



## **G\*230 Ethics and Morality (3 credits)**

Prerequisites: none

**January 2010**

Mon-Fri: 9am-12pm & 1pm-4pm

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### **Course Description**

A survey of ethical systems with an emphasis on the development of an adequate Christian approach, followed by a discussion of current ethical and moral issues. Ethical issues discussed include abortion, stem cell research, reproductive technologies, genetic modification, human cloning, euthanasia, capital punishment, sexual ethics, war, economics, and ethics in ministry.

### **Course Textbook**

Rae, Scott B. *Moral Choices: An Introduction to Ethics*. 3rd ed. Grand Rapids: Zondervan, 2009. (ISBN: 0310291097 or ISBN-13: 978-0310291091)

### **Course Objectives**

- Understand how Christian ethics relates to other ethical systems.
- Discover the strengths and weaknesses of various ethical systems, theories, and principles.
- Understand biblical foundations for contemporary Christian ethics.
- Value the contribution of the Christian tradition for ethical decision making.
- Appreciate the significance and impact of contemporary ethical issues.
- Cultivate a Christian model for ethical decision-making that is biblically and theologically sound, ethically credible, and logically consistent.
- Seek to understand and fairly represent others who may choose a different position on an ethical issue.
- Develop a more informed and carefully formulated stance on a number of contemporary ethical issues.
- Develop and exercise skills necessary to apply ethical theories to concrete ethical problems.
- Worship God

### **Course Requirements**

Thoughtful Class Participation	10%
Textbook Review Questions	10%
Case Studies	40%
Research Paper	40%

## Course Requirements Cont'd

### \* General Guidelines for the Submission of Written Work

All written assignments should be typed and double-spaced. Use one **consistent formatting** style throughout your paper. For this course, use **Times New Roman** font only and use *italics* rather than underlining (including in the bibliography). Please record the **word count** for your papers after your conclusions. Students should employ gender-inclusive language wherever possible and appropriate. Failure to follow these simple guidelines warrants a grade reduction. All assignments should be **submitted to my e-mail address by 10 pm on the due date**. Late papers will receive a grade reduction of 5% for each day (or part thereof) that the paper is late. I prefer submissions in **MSWord format** (doc or docx is fine), so that I can type comments directly into the document using the 'review/comments' function.

### 1. Thoughtful Class Participation – 10%

### 2. Textbook Review Questions – 10%

\* Due Wednesday, **20 January** at 10pm

For this course you are required to read chapters 4-12 of the textbook (pp. 104-354 = 250pp.). Each chapter has review questions at the end. You will respond to a limited number of these questions. The list of questions will be provided in class. You should work on responses to the questions after you read each chapter. Questions will be graded on the quality of your response *not* the length of your response. Hence, there is no minimum length requirement for your responses, but you should not exceed one-half of a page for any question.

### 3. Case Studies – 40%

\* Due Saturday, **23 January** at 10pm

You will write responses to eight ethical case studies. In your response, answer the questions that are listed in the textbook. Responses should draw on your textbook reading (and class discussions). The case studies you will respond to will be specified in class. You should work on the case studies after you read each chapter. This assignment will be graded on the quality of your response *not* the length of your response.

### 4. Research Paper – 40%

\* Due Saturday, **6 February** at 10pm

You may write a paper on any ethical issue. For all papers, your thesis statement should clearly state your position on the issue. Your paper should demonstrate an awareness of the ethical and theological issues involved and defend the position taken in a responsible manner (that is, present alternative perspectives fairly). The paper should reflect a breadth of research, an awareness of others' opinions, strong arguments in support of your thesis statement, familiarity with ethical categories covered in class, responsible engagement with Scripture, and clarity of thought and expression. Although your paper should include biblical and theological arguments and reflection, also aim to provide arguments that would be persuasive to a secular audience (that is, without explicit reliance on Scripture).

Students have two options for their research paper:

- 1) You can write a general research paper on an ethical issue.
- 2) You may choose to write a research paper in response to an ethical issue as it is presented in a movie, or a magazine, newspaper, or online article. If you choose this option your paper should:
  - After the introduction, *briefly* summarize the content of the article or movie.

- Identify the one ethical issue from the source that your paper will address.
- Describe the ethical position advocated in the article or movie as well as the ethical theories that the article/movie uses to support its position (about 1 page).
- Critically interact with the issue and the perspective presented in the article/movie from the perspective of the Christian Scriptures and Christian ethics (this should be the majority of your paper).

Regardless of which option you choose, your paper should be 2500 words (approx. 8-9 pages: maximum 2750 words, or a grade deduction). Use a *minimum* of 7 *scholarly* sources, including at least one journal article (dictionary definitions do not count as sources). Please record the *word count* for your papers after your conclusion. Please note the submission guidelines above as well as the document “So you have to write a research paper for Andrew Gabriel?...” Failure to follow these simple guidelines warrants a grade reduction. Late papers will receive a grade reduction of 5% for each weekday (or part thereof) that the paper is late.

### **Class Topics**

1. Introduction to the Course
2. Approaches to Ethics
3. Foundations for Christian Ethics
4. A Guide for Ethical Decision Making
5. Marriage and Sexual Ethics
6. Bioethics, Genetic Ethics and Medicine
  - a) Reproductive Technologies
  - b) Abortion
  - c) Cloning
  - d) Stem-cell Research
  - e) Euthanasia and the End of Life
7. War and Political Ethics
8. Environmental Ethics
9. Economic and Business Ethics
10. Ethics and Ministry

## **Bibliography**

Christian Ethics Virtual Reading Room: <http://www.tyndale.ca/sem/mtsmodular/viewpage.php?pid=35>

*Journal of Religious Ethics*

*Journal of the Society of Christian Ethics*

*Studies in Christian Ethics*

PAOC Ministerial Code of Ethics: <http://www.paoc.org/about/what-we-believe>

PAOC Statement of Fundamental and Essential Truths: <http://www.paoc.org/about/what-we-believe>

Assemblies of God (USA) Position Papers (concerning various ethical and theological issues): [http://ag.org/top/Beliefs/Position\\_Papers/index.cfm](http://ag.org/top/Beliefs/Position_Papers/index.cfm)

## **General Books**

Anderson, J. Kerby. *Moral Dilemmas: Biblical Perspectives on Contemporary Ethical Issues*. Nashville: Word, 1998.

Atkinson, David J., and David H. Field, ed. *New Dictionary of Christian Ethics and Pastoral Theology*. Downers Grove, IL: InterVarsity, 1995.

Boulton, Wayne G., Thomas D. Kennedy, and Allen Verhey, ed. *From Christ to the World: Introductory Readings in Christian Ethics*. Grand Rapids: Eerdmans, 1994.

Davis, John Jefferson. *Evangelical Ethics: Issues Facing the Church Today*. 3rd ed. Phillipsburg, NJ: P & R Publishing, 2004.

Fedler, Kyle D. *Exploring Christian Ethics: Biblical Foundations for Morality*. Louisville, KY: Westminster John Knox Press, 2006.

Gill, Robin, ed. *The Cambridge Companion to Christian Ethics*. Cambridge: Cambridge University Press, 2001.

Harrison, R. K., ed. *Encyclopedia of Biblical and Christian Ethics*. Nashville: Thomas Nelson, 1987.

Hays, Richard B. *The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics*. New York: HarperCollins, 1996.

Geisler, Norman L. *Christian Ethics: Contemporary Issues and Options*. 2nd ed. Grand Rapids: Eerdmans, 2010.

Hauerwas, Stanley. *The Peaceable Kingdom: A Primer in Christian Ethics*. Notre Dame: University of Notre Dame Press, 1983.

Hollinger, Dennis P. *Choosing the Good: Christian Ethics in a Complex World*. Grand Rapids: Baker Academic, 2002.

Holmes, Arthur. F. *Ethics: Approaching Moral Decisions*. 2nd ed. Contours of Christian Philosophy. Downers Grove, IL: InterVarsity, 2007.

- Kaiser, Walter C, Jr. *What Does the Lord Require? A Guide for Preaching and Teaching Biblical Ethics*. Grand Rapids: Baker Academic, 2009.
- Meilaender, Gilbert, and William Werpehowski. *The Oxford Handbook of Theological Ethics*. Oxford: Oxford University Press, 2007.
- Messer, Neil. *SCM Studyguide to Christian Ethics*. London: SCM Press, 2006.
- O'Donovan, Oliver. *Resurrection and the Moral Order: An Outline for Evangelical Ethics*. 2nd ed. Grand Rapids: Eerdmans, 1994.
- Pojman, Louis P. *Ethics: Discovering Right and Wrong*. 3rd ed. London: Wadsworth, 1999.
- Reuschling, Wyndy Corbin. *Reviving Evangelical Ethics: The Promises and Pitfalls of Classic Models of Morality*. Grand Rapids: Brazos, 2008.
- Sider, Ronald J. *The Scandal of the Evangelical Conscience: Why are Christians Living Just Like the Rest of the World?* Grand Rapids: Baker, 2005.
- Stassen, Glen H., and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove, IL: InterVarsity, 2003.
- Stott, John R. W. *Issues Facing Christians Today*. 4th ed. Revised and Updated by Roy McCloughry. Grand Rapids: Zondervan, 2006.
- Trull, Joe E. *Walking in the Way: An Introduction to Christian Ethics*. Nashville, TN: Broadman and Holman, 1997.
- Verhey, Allen. *Remembering Jesus: Christian Community, Scripture, and the Moral Life*. Grand Rapids: Eerdmans, 2005.
- Wilkins, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*. Downers Grove, IL: InterVarsity, 1995.

### ***Specific Issues***

- Adeney-Risakotta, Bernard T. *Strange Virtues: Ethics in a Multicultural World*. Downers Grove, IL: InterVarsity, 1995.
- Beckwith, Francis. *Defending Life: A Moral and Legal Case against Abortion Choice*. New York: Cambridge University Press, 2007.
- Blomberg, Craig L. *Neither Poverty nor Riches: A Biblical Theology of Material Possessions*. Grand Rapids: Eerdmans, 1999.
- Charles, J. Daryl. *Between Pacifism and Jihad: Just War and Christian Tradition*. Downers Grove, IL: InterVarsity, 2005.
- Clouse, Robert G., ed. *War: Four Christian Views*. 2nd ed. Downers Grove, IL: InterVarsity, 1991.
- Deane-Drummond, Celia E. *The Ethics of Nature*. Oxford: Blackwell, 2004.
- Engelhardt, H. Tristram, Jr. *The Foundations of Christian Bioethics*. Exton: Swets & Zeitlinger, 2000.

- Grenz, Stanley J. *Sexual Ethics: An Evangelical Perspective*. Louisville: Westminster John Knox, 1990.
- \_\_\_\_\_. *Welcoming but Not Affirming: An Evangelical Response to Homosexuality*. Louisville: Westminster John Knox, 1998.
- Gula, Richard M. *Ethics in Pastoral Ministry*. Mahwah, NJ: Paulist, 1996.
- Hill, Alexander. *Just Business: Christian Ethics for the Marketplace*. Rev. ed. Downers Grove, IL: InterVarsity, 2008.
- Hollinger, Dennis P. *The Meaning of Sex: Christian Ethics and the Moral Life*. Grand Rapids: Baker Academic, 2009.
- Hunsinger, George. *Torture is a Moral Issue: Christians, Jews, Muslims, and People of Conscience Speak Out*. Grand Rapids: Eerdmans, 2008.
- Kunhiyop, Samuel Waje. *African Christian Ethics*. Grand Rapids: Zondervan, 2008.
- Megoran, Nick Solly. *The War on Terror: How Should Christians Respond?* Downers Grove, IL: InterVarsity, 2007.
- Peterson, James C. *Genetic Turning Points: The Ethics of Human Genetic Intervention*. Grand Rapids: Eerdmans, 2001.
- Rae, Scott B., and Paul M. Cox. *Bioethics: A Christian Approach in a Pluralistic Age*. Grand Rapids: Eerdmans, 1999.
- Rae, Scott B., and Kenman L. Wong. *Beyond Integrity: A Judeo-Christian Approach to Business Ethics*. 2nd ed. Grand Rapids: Zondervan, 2004.
- Sider, Ronald J. *Rich Christians in an Age of Hunger: A Biblical Study*. Downers Grove: InterVarsity, 1977.
- Sloane, Andrew. *At Home in a Strange Land: Using the Old Testament in Christian Ethics*. Peabody, MA: Hendrickson, 2008.
- Stapleford, John E. *Bulls, Bears and Golden Calves: Applying Christian Ethics in Economics*. 2nd ed. Downers Grove, IL: InterVarsity, 2009.
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- VanDrunen, David. *Bioethics and the Christian Life: A Guide to Making Difficult Decisions*. Wheaton, IL: Crossway, 2009.
- Verhey, Allen. *Reading the Bible in the Strange World of Medicine*. Grand Rapids: Eerdmans, 2003.
- Yoder, John Howard. *Christian Attitudes to War, Peace, and Revolution*. Edited by Theodore J. Koontz and Andy Alexis-Baker. Grand Rapids: Brazos, 2009.
- Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, IL: InterVarsity, 2004.

## Horizon College/University of Saskatchewan Assessment of Student Work

### Grading System

The College employs the percentage system for marking tests and final examinations. Letter grade equivalents, according to the following scale, may be used in grading assignments. The student's final grades are given in percentages. A mark of less than 50% is a failing grade. G.P.A.

90-	A+	4.0
100		
85-89	A	4.0
80-84	A-	3.7
77-79	B+	3.3
73-76	B	3.0
70-72	B-	2.7
67-69	C+	2.3
63-66	C	2.0
60-62	C-	1.7
57-59	D+	1.3
53-56	D	1.0
50-52	D-	0.7
35-49	R	0.0
(Redeemable Failure)		
0-34	F	0.0
(No Supplemental)		

**90-100% [Exceptional]** – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

**80-89% [Excellent]** – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

**70-79% [Good]** – a good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

**60-69% [Satisfactory]** – a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**50-59% [Minimal Pass]** – a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

**Under 50% [Failure]** – an unacceptable performance