

 <p>POINT¹⁹ LOMA⁰² NAZARENE UNIVERSITY</p>	<p>School of Theology and Christian Ministry</p> <p>PHL2011-3</p> <p>3 Units</p>
<p>Fall 2022</p>	

Meeting days: MW	Instructor title and name: Dr. Lucia Foglia
Meeting times: 1:30 -2:45 PM	Phone: (619) 300.1238
Meeting location: Evans Hall 114	Email: lfoglia@pointloma.edu
Final Exam: TBD	Office location and hours: by appointment & after class (location TBD)

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.

Foundational Explorations 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 a philosophical perspective. 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.

While learning about the ethical theories, students will draw on these theories in discussing current events and/or moral dilemmas. Throughout the course, students will be exposed to major, historical ethical approaches to the question “*how ought we live our lives?*” and will explore the way in which they arose as successive attempts to answer this question more accurately and completely.

COURSE LEARNING OUTCOMES (CLOs)

By the end of this course, you will be able to:

- CLO #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, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #2: *analyze* and *criticize* ethical situations, questions, reasoning, and diverse perspectives and positions (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #3: *discern* the ethical dimension of everyday life, and its invitations to ethical inquiry, (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #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, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam);
- CLO #5: *express yourself orally and in writing* more clearly, meaningfully, truthfully, and philosophically (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES (FELOs)

Context #1: Learning, Informed by our Faith in Christ

Institutional Learning Objective (ILO) #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

- FELO #1a. Written: Students will be able to effectively express ideas and information to

others through written communication (Assessment: reading responses, online discussions, position paper, quizzes, final exam).

- FELO #1b. Oral: Students will be able to effectively express ideas and information to others through oral communication (Assessment: participation, in-class discussion, online discussions).
- FELO #1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).
- FELO #1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

Context #2: Growing, In a Christ-Centered Faith Community

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.

- FELO #2a. Students will develop an understanding of self that fosters personal well-being (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).
- FELO #2b. Students will understand and appreciate diverse forms of artistic expression (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).
- FELO #2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

Context #3: Serving, In a Context of Christian Faith

ILO #3: Students will serve locally and/or globally in vocational and social settings.

- FELO #3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy (Assessment: participation, reading responses, in-class discussion, online discussions, position paper, quizzes, final exam).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Required Texts

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

Other readings will be available on Canvas.

Recommended Study Resources (they will be provided in Canvas)

- Aristotle, Nichomachean ethics.
https://www.stmarys-ca.edu/sites/default/files/attachments/files/Nicomachean_Ethics_0.pdf
- Kant, Immanuel. *Groundings for the Metaphysic of Morals*.
<https://www.earlymoderntexts.com/assets/pdfs/kant1785.pdf>
- Mill, John Stuart. *Utilitarianism*. <https://www.utilitarianism.com/mill1.htm> • Lonergan,

ASSESSMENT AND GRADING

Attendance/Participation: 10%
Written Assignments: 25%
Research Project (Part 1& 2) 25%
Midterm Quiz 10%
Final Exam: 30%

GRADING SCALE

A: 100-93	C+: 79-77	D-: 62-60
A-: 92-90	C: 76-73	F: 60-0
B+: 89-87	C-: 72-70	
B: 86-83	D+: 69-67	
B-: 82-80	D: 66-63	

Students will submit their assignments through Canvas and will receive a grade within one week from submission. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class.

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

All assignments are to be submitted/turned in by the **DUE DATE**. Incompletes will only be assigned in extremely unusual circumstances.

Assignments will be accepted for credit with a 10% late penalty (per day late) up to three (3) days from the due date. Assignments will receive a ZERO after three days. If you have a medical emergency, contact your instructor ASAP to arrange a new deadline.

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications, or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allow PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all synchronous/face-to-face class sessions is considered essential to optimum academic achievement. *When in class, restrain yourself from using your phone or indulging in any other form of technological distraction. Your full participation will increase your understanding of the material and your overall academic success.*

If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

SPIRITUAL CARE

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

INCLUSIVE LANGUAGE

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

TENTATIVE SCHEDULE AT-A-GLANCE

The table below provides a list of topics that this course aims at covering. The schedule is tentative and slight variations might be possible due to the nature and depth of the topics and theories that will be discussed. This means that, if the situation requires, we may spend an extra class or week on the same topic. To learn more about the calendar for activities and the due dates for the assignments, you are advised to check Canvas **regularly**. Some of the readings assigned will be made available in Canvas.

Calendar Fall Semester 2022

(The instructor reserves the right to change the schedule if needed. Assignments will be submitted ONLY via Canvas. No other delivery methods will be accepted).

WEEK	TOPIC, READINGS & ASSIGNMENT
WK 1- August 29- Sept. 4	<ul style="list-style-type: none"> - <u>Topic:</u> Ethics & the Moral Life - Readings <ul style="list-style-type: none"> - Testbook: Rachels (The Elements of Moral Philosophy) Chapter 1. WHAT IS MORALITY? - Assignment: Online Discussion (DB)
WK 2_ Sept. 5-11	<ul style="list-style-type: none"> - <u>Topic:</u> Moral Relativism - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 2. THE CHALLENGE OF CULTURAL RELATIVISM
WK 3_ Sept. 12 - 18	<ul style="list-style-type: none"> - <u>Topic:</u> The Challenges of Moral Relativism - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 2. THE CHALLENGE OF CULTURAL RELATIVISM - Assignment: Reading Response
WK 4_ Sept. 19 -25	<ul style="list-style-type: none"> - <u>Topics:</u> <ul style="list-style-type: none"> - Divine Command Theory - The Natural Law Theory - Euthyphro - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 4. DOES MORALITY DEPEND ON RELIGION? - <i>Euthyphro</i> by Plato - Assignment: Reading Response on Euthyphro
WK 5_ Sept. 26-Oct. 2	<ul style="list-style-type: none"> - <u>Topics:</u> <ul style="list-style-type: none"> - Ethical Egoism - Ayn Rand - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 5. ETHICAL EGOISM - <i>The Virtue of Selfishness</i> by Rand (Intro & Chap 1) - Assignment: Online Discussion on Ayn Rand, Altruism, Ethical Egoism

WK 6_ Oct. 3 -9	<ul style="list-style-type: none"> - Topic: The Utilitarian Approach (The Trolley Problem) - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 7: THE UTILITARIAN APPROACH
WK 7_ Oct. 10-16	<ul style="list-style-type: none"> - Topic: The Debate over Utilitarianism (Act & Rule) - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 8. THE DEBATE OVER UTILITARIANISM - <i>Utilitarianism</i> by JS Mill (Chap 2) - Assignment: Reading Response on Mill
WK 8_ Oct. 17 -23	<ul style="list-style-type: none"> - <u>Topic:</u> Intro to Kant's deontological approach - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 9. ARE THERE ABSOLUTE MORAL RULES? - Assignment: MidTerm Quiz (On Canvas) <ul style="list-style-type: none"> - Experience Paper (Part 1): Proposal
WK 9_ Oct. 24- 30	<ul style="list-style-type: none"> - <u>Topic:</u> Kantian Deontological Approach (2 formulations of the categorical imperative) - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 10. KANT AND RESPECT FOR PERSONS - <i>Grounding for the Metaphysics of Morals</i> by Kant (Second Sections) - Assignment: Reading Response on Kant
WK 10_ Oct. 31 - Nov. 6	<ul style="list-style-type: none"> - <u>Topic:</u> Intro to Virtue Ethics - Readings <ul style="list-style-type: none"> - See Rachels: Chapter 12. THE ETHICS OF VIRTUE - <i>Nichomachean Ethics</i> by Aristotle (Book 1, 2) - Assignment: Online Discussion on Virtue Ethics and Christianity
WK 11_ Nov. 7 - 13	<ul style="list-style-type: none"> - <u>Topic:</u> Contrast and Compare Virtue Ethics, Utilitarianism and Deontological Ethics: Scenarios and Case Studies - Assignment: Experience Paper Final Submission
WK 12_ Nov. 14 -20	<ul style="list-style-type: none"> - Group Presentations - Written summary of the project is due
WK 13_ Nov. 21-27	<u>Thanksgiving Break</u>

WK 14_Nov. 28 - Dec. 4	<ul style="list-style-type: none">- Group Presentations- Written summary of the project is due
WK 15_Dec. 5- 11	<ul style="list-style-type: none">- Review Ethical Theories and Prep for Final Exam

WK 16_ Final Exam Week: 12-16 December