



WSTCM

PHIL2011-4 Ethics

3 Units

Fall 2025

Meeting days/times (MW 1:30 pm – 2:45 pm)

Meeting location (Taylor 314)

Final Exam: (Friday, 12/19, 1:30 – 4:00 pm)

| INFORMATION | SPECIFICS FOR THE COURSE |
|-----------------------------------|--------------------------|
| Instructor title and name: | Dr. Tyler Womack |
| Phone: | 832.928.5507 |
| Email: | twomack@pointloma.edu |
| Office location and hours: | Email for office hours |

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.

General Education 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.

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.

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

- MacIntyre, Alasdair. (2016) *A Short History of Ethics: A History of Moral Philosophy from the Homeric Age to the Twentieth Century*, 2nd ed. South Bend: University of Notre Dame Press.
- McCracken, Vic. (2014). *Christian Faith and Social Justice: Five Views*. London: Bloomsbury Publishing.
- Long, D. Stephen. (2010) *Christian Ethics: A Very Short Introduction*. Oxford: Oxford University Press.
- Additional readings as selected and provided by the instructor.

Signature Assignment: GELO1d will be assessed by means of this course's Signature Assignment. In this assignment, students will state and synthesize Anselm's Ontological Argument for the Existence of God from chs. 2-4 of the *Proslogion*.

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|----------|---------------|----------------|-----------|------------------------|
| Criteria | Excellent (4) | Proficient (3) | Basic (2) | Below set standard (1) |
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|---|---|---|--|---|
| 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 dimensions 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 |

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.

Assessment and Grading

Grades will be based on the following:

| A | B | C | D | F |
|----------|----------|----------|----------|----------------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F Less than 59 |

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| 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 [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.

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).

A penalty of 10% will be imposed for each day an assignment is late.

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.

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

In order 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 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. 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 dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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 other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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 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.

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](#)

[Website](#)

Email: writingcenter@pointloma.edu

Assignments At-A-Glance

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.

Attendance and Participation (15% of the course grade) – This course works best if we can talk to one another about shared texts. Your attendance and participation in class discussion is a crucial part of the learning process and will make the course much more enjoyable for all involved.

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.

Reading Journals (15% of the course grade) – The journal activities are meant to help you prepare for our class discussion. You will submit your “journal” entries on Canvas at least two hours before each class. We will go over what is expected for journaling in class. Briefly, I want you to write down the thoughts, questions, disagreements, etc. that come to you as read the text for the day. Not only will this help you to actually read with the intention of understanding, but it will also help me structure our class discussion.

Reading Quizzes (all together worth 10% of the course grade) – We will have periodic reading pop-quizzes. These will not be open-book or open-note but should be very easy if you read the material. I will allow one Reading Quiz grade to be dropped (everyone is allowed to have a bad day once in a while and sometimes we get sick and need to stay home!). I also reserve the right NOT to give reading quizzes and to give everyone full credit for this item in the final grading. This will happen if it is clear to me that the class is indeed engaging our shared texts and coming to our meetings possessing a familiarity with the readings and a willingness to chat about them. So, you can, if you are willing, read your way out of having to take reading quizzes!

Mid-term Exam (20% of the course grade) – The mid-term will be a mix of multiple choice and short-answer 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 an in-class 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.

Further instructions and a grading rubric will be distributed and made available on Canvas.

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.

Final Exam (20% of the course grade) – The final will be similar in structure to the mid-term and will be mostly multiple choice and short answer questions, with a few longer, written responses included as well and one longer, short-essay form, response question. This longer response will require that you read, in advance, a primary source text and be prepared to offer a written analysis. More information will be provided in class. This will be an “open-text” question. Students may choose from (selected passages of) the following primary texts:

- Aristotle, *Nichomachean Ethics*
- Augustine, *Confessions*
- Thomas Aquinas, *Summa Theologica*, II-II

- David Hume, *A Treatise of Human Nature*
- Mary Wollstonecraft, *A Vindication of the Rights of Women*
- Frederich Nietzsche, *Genealogy of Morals*
- Martin Luther Kings, Jr., *Letter from Birmingham Jail*
- A.J. Ayer, "A Critique of Ethics" from *Language, Truth, and Logic*
- Virginia Held, *The Ethics of Care: Personal, Political, and Global*

THE MID-TERM AND THE FINAL WILL BE TAKEN IN-CLASS AND WILL BE TAKEN ON PAPER. THEY ARE NOT ONLINE TESTS.

Lomabooks Instructions for Students:

*This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.*

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

| | Date | Topic(s) | Text(s) | Assignments |
|--------|-------------|---|---|---|
| Week 1 | Wed 9/3 | Intro, Syllabus | Course Syllabus | |
| Week 2 | Mon 9/8 | Deontology, Utilitarianism, and Virtue: The Standard Philosophical Ethics "Map" | * Michael Sandel, <i>Justice: What's the Right Thing to Do?</i> , ch. 1 | Reading Journal |
| | Wed 9/10 | What is "ethics?" | * Alasdair MacIntyre, A Short History of Ethics, chapter 1 "The Philosophical Point to the History of Ethics" | Reading Journal |
| Week 3 | Mon 9/15 | On "Good" and the place of conceptual analysis in philosophy | * MacIntyre, chapter 2 "The Prephilosophical History of 'Good' and the Transition to Philosophy" | Reading Journal |
| | Wed 9/17 | Sophistry, Ethics, Language, and Truth | * MacIntyre, chapter 3 "The Sophists and Socrates" | Reading Journal |
| Week 4 | Mon 9/22 | Metaphysics and Ethics | * MacIntyre, chapter 4 "Plato: The Gorgias" | Reading Journal |
| | Wed 9/24 | Politics and Ethics | * MacIntyre, chapter 5 "Plato: The Republic" | Reading Journal |
| Week 5 | Mon 9/29 | The Ontological Argument | * Anselm, Proslogion, chs. 2-5 | Reading Journal and Signature Assignment (in-class) |
| | Wed 10/1 | The Aristotelian tradition | * MacIntyre, chapter 7 "Aristotle's Ethics" | Reading Journal |

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| Week 6 | Mon 10/6 | Medieval Ethics, the Origins of Natural Rights, and the Reformation | * Terence Irwin, "The Reformation and Scholastic Moral Philosophy" | Reading Journal |
| | Wed 10/8 | Locke and Hume; the Social Contract and Empiricism in Ethics | * MacIntyre, chapter 12 "The British Eighteenth Century Argument" | Reading Journal |
| Week 7 | Mon 10/13 | The "Copernican Revolution" in Philosophy | * MacIntyre, chapter 14, "Kant" | Reading Journal |
| | Wed 10/15 | Reason Becomes Historical and Social | * MacIntyre, chapter 15, "Hegel and Marx" | Reading Journal |
| Week 8 | Mon 10/20 | Choices, Choices, Choices | * MacIntyre, chapter 16 "Kierkegaard to Nietzsche" | Reading Journal Mid-Term Exam |
| | Wed 10/22 | Where Are We and What Do (Modern) Moral Philosophers Do? | * MacIntyre, chapter 18 "Modern Moral Philosophy" | Reading Journal |
| | Fall Break | | | |
| Week 9 | Mon 10/27 | Bringing Theology Into the Discussion | * D. Stephen Long, Christian Ethics, "Introduction" and chapter 1 | Reading Journal |
| | Wed 10/29 | Theological Virtues | * Long, chapter 2-3 | Reading Journal |
| Week 10 | Mon 11/3 | Ethics and the Church | * Long, chapter 4 | Reading Journal |
| | Wed 11/5 | Ethics and Our Pictures of Selfhood | * Rowan Williams, "Making Moral Decisions" | Reading Journal |
| Week 11 | Mon 11/10 | Ethics as Language | * Herbert McCabe, <i>Law, Love, and Language</i> , selections | Reading Journal |
| | Wed 11/12 | Womanist Ethics | * Emilie Townes, "Womanist Theology" | Reading Journal |
| Week 12 | Mon 11/17 | Introduction, Libertarianism, and Political Liberalism (Rawlsianism) | * <i>Christian Faith and Social Justice</i> , "Introduction" and chapters 1 and 2 | Reading Journal (respond to your assigned chapter) |
| | Wed 11/19 | Feminism, Liberationist Ethics, and Justice as a Virtue | * <i>Christian Faith and Social Justice</i> , chapters 3-5 | Reading Journal (respond to your assigned chapter) |
| Week 13 | Mon 11/24 | Case Study: Animal Ethics (Pt. 1 - Utilitarianism) | * Peter Singer, "All Animals Are Equal" | Reading Journal |
| Week 14 | Mon 12/1 | Case Study: Animal Ethics (Pt. 2 - "Linguistic" Ethics) | * Cora Diamond, "Eating Meat and Eating People" | Reading Journal |
| | Wed 12/3 | Group Presentations on Five Views | n/a | Presentations |
| Week 15 | Mon 12/8 | Group Presentations on Five Views and Selected Primary Texts for Final | n/a | Presentations |
| | Wed 12/10 | Review for Final | Review | |
| Week 16 | Finals Week | | | Final Exam |