



Trinity Western University
Undergraduate Course Syllabus
Course Number: PHIL 210
Course Name: Contemporary Ethical Issues
Semester and Year: Fall 2019

Instructor: Paul Chamberlain

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Office Hours: TBD

Co-requisites or Pre-requisites: Second year standing or instructor's consent.

Semester Hours: Three hours

Course Description:

An examination of some basic ethical theory and a critical focus on some current moral issues like consumerism, technoculture, environmental ethics, responsibility to distant peoples, genetic engineering and cloning, and the promise and peril of nanotechnology. The emphasis is on clarifying the issues, exploring various views on these and relevant supporting arguments, and exposing important underlying assumptions.

❖ *Note that topics listed in the course description above may differ from those in this course. See the Course Schedule below for specific topics to this offering of PHIL 210.*

Course Learning Outcomes:

After successfully completing the course, you will be able to:

- Apply foundational ethical principles to actual situations in the search for correct moral action.
- Identify key assumptions undergirding contemporary moral discourse.
- Discuss knowledgeably a few important metaethical issues: e.g., moral subjectivism, moral objectivism, the unique features of moral discourse, etc.
- Describe a number of normative ethical theories: e.g., ethical egoism, utilitarianism, Kantian deontology, Utilitarianism, Social Contract morality, etc.
- Reflect on your beliefs and assumptions throughout the course regarding a few significant ethical questions including sexual morality, freedom of speech, abortion, end-of-life moral dilemmas, torture, terrorism, and world hunger & foreign aid.
- Explain how the teachings of Jesus re-frame certain social issues covered in this class.

TWU Student Learning Outcomes:

<p>1. Knowledge and its application</p> <ul style="list-style-type: none"> • a broad foundational knowledge of human culture and the physical and natural world. • a depth of understanding in any chosen field(s) of study. 	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Identify key assumptions undergirding contemporary moral discourse. • Discuss knowledgeably a few important metaethical issues: e.g., moral subjectivism, moral objectivism, the unique features of moral discourse, etc. • Describe a number of normative ethical theories: e.g., ethical egoism, utilitarianism, Kantian deontology, Utilitarianism, Social Contract morality, etc.
<p>2. Cognitive complexity</p> <ul style="list-style-type: none"> • skills including: critical and creative thinking, quantitative reasoning, communication, research, and information literacy. • an ability to articulate various interdisciplinary and multi-disciplinary perspectives, integrating informed Christian perspectives. • an ability to respond with wisdom, humility and charity to questions, issues, and problems of the human condition. 	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Apply foundational ethical principles to actual situations in the search for correct moral action.
<p>4. Inter-and Intra-Personal Wellness</p> <ul style="list-style-type: none"> • a holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study. • personal and social health. • an appreciation of the role of community in wellness. 	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Apply foundational ethical principles to actual situations in the search for correct moral action. • Reflect on your beliefs and assumptions throughout the course regarding a few significant ethical questions including sexual morality, freedom of speech, abortion, end-of-life moral dilemmas, torture, terrorism, and world hunger & foreign aid.
<p>5. Spiritual Formation</p> <ul style="list-style-type: none"> • a further understanding of God. 	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Explain how the teachings of Jesus re-frame certain social issues covered in this class.
<p>6. Social Responsibility and Global Engagement</p> <ul style="list-style-type: none"> • the resources, skills, and motivation to become engaged global citizens who serve locally, nationally, and globally in socially and economically just ways. • a commitment to informed and ethical reasoning. • respect for the dignity and rights of all persons. 	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Reflect on your beliefs and assumptions throughout the course regarding a few significant ethical questions including sexual morality, freedom of speech, abortion, end-of-life moral dilemmas, torture, terrorism, and world hunger & foreign aid.

<ul style="list-style-type: none"> respect for creation and its sustainable use and care. 	
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Required Texts and Materials:

1. **Readings Text:** Wolff, Jonathan. *Readings in Moral Philosophy*. New York: W. W. Norton & Company, 2018.
2. **Intro Text:** Wolff, Jonathan. *An Introduction to Moral Philosophy*. New York: W. W. Norton & Company, 2018.

Course Activities/Requirements:

Activities include participation in discussions, assignments, and various ungraded learning activities designed to prepare students for assessments. See course outline below for details on assignments.

Course Evaluation:

Assessment	Grade	Assesses Course Learning Outcome
Reflective Journal	30% (5 @ 6% each)	1.5
Ethics Committee Responses	30% (6 @ 5% each)	1,2,3,5
Ethics Video	10%	1,3,4,5
Partner Presentation Project	30%	1,2,3,4,5

Course Schedule:

Unit Topics	Reading List	Assessment
Unit 1: The Nature of Moral Inquiry	Ch.1-2: <i>An Introduction to Moral Philosophy</i> .	Reflective Journal (6%)
Unit 2: Foundational Moral Concepts	Ch.3-4: <i>An Introduction to Moral Philosophy</i> .	Ethics Committee Response (5%)
Unit 3: Why Be Moral?	Ch.6-7: <i>An Introduction to Moral Philosophy</i> .	Ethics Committee Response (5%)

Unit 4: How to Determine What is Moral	Pp: 125-160: <i>Readings in Moral Philosophy.</i>	Ethics Committee Response (5%) Reflective Journal (6%) Partner Project Presentation (30%) (Due weeks 5-10 – sign up in class for time)
Unit 5: Free Speech and its Limits	Pp: 252-278: <i>Readings in Moral Philosophy.</i>	Ethics Committee Response (5%) Ethics Video (10%) (on week 5-10 topics – Due Week 10)
Unit 6: Sexual Morality	Pp: 293-328: <i>Readings in Moral Philosophy.</i>	Ethics Committee Response (5%)
Unit 7: Animal Rights	Pp: 426-443: <i>Readings in Moral Philosophy.</i>	Reflective Journal (6%)
Unit 8: End-of-Life Moral Dilemmas	Pp: 372-406: <i>Readings in Moral Philosophy.</i>	Reflective Journal (6%)
Unit 9: The Ethics of Torture and Terrorism	Pp: 488-511: <i>Readings in Moral Philosophy.</i>	Reflective Journal (6%) (Ethics Videos due)
Unit 10: World Hunger and Foreign Aid	Pp: 612-638: <i>Readings in Moral Philosophy.</i>	Ethics Committee Response (5%)

Course Policies:

Inclusive Classroom:

TWU is committed to an ethic of inclusion centred on the principles of hospitality, reciprocity and reconciliation. We seek to produce generous learning spaces that are based on respect for difference and are open to diverse views, opinions, and identities. We welcome and value all voices, including those that have been silenced on account of race, religious beliefs, colour, gender, physical or mental variations, age, ancestry, place of origin, marital status, family status, sex, and sexual orientation, or on any other grounds identified in applicable human rights law.

Grading Guidelines

Following is a description of the letter grading:

A range = Superior, exceptional, outstanding. A+ 90-100% A 85-89% A- 80-84%	The assignment demonstrates critical, informed, and creative theological inquiry that reflects superior understanding of essential theological/historical concepts. This means the student demonstrates depth of insight beyond what is normally expected. Carefully nuanced reasoning and writing, free from material, structural and grammatical error are presupposed in this grade.
B range = Good. B+ 77-79%	The assignment demonstrates ready command of full range of concepts and shows some critical, informed, and creative inquiry

B 73-76% B- 70-72%	that reflects above average understanding of essential theological/historical concepts. This means the student has produced an assignment that is free from material, structural and grammatical errors.
C range = Acceptable. C+ 67-69% C 63-66% C- 60-62%	The assignment demonstrates satisfactory ability to describe overall picture and essential concepts. This means the student has completed the assignment in a manner involving no significant errors. Material may not be free from structural and grammatical errors. Nuanced reasoning is not demonstrated.
D range = Below average. D+ 57-59% D 53-56% D- 50-52%	The assignment demonstrates reasoning that is neither carefully nuanced nor coherently presented; writing is insufficient in depth of insight and/or use of texts; presentation is not free from material error in structure, spelling and grammar. This means that the student failed to respond adequately to the assignment and its intentions.
F = Unsatisfactory. F -50%	In one or more of the following ways the student: 1) failed to turn in the assignment; 2) did not respond to the assignment as given; 3) submitted work so thoroughly flawed as to indicate that the student did not make a serious effort, 4) was involved in plagiarism or cheating.

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar > Academic Information > Academic Policies > Academic Dishonesty and Plagiarism](#).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

University Standard Grading System

The Standard Grading System can be found at the University Homepage > Academics > Academic Calendar > Academic Information > Grading Practices [University Homepage > Academics > Academic Calendar > Academic Information > Grading Practices](#).

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must

meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

Attendance Policy

Regular and consistent participation is expected for all classes.

Final Examinations

There are no final examinations in this course

Late Assignments Policy

Assignments are expected on the due date. Requests for extensions must be communicated in advance of the due date. Special circumstances may warrant additional consideration