



## **ETHICS, RESPONSIBILITY AND LOVE**

PHL 3081

Spring 2026

Mondays/Wednesdays 10:55-12:05 Wesleyan Center Conference Room

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Office Hours: by appointment

### **PLNU MISSION:**

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

### **LEARNING OUTCOMES:**

1. Students will engage in the disciplined practices of asking questions about God, the world, and of themselves, including questions for which there may be no easy answers. (Learning, Growing)
2. Students will differentiate among interrelated movements or figures in the history of philosophy. (Learning)

3. Students will evaluate the strengths and weaknesses of human reasoning or experience to provide adequate accounts of significant issues that relate to our human condition, the world, ethics and Christian life. (Learning, Growing, Serving)

### **COURSE OBJECTIVES:**

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

### **TEXTBOOKS:**

Required:

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

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

## PROCEDURE/REQUIREMENTS:

1. We will be reading from some of the most significant **texts** in the history of philosophy. It is vitally important that you become acquainted with the material in order that you get a feel for not simply what the writer says, but *how* she or he makes you think. I want you to be thoughtful and critical of what each of the thinkers writes, as well as of what I say in class. A significant portion of your grade will be based upon the amount of reading you do. You will be asked to give a report each day on your reading progress (scale of 0-10). For example, an 8.5 means that you read carefully and thought about carefully 85% of the assigned reading for that day.
2. Regular and punctual **attendance** is required for the full benefit of this class. If you are late it is your responsibility to see me after class in order that your attendance may be recorded. Any three tardies will be recorded as one absence. Due to the size and nature of this class in particular, dialogue will be very important. Dialogue tends to spawn new ideas and creativity, so discussion will be important. Therefore, *each* student will be expected to enter into class discussion. *You cannot pass the class* if you miss more than 6 class sessions. See the catalogue.
3. Throughout the term each of you will do two in-class **quotation presentations**. Please provide at least a 150 word general introduction to the work to be covered for that day. This should be *\*in your own words\** If it is the first day discussing a figure, there should be a general philosophical introduction to the figure covered during that session. It may include cultural analyses elucidating the time period surrounding the figure/work. The presentation should mainly be an outline of the text for the day. You should reference 4-5 significant portions of the text to be covered in class. You must provide a detailed list of quotations and bibliographic citation/reference for each member of the class. In both that week's Discussion board and the Quotation Presentation assignment box. Pictures are always a welcome addition.
4. There will be two **papers**. The first paper will be a 1000 word formal explication of the *Symposium*. You may focus on any theme from the text. I do not want or expect you to use secondary sources for this paper. Please reference the text itself in depth. Be sure to include all relevant bibliographic citation. The second paper will be approximately 1200 words. It will relate a theme from the novel *Unbearable Lightness of Being* to a theme from the class. It can be about the nature of love itself or of political responsibility. It could be an ethical examination. You will need to reference at least one other figure/text from the course to be in dialogue with the novel. You may use whichever manual of style

you prefer for both papers. All papers must fully reference all texts utilized for the paper in accordance with the preferred manual of style. Plagiarism will not be tolerated and will result in either zero credit for the assignment and a full grade reduction for the class or failure of the course all together (this is up to my discretion). Both will result in a letter to the Provost to be placed in your academic record.

5. There will be two **essays/exams**. The first exam will cover the figures Augustine, Kierkegaard, and Buber. It will be a take-home essay exam to be submitted in Canvas. Secondly, there will be an in-class final comprehensive essay exam. You will be asked to reflect on the course as a whole. You will be allowed a 3x5 notecard (to be turned in with your exam).
6. From March 2-April 22, you will need to keep a **quotation reflection** (QR on the schedule) journal. You will need to reflect on a particular quotation from the reading for that day for a full page (10 total class days, so 10 total pages -250 words per page). The quotation itself and the page reference should be included in your reflection journal. This should be entered into Canvas, but may be as informal as you would like it to be. I will not evaluate this based on grammar or spelling. I mainly want you to take the material you read seriously. So, I would like that seriousness to be reflected in your writing.
7. **Discussion boards** will take place via Canvas. There will be one discussion board open per week. It is on a two day cycle in which you post initially on the first day and reply the second day. You will post an initial response to the reading by Monday and then Wednesday you will post a reply to your colleagues. You will need to post a total of two times per week. Between your two posts per board, you will need to post 150-250 words total. Please include a word count at the end of each of your posts.
8. I would like for you to write three poems (**Poiesis**) in response to the work of Luce Irigaray. They must be in final draft form when you turn them in via Canvas. You are welcome to petition to do any creative project (a painting, write a song, performance art piece, a play, sculpture, etc.) instead of the poems, just make sure to get it approved by me first.
9. The **grades** are based on all of these mentioned assignments. All outside assignments are due at the beginning of class. Any late assignments will be reduced a full letter

grade per class day and will not be accepted at all after one week (if it's due Thursday it cannot be turned in any later than the following Thursday).

READING	10%
DISCUSSION BOARDS	14 (1 point per week)
QUOT. PRESENTATIONS	16 (8 points per presentation)
PAPER I (Symposium)	10
ESSAY EXAM I	11
QUOT. REFLECTION	10
IRIGARAY <i>POESIS</i>	8
PAPER II (ULB/LOVE)	10
FINAL EXAM (IN CLASS).	11
Total	100%

### **Discrimination and Harassment:**

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

### **Inclusive Language:**

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

### **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](http://www.pointloma.edu/nondiscrimination).

## **Land, Labor and Life Acknowledgement**

As students and scholars at PLNU, we acknowledge our presence on the traditional, ancestral, and unceded territories of the [Kumeyaay Diegueño Indian Tribe](#). May we be good guests to the people, the stories, the wisdom, the fruits of the land and dwell with one another with peace.

## **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. Further, if you plan to record any of the classroom discussion, you must receive explicit permission from the professor.

## **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the

student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **Late Assignments and Incompletes**

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

## **PLNU Copyright Policy**

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

## **PLNU Academic Honesty Policy**

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

## **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.

### **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.

Note: The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

### **Spiritual Care**

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

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

### **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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/Title-IX](http://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](http://www.pointloma.edu/bias)

### **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](mailto:writingcenter@pointloma.edu)

## Use of Technology

Please do not use laptops in class unless you have been given an exception via email.

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) 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.

## 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. In [class name], all of the class content, 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 [list topics]. 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 [subject/major], 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 [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. 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 [subject/major], and I will support you throughout your learning in this course.

# Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

# 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](#).

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## **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.

If you find you have violated the policy above, please see below for ways to alert me to your usage. Your usage of these “tools,” while harmful for your philosophical education and outside the bounds of any assignment given in this class, will be considered in calculating your grade and will result in a 50-100% reduction for each violation, depending on the degree of severity.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

## **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.