two to three sentences, explain why she says the murder in her example may have taken courage but is still not a courageous act.
- In two to three sentences, explain the Non-Aggression Principle (as discussed by ethicist Jason Jewell) and why it is central to a libertarian view of the state.
- In two to three sentences, explain and give an example of what philosopher and activist, Angela Y. Davis, means by "the prison industrial complex?"

Note: While the reading quizzes are open-book and open-note, success on these timed reading quizzes will require your familiarity with the required reading before starting each quiz.

Exam 1 (20% of the course grade) – This exam will cover content from the Introductory Matters portion and Unit 1 of the course. The exam will cover figures and concepts from the course readings, lectures, and discussions. While the vast majority of questions will be multiple choice and short answer, the exam may include essay questions as well. There will be no more than fifty questions.

Justice View Group Presentation and Responses (1 total; worth 20% of course grade) – Students will be assigned to a group and give a Justice View Group Presentation. Each student will need to individually respond to five presentations. Each student will be randomly assigned a position from the book, *Christian Faith and Social Justice: Five Views*. Students do not have to agree with the assigned view, but they must work with their group to present the view to other members of the class online and even defend the view.

Each group will give a video presentation that (1) summarizes their assigned justice view, (2) displays how the view would helpfully guide engagement with a given societal issue, and (3) thoughtfully defends the view in light of anticipated counter-arguments.

The group presentation will be 10-12 minutes and video recorded. **Students are to upload the 10-12 minute video to the Justice View Presentation discussion board in Canvas.** Further instructions and a grading rubric will be available on Canvas.

To be clear, all the presentations will be available for the entire class to view and respond to.

Each student is graded upon her/his (1) understanding of the assigned view, (2) ability to use and defend that view in articulating solutions, (3) ability to engage the class in continued meaningful conversation, and (4) overall quality of the presentation and responses to peers.

There will be two groups for each of the following views:

- 1– Christian Libertarian View on Social Justice
- 2– Christian Liberal View on Social Justice
- 3– Christian Liberationist View on Social Justice
- 4– Christian Feminist View on Social Justice
- 5 –Christian Virtue Ethics View on Social Justice

Please remember that these are the five views from the McCracken text, not statements about positions held by the professor or Point Loma Nazarene University.

Exam 2 (20% of the course grade) – This exam is the final exam and can cover content from all sections of the course. The exam will cover figures and concepts from the course readings, lectures, and discussions. While the vast majority of questions will be multiple choice and short answer, the exam may include essay questions as well. There will be no more than fifty questions.

Extra Learning Points – I do not believe in extra credit assignments just to improve your grade. Instead, I offer three (3) extra learning opportunities the completion of which will allow you to earn additional points, up to ten (10) points per assignment, toward your final grade. Extra learning points will be divided equally and applied across three of your lowest grades. Or, if your score is below a 60 on your final exam, all the credits will be applied to your final exam score

PLNU Attendance and Participation Policy⊕

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, 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.

****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 you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

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.

****INCOMPLETES AND LATE ASSIGNMENTS**

Unless otherwise stated by the professor, all assignments are to be submitted by the beginning of the class session when they are due, including assignments on Canvas.

Assignments must be complete for them to be graded. Incomplete assignments will result in a zero (0).

Assignments more than three (3) days late (including weekend days) will not be accepted and will result in a grade of zero (0). A penalty of 10% will be imposed for each day an assignment is late, up to the third day. For example, an assignment that is 24 hours late will receive a 24% grade reduction.

You will receive one (1) Free Pass to submit one assignment beyond the three-day rule.

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 Recording Notification⊗

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students with accommodations and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others (i.e. appropriate citation). 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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonest and for further policy information. [Academic Policies](#).

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor. Any use of AI in submitted work will constitute academic dishonesty and will be t

Use of Artificial Intelligence (AI) (e.g., ChatGPT, IA Writer, Mamot, Botowski, etc.) is not permitted, and use of these tools will constitute plagiarism, which is a violation of PLNU's Academic Honesty Policy.

USE OF TECHNOLOGY IN CLASS

The use of laptops may be used for quizzes and notetaking only. Tablets, cell phones and other electronic devices typically used for productivity, communication, and gaming are prohibited during class. If a student concludes that s/he is unable to take notes on paper and needs to use her/his laptop or tablet for taking notes, s/he must schedule a meeting with the professor and discuss the situation. Permission may or may not be granted because of the discussion.

Exceptions to this electronic device policy will be made for learning devices to aid students with documented disabilities. **This policy also means that digital versions of reading assignments and notes for open-book and open-note quizzes and/or exams are prohibited. Notes should be printed out prior to the class for which the quiz is scheduled.** Individual exceptions may be made (but are not guaranteed) after request and explanation.

Inappropriate use of technology during class may result in a heavy reduction in the student's participation grade and possible expulsion from class.

USE OF TECHNOLOGY (online environment)

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 page on Canvas. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. **Note: You must have a laptop to take weekly quizzes, as iPads and tablets do not work with HonorLock. Again, quizzes will be at the beginning of class on Tuesdays . The first quiz will be on Tuesday, Jan. 28th.**

If you do need technical help, you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus Helpdesk 619.849.2222.

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of the student to confirm access to the essential applications needed for the class such as Excel as well as standard online research tools.

PLNU Academic Accommodations Policy⊕

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. 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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. ***If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.**

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions*

1. **Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
 - a. **Synchronous Courses:** At least one class meeting takes place at a designated time.
 - b. **Asynchronous Courses:** All class meetings are asynchronous.
2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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.

Asynchronous Attendance/Participation Definition

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 weeks

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

ACADEMIC STANDING

To maintain satisfactory standing and remain free of academic alert or probation, students must achieve a minimum cumulative 2.000 grade-point average. Those who maintain the minimum required grade-point average are in satisfactory scholastic standing and as such are making progress toward a degree.

INCOMPLETE AND LATE ASSIGNMENTS

Unless otherwise stated by the professor assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas.

Assignments need to be completed for them to be graded. Incomplete assignments will result in a zero.

Late assignments do not need to be accepted. In the extremely rare and unusual circumstances that a late assignment is accepted, it will receive a 10% reduction for every hour up to 24 hours it is late. For example, this means an assignment that is 24 hours late will receive a 24% grade reduction. Of course, this is if the assignment is accepted at all.

Incompletes will only be granted in extremely unusual circumstances.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. You must arrive at the beginning of the final exam time slot. Late arrivals will not be allowed to participate final exam or project, as this can create an unfair advantage or potential cheating situation. The final examination schedule

is posted on PLNU's Workday site. Except in extremely rare and unusual circumstances, no requests for early examinations or alternative days will be approved. See final exam or final project assignment for more information on this.

PLNU COPYRIGHT POLICY

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

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Educational Access Center (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 the [Educational Access Center](#) webpage for more information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

Excused absences still count toward the 10%-20% limits, but allow students to make up work, quizzes, or tests missed as a result of a university-sanctioned activity. Activities of a unique nature, such as labs or other activities identified clearly on the syllabus, cannot be made up except in rare instances when instructors have been given advanced, written approval for doing so.

See [Academic Policies](#) in the Undergraduate Academic Catalog.

COURSE SCHEDULE – PHL2011 Spring 2025 – Dr. George

The professor maintains the discretion to change aspects of the course and assignments as needed. Also, please know that this schedule framework can change in light of COVID restrictions.

WEEK	Date	TOPIC	DUE	CLO
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Introductory Matters				
One	1/14	Getting to Know You: Student Questionnaire Constructing Our Learning Agreement Pt. 1 Syllabus Introduction	Online Quiz for syllabus review must be completed before class on Tuesday 1/14 Read Dr. Martin Luther King's Pilgrimage to Nonviolence" article and complete Rhetorical Precis-	
	1/16	Constructing Our Learning Agreement Part II Group Assignment- Dr. Martin Luther King, Jr.'s Construction of Ethics as Intellectual and Moral Pilgrimage	Dr. King's Pilgrimage to Nonviolence Rhetorical Precis due	1,4
Unit 1: God, Scripture, and Ethical Discernment				
Two	1/21	Presentation: "Metacognition and Effective Reading" by Julie Sweeney (Ryan Library) Syllabus Quiz after Presentation Intro: The Meaning of Ethics and the Good Life	Read Ethics: Theory and Contemporary Issues, Chapters 1 and complete RGO Pt. 1	
	1/23	The Meaning of Ethics and the Good Life Ethics, Chapter 1 RGO Pt 2: Concept Mapping Group Assignment (in class)	Ethics, Chapters. 1 RGO due Read Ethics, Chapter 2 and Plato (pp. 41-44) and Gandhi (pp. 45-48)	1, 2,4
Three	1/28	The Good Life and Ethical Reasoning: Concept Mapping Group Assignment	Ethics, Ch. 2 RGO due Anselm's Ontological Argument for the	1, 2, 3, 4

			Existence of God, Journal Activity # 1	
	1/30	Reading Quiz: King's Pilgrimage to Nonviolence Divine Command Theory: Agree or Disagree	Journal Activity #1 on Anselm's Argument due Introduction and Chapters 1-2 and complete a Rhetorical Precis for each chapter.	1, 2, 3, 4
Four	2/4	Anselm's Argument for the Existence of God One Minute Paper What is Scandalous Responsibility?	Severson Rhetorical Precis for Chapters 1-2 due Read Severson, Chapters 3, 5 and complete a Rhetorical Precis for each chapter	1, 2, 3, 4
	2/6	Quiz- Anselm's Argument and Severson, Chapters 1-2 RSQC2 To Wear an Invisibility Cloak Reflect, Pair, and Share	Severson, Chapters 3,5, Rhetorical Precis due Journal Activity # 2: Plato's Allegory of the Cave & the Forms	1, 2, 4
Five	2/11	Plato's Metaphysics and Epistemology	Journal Activity # 2: Plato's Allegory of the Cave due	1, 2,
	2/13	Quiz- Severson Chapters 3, 5 and Radical Accountability	Read Severson, Chapters 6 and 8 and complete a Rhetorical Precis for each chapter	1, 2
	2/14	Presidential Inauguration in Brown Chapel at 2 p.m.		
Six	2/18	I Intentions and Actions: What Matters Most for Accountability?	Severson, Chapters 6, 8 Rhetorical Precis due Read Severson, Chapters 9, 11-12 and complete a	1, 2, 3

			Rhetorical Precis for each chapter	
	2/20	Quiz- Plato's Metaphysics and Severson, Chapters 6 and 8	Severson, Chapters 9, 11-12 Rhetorical Precis due Read Ethics, Ch. 8 (including Aristotle's Nicomachean Ethics, pp. 178-183)	
	2/25	Aristotle's Virtue Ethics	Study for Midterm Exam!	1, 2
	2/26 Extra Learning Opportunity for up to 10 points	30th Annual Writer's Symposium by the Sea Jesmyn Ward, Feb 26 Jesmyn Ward has been hailed as the standout writer of her generation, proving her "fearless and toughly lyrical" voice in novels, memoir, and nonfiction. Betsy Burton of the American Booksellers Association has called her "the new Toni Morrison." Ward is a MacArthur "Genius Grant" recipient and in 2017, she became the first woman and the first person of color to win two National Book Awards for Fiction—joining the ranks of William Faulkner, Saul		
Seven	2/27	Mid-term Review	Study for Midterm Exam!	1, 2, 3
	3/4	Exam 1	Exam Five Views, Intro and Chapters 1 and 2 Libertarianism and Political Liberalism, including the critiques at end of chapter	1,2, 3
Unit 2: Ethics, Faith, and Socio-Political Frameworks				

	3/6	Five View Quiz- Introduction and Chapter 1 Lecture -Libertarianism vs. Political Liberalism One-Minute Paper Five Views Presentations Preparation in Groups	Five Views Rhetorical Precis, Ch. 1-2 due Five Views, Chapter 3, Liberation Theology and critiques at end of chapter.	1, 2, 4
	3/10- 3/14	SPRING BREAK		
Ten	3/18	Lecture -Liberation Theology One Minute Paper Five Views Presentations Preparation in Groups	Five Views, Chapter 3 Precis due Rhetorical Precis, Five Views, Chapter 4: Feminist Theory and critiques at end of the chapter	3, 4, 5, 6
	3/20	Five Views Quiz- Chapters 1-3 Lecture- Feminist Theory Five Views Presentations Preparation in Groups	Five Views, Chapter 4 Precis due Five Views, Chapter 5: Virtue Ethics and critiques at end of the chapter	3, 4, 5, 6
Unit 3: Contemporary Ethical Issues and Common Ethical Theories				
Eleven	3/25	Lecture- Virtue Ethics One Minute Paper Five Views Presentations Preparation in Groups	Five Views, Chapter 5 Precis due Five Views Presentations on 3/27	4, 5, 6
	3/27	Five Justice Views Presentations During Class	Ethics: Chapter 3- Ethical Relativism and Pojman and Lachs (pp. 66-66) RSQC2	5, 6

Twelve	4/1	Lecture -Ethical Relativism	Ethics: Chapter 4: Egoism, Altruism, and Social Contract Theory and Plato's The Ring of Gyges (pp. 84-89) RSQC2	3, 4, 5, 6
	4/3	Quiz-Five Views, Chapters. 4-5 and Ethical Relativism (Ethics: Chapter 3) Lecture -Egoism, Altruism, and Social Contract Theory One Minute Paper	Ethics: Chapter 5: Utilitarianism and John Stuart Mill (pp. 109-114) RSQC2	3, 4, 5, 6
Thirteen	4/8	Lecture- Utilitarianism: Bent on Happiness (Bentham & Mill)	Ethics: Chapter 6: Deontological Ethics and Immanuel Kant Fundamental Principles of the Metaphysics of Morals (pp. 131-140) RSQC2	3, 4, 5, 6
	4/10	Deontology: I Kant Even, but I Know I Should (class on Canvas) You must attend class on Canvas at your regularly scheduled time and submit the assignment at the end of class or you will be marked absent and receive a zero for the day.	Ethics: Chapter 13 Equality and Discrimination and Iris Marion Young (pp. 359-360) and Ibram X. Kendi (p. 361) RSQC2	
	4/15	Equality and Discrimination	Ethics: Chapter 17: Punishment & the Death Penalty and Michelle Alexander (pp. 500-501) and Angela Y. Davis (pp. 501-502) RSQC2	
	4/17=4/21	EASTER BREAK		
Fourteen	4/22	Johnathan Derby, Director of the Restorative Justice Center Punishment & the Death Penalty: Part I	Ethics: Chapter 17: Punishment & the Death Penalty and Michelle Alexander (pp. 500-501) and Angela Y. Davis (pp. 501-502) RSQC2	

Fifteen	4/24	Punishment & the Death Penalty Part II	Ethics: Chapter 19: Environmental Ethics RSQC2	3, 4, 5, 6
Sixteen	4/29	Environmental Ethics-	Prepare for Final Exam Review	4, 5, 6
	5/1	Final Exam Review	Study for Final Exam!	
Finals Week		Exam 2- Final Exam Section 3 Tuesday, 5/6-10:30 a.m.-1 p.m. Section 4 Thursday, 5/ 8- 1:30-4 p.m.		1, 2, 3, 4, 5