



# On-Campus Course Syllabus

## Graduate, PHI 540, L1

### Moral Philosophy

### Spring 2020

#### Class Information

**Day and Time:** Monday, 4:15-6:45pm.

**Room Number:** E209

#### Contact Information

**Instructor Name:** Dr. Ray Wilkins

**Instructor Email:** Rwilkins@criswell.edu

**Instructor Phone:** 972-740-6548

**Instructor Office Hours:** By appointment

#### Course Description and Prerequisites

An examination of the views of prominent philosophers regarding the moral life and the nature of morality. Emphasis is placed on what it means for humans to be moral beings, both as individuals and in community, covering aspects of political philosophy, and on the proper grounds and ultimate end of the moral life.

#### Course Objectives

The student who successfully completes this course will demonstrate the ability to:

- Analyze and process the language of Moral Philosophy.
- Investigate some of the major historical thinkers, principles, ideas, and theories in the field of Moral Philosophy.
- Link some areas of Moral Philosophy to contemporary life.
- Present critical evaluation relating to one or more positions in the field of Moral Philosophy.
- Support one's own conclusions concerning specific topics in Moral Philosophy.

#### Required Textbooks

Boyd, Craig A. & Don Thorsen, *Christian Ethics and Moral Philosophy: An Introduction to Issues and Approaches*. Grand Rapids: Baker Academic, 2018.

Pojman, Louis P. & Peter Tramel, eds. *Moral Philosophy: A Reader*. 4<sup>th</sup> Edition. Indianapolis: Hackett Publishing Company, 2009.

#### Recommended Reading

Holmes, Arthur F. *Ethics: Approaching Moral Decisions*. Downers Grove: InterVarsity Press, 1984.

Mitchell, Craig V. *Charts of Christian Ethics*. Grand Rapids: Zondervan, 2006

Moreland, James P. & William L. Craig. *Philosophical Foundations for a Christian Worldview*. 2<sup>nd</sup> ed. Downers Grove: InterVarsity Press, 2017.

## Course Requirements and Assignments

1. 1-3 page summary over each week's reading (**average is 10% of final grade**). Students who are presenting short response papers on a given week (#2 below) are exempt from the summary that particular week.
2. Two short reading response papers, 6-8 pages each. (**Each essay [and fielding questions] constitutes 20% of final grade**). Respond to particular reading assignments, clarify important or difficult matters, summarize arguments, and give a critical response. Students will present these papers the day of the reading assignment, so copies should be made for the entire class. Presenters will respond to comments and questions from fellow students and the professor.
3. One research/position paper (**30% of final grade**), 12-16 pages. The meaning of research/position is this: do good research on a topic, issue, idea, or thinker, etc. *relevant to the course* (clear your topic with the professor before beginning work) and take a personal position. Argue your position clearly and carefully, anticipating and defending against objections (minimum 4 books, 2 journal articles, *not including* internet sources, assigned texts, the Bible, dictionaries, and encyclopedias). This paper should include a cover sheet, table of contents or outline page, body of the essay, and a works cited page. Number of pages applies only to the body of the essay.
4. One book review, 3-4 pages (**10% of final grade**). If the student wishes to review a different book, he/she must get approval from the professor and it must deal with one of the topics to be discussed in class. The book review should give a summary of the book followed by critical reflection from the reviewer (i.e. Strengths, weaknesses, etc.).
5. Reading assigned material (**10% of final grade**). Students will sign that they have read (not "skimmed," and not "will read") the assigned material.

## Course/Classroom Policies and Information

**Attendance for this course:** The final course grade for students who are absent more than two weeks of scheduled class meetings will be reduced by one letter grade. Those who are absent more than three weeks of scheduled class meetings will receive a failing grade. Students should be on time for class and remain present until class is dismissed. Those who arrive more than fifteen minutes late or leave more than fifteen minutes early will be counted absent. Less than fifteen minutes either way counts as tardy. Three instances of tardiness equal one absence.

**Recording devices, recording, use of technology, and social media:** Students may not take pictures, video recordings, or audio recordings of anyone or anything course, class, or class-room related without prior, written approval from the professor. Students may not post or share anything course, class, or classroom related on any sort of social or other media without permission from the professor and any student(s) who might be affected. Student use of computer, smartphone, and /or other device technology should be specifically limited to material being covered in class during the time it is being covered. During class students should silence electronic devices and make every effort to avoid being distracted or distracting others, whether with what is normally referred to

as “technology,” or with any sort of potential distraction. The professor may ask a student to leave for any reason, *if the professor believes* the student poses a safety threat, is being disrespectful, or is being a distraction to the professor or other students.

**All written assignments:**

- Typed, not handwritten
- 1” margins
- If notes are used, use footnotes (not endnotes or parenthetical references)
- 12 pt. Times New Roman font
- Double spacing
- Stapled in upper left corner. No special bindings, please.
- Parenthetical references for Scripture
- Printed on one side of paper only
- Proof-read, or have someone proof-read, your work (no careless error: i.e., grammar, spelling, form, style, etc.)
- Students are encouraged to read Strunk and White’s *The Elements of Style*, Margaret Shertzer’s *The Elements of Grammar*, and Joseph Williams’s *Style: The Basics of Clarity and Grace*
- No substantive part of the paper should have appeared in any paper which has been submitted (or will be submitted this semester) for credit in a course other than this one
- Number of pages required applies only to the body of the essay
- First person preferred (if not overused)
- Final (research/position) paper should include cover sheet, table of contents or outline page, and works cited page

**Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

**Grading Scale**

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour

C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Dates	Assignment
1/27	Boyd Ch.1, "Varieties of Ethics."   Pojman & Tramel: Intro-Ch.1, "What is Morally Right Conduct."
2/3	Aristotle: Nicomachean Ethics, Bk. 1. Accessed online at <a href="http://www.perseus.tufts.edu">www.perseus.tufts.edu</a> .
2/10	Pojman & Tramel, Sec. II, "Moral Relativism vs Moral Objectivism."
2/17	Pojman & Tramel, Sec. III, "Ethics and Egoism."
2/24	Pojman & Tramel, Sec. IV, "What is the Good?"
3/2	Kant: Groundwork of the Metaphysics of Morals. PDF Handout.

3/9	Boyd VII, "Kantian Ethics."   Pojman & Tramel, Sec. VI: 25-26, "Deontological Ethics."
3/16	<b>Break</b>
3/23	Boyd VIII, "Utilitarianism."   Pojman & Tramel, Sec. V: 19-20; 22, Utilitarian Ethics."
3/30	Boyd X, "Virtue Ethics."   Pojman & Tramel, Sec. VII, "Virtue Ethics."
4/6	Pojman VIII, "Morality and Religion."
4/13	Pojman IX, "Applied Ethics."
4/27	Boyd V, "Natural Law Ethics."
5/4	Boyd VI, "Individualistic Ethics."
5/11	Boyd II-IV, "Judeo-Christian Ethics."

## Selected Bibliography

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- . *On the Genealogy of Morals and Ecce Homo*. Translated by Walter Kaufmann. New York: Vintage, 1989.
- Plato, *The Collected Dialogues*. Trans. By Lance Cooper. Princeton: Princeton University Press, 1961.
- Rand, Ayn. *The Virtue of Selfishness*. New York: Signet, 1964.
- Rawls, John. *A Theory of Justice*. Cambridge: Harvard University Press, 1971.