Course Description

A study of the doing of ethics through the examination of contemporary ethical issues giving consideration to classical ethical theories along with Christian religious values and claims and one's own world view.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Explain the way in which one has been making ethical decisions.
2. Determine an intentional, deliberate, coherent, integrated way of making ethical decisions.
3. Discuss classical ethical theories.
4. Elaborate on how the Christian religion may influence making ethical decisions.
5. Develop a broader basis for thinking ethically about current issues.

Academic Integrity

Honesty and integrity are taken very seriously at Waldorf University. All students should be familiar with the Waldorf University Academic Integrity Policy (found in the current Student Handbook) and the consequences that will result from breaches of this policy.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook or from Lecture Videos. Supplemental Readings are provided in Unit I – VI study guides to aid students in their course of study. Suggested Further Reading/Viewing is listed in Unit I and VI study guides. The reading/video is not provided in the course, but students are encouraged to utilize the resources listed if the opportunity arises as it has valuable information that expands upon the lesson material.
4. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
5. **Discussion Boards:** Discussion Boards are a part of all Waldorf courses. Information and specifications regarding these assignments are provided in the Course Policies listed in the Course Menu bar.
6. **Unit Assessments:** This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice and short-answer questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I - VIII. Specific information and instructions regarding these assignments are provided below. A grading rubric is included with assignment instructions to provide you with a guideline your professor will use to assess your assignment.
8. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam, in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of short-essay questions.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**Unit Assignments**

**Unit I Essay**

**What in the World is Wrong?**

Answer the following questions in a short paper that is no less than two pages in length and is double spaced.

*What in the world is wrong? What is the human predicament and what caused it?*

Do not just give a list of the world’s ills—poverty, terrorism, divorce, racism, and so forth. Also, remember, the world has been a mess for a long time. Do not just focus on the modern world. Go deeper. Try to isolate one root cause for all that has been and continues to be wrong with the world.

Click [here](#) to view the rubric used to grade this assignment.

**Unit II Essay**

For this assignment, please answer the following questions in a short reflection paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*What brands you? What do you say about yourself with what you buy, especially in terms of clothing?*

Click [here](#) to view the rubric used to grade this assignment.

**Unit III Essay**

For this assignment, please answer the following questions in a short paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*In “Love Your Enemy: Sex, Power, and Christian Ethics,” Karen Labaccoz calls attention to the fact that places of deep intimacy and places that should be safe for women may be very dangerous. She also examines how our culture eroticizes dominance. In such an environment, she suggests women have to approach men with a “hermeneutic of suspicion.” What do you think of her proposal? Where do her ideas challenge your thinking?*

Click [here](#) to view the rubric used to grade this assignment.

**Unit IV Essay**

For this assignment, please answer the following questions in a short paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*Same-sex marriage is a very controversial topic in our society right now. Of the essay “Bearing Better Witness” by Sider and the essay “Blessing Same-Sex Marriages” by Jung, which challenges your thinking the most? Explain how that article diverges from the way you have thought. How are you dealing with the challenge that is proposed?*

Click [here](#) to view the rubric used to grade this assignment.
Unit V Essay

For this assignment, please answer the following questions in a short paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*For this paper, I want you to be the immigrant. I want you to answer two basic questions. First, what would it take to make you pull up your roots and leave home, leave family, leave the U.S.? What sorts of conditions would have to exist for you to do that? Second, how would you cope with living in a foreign land, with people you do not know, with people who resent you being there, and with people who speak a different language than you? In such circumstances, what would you do to keep your sanity?*

Click [here](#) to view the rubric used to grade this assignment.

Unit VI Essay

For this assignment, please answer the following questions in a short paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*For this paper, I want you to consider Sydney Callahan’s essay and her argument that abortion contradicts the feminist agenda. You need to consider the spin that Callahan puts on feminism and what its goals are. Do you agree with the feminist agenda as she defines it? Does abortion actually give away what feminism should be fighting for?*

Click [here](#) to view the rubric used to grade this assignment.

Unit VII Essay

For this assignment, please answer the following questions in a short paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*After reading the Verhey essay, I want you to think about hospice programs as they currently exist in the U.S. Do you think they can be truly effective in caring for the dying? Can they fully attend to pain relief as well as psychological, social, and spiritual needs? What I want you to consider most is if a generic spirituality in hospice can really be helpful, especially when compared to the Christian spirituality in hospice, which was built upon its convictions about Jesus Christ being raised from the dead.*

Click [here](#) to view the rubric used to grade this assignment.

Unit VIII Essay

For this assignment, please answer the following questions in a short paper that is no less than two pages in length and is double spaced. Please be sure that any references or citations used are in APA format.

*After reading the introduction and particularly the section on just war, answer this question: According to just war theory, was the war in Iraq justified? Apply the seven criteria to that conflict.*

Click [here](#) to view the rubric used to grade this assignment.

Submitting Course Papers/Projects

Once you have completed your papers/projects, submit your completed papers/projects by uploading through the Assignment tab in each unit. Do not e-mail your paper directly to your professor. By using the Assignment tab, your record will automatically be updated to indicate you have submitted your papers/projects and the assignment will be provided to your professor for grading. Instructions for submitting your assignment can be found under the Assignment tab in each unit.
APA Guidelines

Waldorf University requires that students use the APA style for papers and projects. Therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources are to be followed. Information about using APA style can be found in APA Style Help in the Course Menu. This area provides links to internet sites, tutorials, and guides that provide comprehensive information on APA formatting, including examples and sample papers.

Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper has its own rubric.) The Assignment rubrics for this course are attached as pdf links.

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Final Exam Guidelines

Proctored Final Exams are taken online. Final Exams are to be administered to students by an approved proctor on a date that is mutually convenient. The student is responsible for selecting a qualified proctor that must be approved by the University. To view a list of acceptable proctor qualifications, see the Proctor Agreement form. The Proctor Agreement form is located in the Online Forms, Courses page of the myWaldorf Student Portal.

To request your proctored final exam and/or review the complete Examination Proctor Policy and Proctor Agreement, submit the Request, go to the Request to take Final Exam Online (Online Exam) form. The Request to take Final Exam Online (Online Exam) form is located in the Online Forms, Courses page of the myWaldorf Student Portal.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-
public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

**Student Break Room**

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

**Grading**

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<th>Component</th>
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<tr>
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<td>Essays (8 @ 3%)</td>
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<td>Unit Assessments (8 @ 3%)</td>
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<td>Final Exam</td>
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**Course Schedule/Checklist (PLEASE PRINT)**

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
## Course Schedule

By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I

**The Human Predicament and Two Moral Theories**

**Review:**
- [ ] Unit Study Guide

**View Video Lectures:**
- [ ] Unit I, Part 1 Video Lecture [https://www.youtube.com/watch?v=_NI1eDKvxms](https://www.youtube.com/watch?v=_NI1eDKvxms)
- [ ] Unit I, Part 2 Video Lecture [https://www.youtube.com/watch?v=NyApp7jWf8Y](https://www.youtube.com/watch?v=NyApp7jWf8Y)
- [ ] Unit I, Part 3 Video Lecture [https://www.youtube.com/watch?v=ec9hh8oAcr4](https://www.youtube.com/watch?v=ec9hh8oAcr4)

**Read:**
- [ ] Supplemental Reading: See Study Guide
- [ ] Suggested Further Reading: See Study Guide

**Discuss:**
- [ ] Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- [ ] Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- [ ] Assessment by Tuesday, 11:59 p.m. (Central Time)
- [ ] Essay by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit II

**Two More Moral Theories and Christian Perspectives**

**Review:**
- [ ] Unit Study Guide

**Read:**
- [ ] Introduction: A Primer on Doing Ethics
- [ ] Chapter 1: An Opening Case and Introduction, pp. 15-17
  - “Biblical Authority,” pp. 18-24
- [ ] Chapter 2: An Opening Case and Introduction, pp. 46-48
  - “The Unholy Trinity of Consumerism,” pp. 68-72
- [ ] Supplemental Reading: See Study Guide

**View Video Lectures**
- [ ] Unit II, Part 1 Video Lecture [https://www.youtube.com/watch?v=1JSGjvp55gc](https://www.youtube.com/watch?v=1JSGjvp55gc)
- [ ] Unit II, Part 2 Video Lecture [https://www.youtube.com/watch?v=jl18eMv-Vxs](https://www.youtube.com/watch?v=jl18eMv-Vxs)
- [ ] Unit II, Part 3 Video Lecture [https://www.youtube.com/watch?v=qF2VHF-BhWq](https://www.youtube.com/watch?v=qF2VHF-BhWq)
- [ ] Unit II, Part 4 Video Lecture [https://www.youtube.com/watch?v=qXuoFiKE3Zs](https://www.youtube.com/watch?v=qXuoFiKE3Zs)

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- [ ] Essay by Tuesday, 11:59 p.m. (Central Time)
- [ ] Proctor Approval Form

**Notes/Goals:**
### REL 2050, Contemporary Ethical Issues

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<td>“Bearing Better Witness,” pp. 199-204</td>
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<td>□ Chapter 7:</td>
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<td>An Opening Case and Introduction, pp. 211-213</td>
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<td>“Obama and Race in America: What’s Changed?” pp. 214-220</td>
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# REL 2050, Contemporary Ethical Issues

## Course Schedule

### Unit V

**Issues of National and Global Priority**

#### Review:
- Unit Study Guide

#### Read:
- **Chapter 8:**
  - An Opening Case and Introduction, pp. 235-237
  - "Imagining the Immigrant: Why Legality Must Give Way to Humanity," pp. 238-240

- **Chapter 9:**
  - An Opening Case and Introduction, pp. 253-255
  - "Poisoning the Well: A Review of Mark Hertsgaard’s *Hot: Living Through the Next 50 Years on Earth*,” pp. 256-258
  - "Toward an Ethic of Ecojustice," pp. 259-263
  - "An Earth-Honoring Faith,” pp. 272-275

  **Supplemental Reading:** See Study Guide

#### Discuss:
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### Notes/Goals:

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### Unit VI

**Issues of Life & Death: Abortion**

#### Review:
- Unit Study Guide

#### Read:
- **Chapter 13:**
  - An Opening Case and Introduction, pp 351-354
  - "Theology and Morality of Procreative Choice,” pp. 355-362
  - "Abortion and the Sexual Agenda,” pp. 363-370

  **Supplemental Reading:** See Study Guide
  **Suggested Further Reading:** See Study Guide

#### Discuss:
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<td>“Assisted Suicide: Do We Own Our Bodies?,” pp. 392-396</td>
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