# "WBUlogo"

WBU Online

School of Christian Studies

**WAYLAND BAPTIST UNIVERSITY MISSION STATEMENT:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

### **COURSE NAME**: Ethics **PHIL 4319 -VC01**

**TERM:** Fall 2, 2025

**INSTRUCTOR: J. Jeffrey Tillman, Ph.D.**

**CONTACT INFORMATION****:**  Office phone: 940-448-0845

WBU Email: james.tillman@wayland.wbu.edu

# **OFFICE HOURS, BUILDING & LOCATION**:

M/T/W/TH 3-6PM CST

# **COURSE MEETING TIME & LOCATION**:

 Online Course:

**CATALOG DESCRIPTION:** *Introduction to the classical and biblical theories of ethics with their application to moral and social problems.*

**PREREQUISITE:** *RLGN 1301 and RLGN 1302*

**REQUIRED TEXTBOOK AND RESOURCES**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Title** | **Editor/Author** | **Publisher** | **Ed** | **Year** | **ISBN** |
| *The Fundamentals of Ethics* | Russ Shafer-Landau | **Oxford** | 6th | **2010** | 9780197697474 |

**This course includes an Automatic eBook.  Opt out date is the 8th day of class (third Monday of the session).**

**COURSE OUTCOME COMPETENCIES**:

1. List and define major theories of ethics.
2. Discuss the various theorists and authors in the classic ethics areas.
3. Integrate the theories of ethics into every day, professional and personal living
4. Examine various case studies and relate which ethics theories and methodologies are included.
5. Distinguish between morality and ethics.
6. Discuss the concept of social responsibility and discuss the role of ethics within that context.

**ATTENDANCE REQUIREMENTS**: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. All absences must be explained to the satisfaction of the instructor who will decide whether the omitted work may be made up.

Regardless of course format (face-to-face, online, or hybrid), it is the student's responsibility to understand and meet the attendance requirements set forth in the course syllabus.

Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Any student who has not actively participated in an online class prior to the census date for any given term is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:**

Please click on this link to [WBU’s Statement on Academic Integrity](https://www.wbu.edu/academics/writing-center/Academic%20Integrity%20Statement%20Pol%208.4.1%20Attch%20Oct%2020222.pdf) to understand policies concerning plagiarism and other forms of academic dishonesty. All work must be the work of the student. In addition to normal means of plagiarism, the following policy concerning AI generated works also applies:

* + 1. No use of any generative AI tools permitted. i. Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
* All assignments must be fully created, designed, and prepared by the student(s).
* Any work that uses generative AI will be treated as plagiarism.

**DISABILITY STATEMENT**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests (office (806) 291-1057. Documentation of a disability must accompany any request for accommodations.”

**COURSE REQUIREMENTS AND GRADING CRITERIA:**

All assignments, unless otherwise stated, are due on the Saturday of the week they are assigned at 11.59 P.M. C.S.T. The major exception is the last week, when assignments are due by 11:59 PM CST Wednesday of that week.

Feedback: All assignments will be completed/uploaded through Blackboard. Feedback on assignments will be provided through the same platform. To access feedback on any assignment, click on the grade in the grade book and continue following the screens, clicking on the underlined grade till you find feedback entered into a feedback field or a file I have uploaded with comments provided.

Quizzes: There will be 8 quizzes over the course of the term. Each will be over the assigned reading for that week. They will each be worth 25 points, and will consist of around 10 questions. These quizzes are non-proctored, and will be available on Blackboard, but there will be a 30 minute time limit on the quiz. The quizzes will be available on Monday of the week they are due, and then close by 11:59 PM on Saturday of the week they are due. I will reopen the quizzes only under exceptional circumstances.

Chapter Question Discussions: Each week has a dedicated discussion on Blackboard with a series of discussion questions. An assignment list will be posted in the Announcements during the first week indicating which students should answer which two questions. Each question should have an answer of at least 300 words, but many questions will require more words for complete credit, and may require follow up submissions in response to comments that I make on the Discussion. The text of the question being answered should appear before the answer. These answers/responses should be posted by the Wednesday of each week at 11:59 PM C.S.T.

By Saturday at 11:59 P.M. C.S.T. each student should submit at least a 100 word response to another student’s response. **These should be critical comments regarding the other student’s success and failure in addressing the assigned question in terms of the content of the text.** Each group of posts and responses is worth 20 points.

Discussion Post to My Comments on Your Weekly Chapter Discussion: There are 7 of the Discussions which involve each student posting a reaction to my comments on his/her discussion for the previous week. The student should begin with a summary of what my statement is that he/she is responding to, and then address the question or concerns These are due the week after the respective Discussion is due, and therefore there is no Discussion of this type for the reading for the last week. Each Discussion is worth five points.

Essay—Read the story section of the article by Anita Catlin at [Jehovah’s Witness Case](http://wbuwf.com/online/Courses/PHIL4319/Jehovah%27s%20Witness%20case.pdf).

In terms of the event described in this article consider the question of whether the hospital did the ethically appropriate thing in administering the blood transfusion. In your answer, be sure to do the following: (The following is given as a guide. I’m looking for a flowing analysis; not one that merely and routinely answers the questions below.)

1. Begin with a paragraph introducing the problem and establishing what you plan on doing in the rest of the essay.
2. Explain how a utilitarian would answer the question.
3. Define utilitarianism-both act-utilitarianism and rule based utilitarianism. Note the importance and distinction between individual utility and social utility.
4. Construct a utilitarian argument as applied to the case that supports the hospital. (This will likely require an argument as to why emphasis upon saving physical life (as opposed to spiritual life) best serves not only individual utility but social utility.
5. Construct another utilitarian argument as applied to the case that supports the parents. (This will require an argument indicating how an emphasis on preserving spiritual life/values preserves social utility.)
6. Choose one of the arguments as superior and explain why it is superior. (This needs to be carefully argued and reasoned. Try to avoid choosing in terms of unstated biases.)
7. Explain how a duty theorist (Kant and Ross are examples) would answer the question.
8. Define duty theory
9. Construct one argument for duty theory as applied to the case that supports the hospital. (Emphasize universalizability and the principle of humanity)
10. Construct another argument for duty theory as applied to the case that supports the parents. (Emphasize duties that are universalizable and involve the principle of humanity)
11. Choose one of the arguments as superior and explain why it is superior. (This needs to be carefully argued and reasoned. Try to avoid choosing in terms of unstated biases.)
12. Describe how a social contract theory would approach the case question.
13. Define social contract theory.
14. Give one argument for social contract theory as applied to the case that supports the hospital. (From the standpoint of the Constitution (as a social contract) or an implied social contract involved in the importance of deliver of public health to a society)
15. Give one argument for social contract theory as applied to the case that supports the parents. (From the standpoint of the Constitution (as a social contract) or an implied social contract involved in the importance of deliver of public health to a society)
16. Choose one of the arguments as superior and explain why it is superior. (This needs to be carefully argued and reasoned. Try to avoid choosing in terms of unstated biases.)
17. Provide a section in which you discuss the difficulties of choosing from among these three argument classes, the strengths of each and the weaknesses of each, and what you think they all may be missing. (For example, what are the difficulties in calculating social utility? Do the goods of the many outweigh the goods of the few? Is that just? What are the difficulties involved in deontology? Can universalizable values be calculated without becoming stilted? How does one choose between competing duties? What are the difficulties with social contract approaches? Are these inherently artificial because they are contrived conventions? Given the qualitative differences between these three broad approaches, how does one compare them? )
18. Provide a concluding paragraph which states what you did in the essay, and your general observations about the exercise.
19. Follow Turabian style and general rules of form, syntax, and grammar.

This assignment is worth 100 points. It should be at least 1500 words, and assembled in Turabian style according to the instructions at these university links: [WBU Turabian Style](https://www.wbu.edu/academics/schools/school-of-christian-studies/documents/Revised-SRPWritingStyleGuide2016.pdf). The observance of rules of grammar and clear writing are important in the assessment of this assignment. Students should avoid cutting and pasting material from the book or other sources without clear documentation. This is plagiarism and should be avoided at all costs. This assignment should be uploaded to the assignment tab in the Week 5 content folder. Here is the [grading rubric](http://www.wbuwf.com/online/Courses/PHIL4319/Grading%20Rubric.docx) for this assignment.

**A. Measurement Instruments and Grading Chart**

Quizzes- 200 points

 Discussion posts- 160 points

 Discussion reactions to my Discussion comments- 35 points

 Essay- 100 points

 Total- 495 points

 A—445-495 B—396-444 C---346-395 D—297-345 F—0-296

1. **Grading Scale**

 90 – 100% A

 80 – 89% B

 70 – 79% C

 60 – 69% D

 Below 60% F

**Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.**

# 18. SCHEDULE

All assignments, unless otherwise stated, are due on the Saturday of the week they are assigned at 11.59 P.M. C.S.T. The major exception is the last week, when assignments are due by 11:59 PM CST Friday of that week.

# Tentative Schedule

| Dates | Reading in Shafer-Landau, Chapters | Assignments Due |
| --- | --- | --- |
| **Week 1 –** October 13-18 | Introduction, and 1-2 | Quiz 1 Discussion 1 Post  |
| **Week 2 –** October 19-25 | 3-4 | Quiz 2 Discussion 2 Post Discussion on My Comments on Your Chapter Discussion for Week 1 |
| **Week 3 –**October 26-November 1 | 5-6; [Christian Ethics](http://media.sabda.org/alkitab-2/Religion-Online.org%20Books/Harkness%2C%20Georgia%20-%20Christian%20Ethics.pdf)-Chapter 1 | Quiz 3 Discussion 3 Post Discussion on My Comments on Your Chapter Discussion for week 2  |
| **Week 4-** November 2-8 | 7-8 | Quiz 4 Discussion 4 Post Discussion on My Comments on Your Chapter Discussion for Week 3  |
| **Week 5**-November 9-15 | 9-10 | Quiz 5 Discussion 5 Post Discussion on My Comments on Your Chapter Discussion for Week 4 |
| **Week 6 –** November 16-22 | 11-12 | Quiz 6 Discussion 6 Post Discussion on My Comments on Your Chapter Discussion for Week 5  |
| Thanksgiving Break November 23-29 |
| **Week 7-** November 30-December 6 | 13-14 | Quiz 7 Discussion 7 Post Discussion on My Comments on Your Chapter Discussion for Week 6  |
| **Week 8 –** December 7-13 | 15-16 | Quiz 8 Discussion 8 Post Essay DueDiscussion on My Comments on Your Chapter Discussion for Week 7 |