# "WBUlogo"

WBU Online Campus

School of Christian Studies

# 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 NUMBER & NAME:

PHIL 5319 VC01

# **TERM**:

Spring 2, 2022

# **INSTRUCTOR**:

J. Jeffrey Tillman,

# **CONTACT INFORMATION**:

Office phone: 940-855-4322

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.*

# **REQUIRED TEXTBOOK AND RESOURCE MATERIAL**: Russ Shafer-Landau, Living Ethics: An Introduction with Readings, Oxford, 2018, ISBN:  978-0190272197

**This course includes an Automatic eBook.  Opt out date is the 8th day of class (second Monday of the session).  Click on the menu link for more details.**

# **COURSE OUTCOMES AND COMPETENCIES**:

# List and define major theories of ethics.

# Discuss the various theorists and authors in the classic ethics areas.

# Integrate the theories of ethics into every day, professional and personal living

# Examine various case studies and relate which ethics theories and methodologies are included.

# Distinguish between morality and ethics.

# Discuss the concept of social responsibility and discuss the role of ethics within that context.

# Outline the steps in decision making and describe the steps used.

1. Research a specific social issue and analyze the issue in terms of relevant ethical theories.

# ATTENDANCE REQUIREMENTS:

# **STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# **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 Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. 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.

Chapter Question Blogs: Each week, except the last week, has a dedicated blog on Blackboard. For each week there are a series of discussion questions. An assignment list will be posted in the Blackboard Announcements section 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 blog. 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 6 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. (To view other students' posts, click on the small arrow under you name when viewing the blog page.  This will produce a drop down menu listing students who have posted.) These should be critical comments regarding the other student’s success or failure in addressing the assigned question. These responses should be posted to the other student’s blog as well as your own blog. (See this link for an example of how to post the response to the blog: [copyandpaste example](http://www.wbuwf.com/online/Courses/PHIL4319/Exampleofcutand%20paste.htm).) The posts and the responses should reflect an insightful reading and understanding of the book material. Each group of posts and responses is worth 20 points.

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

Research Paper: This project is a 15 page written analysis of an ethics case.

1. The student should go to the [Kenan Institute for Ethics](https://kenan.ethics.duke.edu/multimedia-publications/case-studieswhitepapers/) and choose an ethics case, and identify the specific ethical issue involved in the case. The specific case and its ethical issue should be submitted to the designated discussion board by the first week, and later reviewed for the professor’s comments. The professor will provide suggestions regarding how to focus the issue in terms of the case. This assignment is worth 5 points.
2. A working bibliography and paper outline should be uploaded to the designated discussion board by week three and is worth 10 points. This assignment should identify quality peer reviewed materials that will inform the focus of the issue in the case and provide background for the analysis under utilitarianism, deontology, and social contract theories. The textbook should not be one of the sources used. The bibliography should be in Turabian style.
3. A completed draft of the paper should be submitted by the week five and is worth 50 points.
4. Begin with a section introducing the case and the central ethical issue involved in it. Describe why it is an issue with opposing conclusions, and establishing what you plan on doing in the rest of the essay. This section must provide documentation from peer reviewed materials. Simply referring to the Kenan website as a source is insufficient. Typically, case studies provide too thin of description for significant ethical analysis, and more robust information and analysis must be gathered from quality sources.
5. Explain how a utilitarian could approach the issue.
6. Define utilitarianism-both act-utilitarianism and rule based utilitarianism. Note the importance and distinction between individual utility and social utility.
7. Construct a utilitarian argument as applied to the case that supports one conclusion, e.g. capital punishment is a good thing.
8. Construct another utilitarian argument that supports the opposite conclusion, e.g. capital punishment is a bad thing.
9. Choose one of the arguments as superior. (This needs to be carefully argued and reasoned. Try to avoid choosing in terms of unstated biases.)
10. Explain how a duty theorist (Kant and Ross are examples) would approach the issue.
11. Define duty theory
12. Construct one argument for duty theory as applied to the case that supports one conclusion, e.g. capital punishment is a good thing.
13. Construct another argument for duty theory that supports the opposite conclusion, e.g. capital punishment is a bad thing.
14. 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.)
15. Describe how a social contract theory would approach the issue.
16. Define social contract theory.
17. Give one argument for social contract theory as applied to the issue that supports one conclusion, e.g. capital punishment is a good thing.
18. Give one argument for social contract theory as applied to the case that supports an opposite conclusion, e.g. capital punishment is a bad thing.
19. 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.)
20. 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? )
21. Follow Turabian style according to the instructions at this university link: [Link](https://www.wbu.edu/academics/schools/school-of-religion-and-philosophy/documents/SRPWritingStyleGuide2016.pdf) and general rules of form, syntax, and grammar.
22. The final draft is due the last week of the term and is worth 100 points. This draft will be prepared after carefully reviewing the professor’s comments on the first draft and revising the paper accordingly.

Paper Critique

Each student will be assigned a paper during the term to critique for form and content.  This critique should be no less than five pages in length and should address critically the success of the paper in following Turabian and the School of Christian Studies’ form requirements as well as the assignment’s content requirements.  While students should remain respectful and courteous in these critiques, they should also work to be as insightful and critical as possible. This means that comments merely speaking of agreement or approval are insufficient. This critique is worth 50 points.

# Grading Criteria

# Total points

Blog posts- 160 points

Blog reactions to my blog comments- 35 points

Research paper

* + - 1. Topic Choice-5 points
      2. Working Bibliography and paper outline-10 points
      3. First draft-50 points
      4. Final draft-100 points

165 points

Paper critique 50 points

Total- 410 points

A--369-410 B—328-368 C-287-327 D—246-286 F--0-245

# University Grading System

Symbol Percentage

A 90-100

B 80-89

C 70-79

D 60-69

F Below 60

Other symbols used for grading include:

CR Credit Satisfactory, but without qualitative grading.

NCR No Credit Unsatisfactory, but without qualitative grading.

I\*\* Incomplete May be given to a student who is passing, but has not completed a term paper, examination, or other required for work reasons beyond the student’s control.

IP In progress Assigned to a course indicating that at the conclusion of a term the course will still be in progress.

X No grade No grade has been submitted by the instructor. The course grade which will replace the X must be submitted within 30 days from the beginning of the next full term.

W Withdrawal Course dropped or withdrawal from the University.

WP Withdraw passing Course dropped or withdrawal from the University after deadline to withdraw with a W and prior deadline to withdraw with a WP or WF

WF Withdraw failing Course dropped or withdrawal from the University after deadline to withdraw with a W and prior to deadline to withdraw with a WP or WF.

\*\*A grade of incomplete is changed if the deficiency is made up by midterm of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond the student's control prevented completion of work during the semester enrolled and attendance requirements have been met.

17.1 Grade Appeal Statement: “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/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 Wednesday of that week.

# Tentative Schedule

| Dates | Reading in Shafer-Landau, Chapters | Assignments |
| --- | --- | --- |
| **Week 1 –** March 14-19 | 1-2 , and [Christian Ethics](http://media.sabda.org/alkitab-2/Religion-Online.org%20Books/Harkness,%20Georgia%20-%20Christian%20Ethics.pdf)-Chapter 1 | Blog 1 Post  Ethics case choice |
| **Week 2 –** March 20-26 | 3-4 | Blog 2 Post  Blog on My Comments on Your Chapter Blog for Week 1 |
| **Week 3 –** March 27-April 2 | 5-6 | Blog 3 Post  Blog on My Comments on Your Chapter Blog for week 2  Working Bibliography and Paper Outline |
| **Week 4-** April 3-9 | 7-8 | Blog 4 Post  Blog on My Comments on Your Chapter Blog for Week 3 |
| **Week 5**-April 10-16 | 9-10 | Blog 5 Post Due  Blog on My Comments on Your Chapter Blog for Week 4  First Draft of paper |
| **Week 6 –** April 17-23 | 12-13 | Blog 6 Post  Blog on My Comments on Your Chapter Blog for Week 5 |
| **Week 7-** April 24-30 | 13-14 | Blog 7 Post  Blog on My Comments on Your Chapter Blog for Week 6 |
| **Week 8-**May 1-7 | 15-16 | Blog 8 Post  First Draft of Research paper  Blog on My Comments on Your Chapter Blog for Week 7  Final Draft of Paper |