

POINT¹⁹ LOMA⁰² NAZARENE UNIVERSITY

Reuben Welch School of Theology and Christian Ministry

PHL2011 Ethics - 3

3 Units

Spring 2026

Jan 12 - May 1

Hybrid

Meeting Days/Times: M & W 4:00 PM - 4:55 PM

Meeting Location: Liberty Station 203

Final Exam: (Day/Time): Week 16 (Day TBD)

Instructor: Dr. Lucia Foglia

Email: lfoglia@pointloma.edu

Office Location and Hours: by appointment

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

This course examines and evaluates theories and arguments concerning ethics and moral reasoning from various philosophical perspectives. By engaging with historical and contemporary sources, students will analyze theories about the meaning, nature, and justification of ethical concepts; determine and assess how different forms of moral reasoning apply to contemporary moral issues; become more reflective and informed about their own moral beliefs, and develop their capacity for critical practical reasoning.

As students study ethical theories, they will apply these frameworks to real-world events and moral dilemmas. The course introduces students to key historical approaches to the central question, "*How ought we live our lives?*" and examines how each theory emerged as an effort to answer this question with increasing depth and clarity.

Course Learning Outcomes

1. *Describe* and *explain*, in outline, the history of ethics and, in detail, ethics and the ethical theories of several of its pivotal figures (Assessment: participation, written reflections, in-class discussion, online discussions, experiential paper, quizzes, final exam);
2. *Analyze* and *criticize* ethical situations, questions, reasoning, and diverse perspectives and positions (Assessment: participation, written reflections, in-class discussion, online discussions, experiential paper, group presentation, final exam);
3. *Discern* the ethical dimension of everyday life, and its invitations to ethical inquiry, (Assessment: participation, written reflections, in-class discussion, online discussions, experiential paper, quizzes, group presentation, final exam);
4. *Apply* your ethical inquiry and study of the history of ethics to historical and current events and your experiences and living within and beyond the academy

work (Assessment: participation, written reflections, in-class discussion, online discussions, experiential paper, group presentation);

5. *Express yourself orally and in writing* more clearly, meaningfully, truthfully, and philosophically (Assessment: participation, written reflections, in-class discussion, online discussions, experiential paper, group presentation, final exam).

General Education Learning Outcomes

GELO #1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions (Assessment: **Signature Assignment:** Anselm's Ontological Argument: Students must state clearly St. Anselm's argument for God's existence from Chapter 2 of *Proslogion*).

Required Texts

Rachels, J. (2010). *The Elements of Moral Philosophy*, McGraw-Hill Higher Education

Study Resources

The following readings will be available on Canvas:

Aristotle. (350 BCE). *Nicomachean Ethics*.

- [Book I](#)
- [Book II](#)

Anselm, *Proslogion*, Chapter 2.

Kant, [Groundings for the Metaphysic of Morals](#), Ch. 2 "Moving from Popular Moral Philosophy to the Metaphysic of Morals" (pp. 14 - 40).

Mill, J. S. (1863). *Utilitarianism*, [Ch. 2 "What Utilitarianism Is"](#)

You will find the readings related to your group presentation on Canvas.

Note: Students are responsible for having the required textbook prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. 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 owner.

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 below and in the Canvas modules.

Estimated Time to Complete Course

<i>Activity Category</i>	<i>Time-to-Complete (Hours)</i>
Required Resources	32
Attendance	30
Assignments & Quizzes	40
Project & Exam	12.5
<i>Total:</i>	112.5

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	Description	Percentage of Total Grade
Attendance & Participation	You are required to attend and actively participate in both in-person class meetings each week. *Optional Participation in The 2025-2026 H. Orton Wiley Lectures in Theology	10%
Written Reflections (Journal) & Signature Assignment	You will submit analytical pieces of writing where you thoughtfully engage with philosophical ideas, arguments, or questions. State St. Anselm's argument for the existence of God from chapter two of the Proslogion	15%
Paper on Kant	In this paper, you will evaluate how well Kant's ethical framework fits real-life situations and social dilemmas	20%
Quizzes	Roughly every two weeks, you will take a quiz to assess your understanding of the topic, lectures and readings	10%
Presentation Project	You will collaborate in groups to present on an assigned ethical issue, applying the theoretical perspectives learned in the course.	20%
Final Exam	You will complete a Final Exam in class at the end of the course (in Wk. 16)	25%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

NOTE: Optional Seminar Participation

Participation in **The 2025-2026 H. Orton Wiley Lectures in Theology** is optional; however, attendance may be factored into the **attendance and participation** portion of your final grade. If you choose to attend, you must notify me in advance. I will then assign a brief reflection (200-300 words) in which you will discuss what captured your attention most and how the seminar content connects to the ethics course you are currently taking. I strongly encourage participation in these seminars, as they provide a valuable opportunity to cultivate an interdisciplinary perspective that extends beyond the curriculum and your major. All the details are below.

Dates: March 23-25, 2026

Series Title: "Theology at the Intersection of All That Is: Creation, Ecology, Gender, and Hope"

Public Lectures:

Lecture 1: "Creation: Cosmos, Connection, Creativity"

*Monday March 23, 2026 11:00-11:50am, Crill Performance Hall

Lecture 2: "Ecology: What's Coming?"

*Monday March 23, 2026 1:30-2:20pm, Crill Performance Hall

Lecture 3: "Gender: Tangles of Sex, Bodies, Politics"

*Tuesday March 24, 2026 9:30-10:20am, Crill Performance Hall

Lecture 4: "Hope: Embracing Planetude"

*Wednesday March 25, 2026 8:30-9:20am, Crill Performance Hall

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

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

All assignments are due on the dates listed in Canvas. Late submissions are accepted for up to three days after the due date, with a 10% penalty applied for each day late.

Incompletes will only be granted under extremely unusual circumstances.

PLNU Spiritual Care

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, prayer requests, or a desire to meet with the chaplain, 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.

PLNU Copyright Policy

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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.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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.

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 ensure 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

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#)[Links to an external site.](#) for additional details.

For every two (2) unexcused, or unjustified, absences, 0.5 points will be deducted from the “attendance and participation” portion of your final grade. If your absence is due to a medical reason, official documentation will be required to excuse it. While in class, you are expected to stay engaged. This is demonstrated by actively responding to questions, asking your own questions, and collaborating with your peers during in-class activities. **Please refrain from checking your phones and browsing the internet during class.** These distractions negatively affect your engagement and hinder your ability to fully immerse yourself in the learning process.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty members within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. 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).
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Use of Technology

In order to be successful in the online or hybrid 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, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

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

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 polishing final drafts, and more. For information about how to make in-person or online appointments, see the [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/Links to an external site.>
 - Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
 - Email: writingcenter@pointloma.edu
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Lomabooks Instructions for Students

Note: For courses using materials available through Lomabooks

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 pickup 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 to [the LomaBooks site](#).

Tentative Course Schedule:

Week #	Day	Topic	Assigned Reading(s)
1	W (09/03)	Intro to Ethics: Why be good?	Rachels Chapter 1
2	M	Fundamentals of Ethical Relativism	Rachels Chapter 2
2	W	Strengths of Ethical Relativism	Rachels Chapter 2
3	M	Limitations of Ethical Relativism	Rachels Chapter 2
3	W	Paradox of Tolerance /Is Ethical Relativism liveable or Self-Defeating?	Rachels Chapter 2
4	M	Divine Command Theory The <i>Euthyphro</i>	Rachels Chapter 4 Plato's <i>Euthyphro</i> Anselm, <i>Proslogion</i> Chapter 2
4	W	Natural Law Ethics (Thomas Aquinas)	Rachels Chapter 4
5	M	A Critique of Altruism by Ayn Rand	Rachels Chapter 5
5	W	What is Self-Interest? Why should it not be mistaken for selfishness? Arguments for and against	Rand: "The Virtue of Selfishness" selected readings
6	M	Applications: Weighing Strengths and Weaknesses of EE	Handouts provided in class
6	W	Case Studies: Applying ER, EE, Altruism, DCT and NLT	Handouts provided in class
7	M	Consequentialism: Rational Objectivism vs Utilitarianism	Rachels Chapter 7

7	W	Doing the Most Good: The Foundations of Utilitarian Thought	Rachels Chapter 7
8	M	Act Utilitarianism	Rachels Chapter 8
8	W	Rule Utilitarianism	- Rachels Chapter 8 - Mill's Utilitarianism, Chapter 2
9	M	The Foundations of Deontological Ethics	Rachels Chapter 9
9	W	Intro to Kantianism	- Rachels Chapter 9 - Kant's <i>Groundwork of the Metaphysics of Morals</i> , Chapter 1
10	M	Categorical Imperative I (Formula of the Universal Law)	- Kant's <i>Groundwork of the Metaphysics of Morals</i> , Chapter 2
10	W	- Categorical Imperative II (Formula of Humanity) - Navigating Moral Duties and Ethical Outcomes	Rachels Chapter 10
11	M	Virtue Ethics (<i>Telos, Eudaimonia, Phronesis</i>)	Aristotle's <i>Nicomachean Ethics</i> , Book 1 and 2
11	W	Ethics of Conduct vs Ethics of Character	Rachels Chapter 12

12	M	Ethical Decision Making - Case studies	In-class discussion/ Handouts
12	W	Group Presentation: Business Ethics	Assigned Readings on Canvas
13	M	Group Presentation: Ethics of AI	Assigned Readings on Canvas
14	M	Group Presentation: Animal Ethics	Assigned Readings on Canvas
14	W	Group Presentation: Bio-Ethics	Assigned Readings on Canvas
15	M	Group Presentation: Abortion	Assigned Readings on Canvas
15	W	Exam Prep & Review	Handouts provided in class

16	TBD	Final Exam	
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