



***Class Participation:*** You are expected to attend each class session and actively participate in class assignments and activities. You are responsible for all class information whether you are present and in attendance or not. Disruptive behavior or disrespectful behavior is not permitted and will result in disciplinary action or dismissal from the course. Inappropriate behavior {fighting, threats, profanity, throwing/displacing objects, talking on cell phone/texting, disruptive behavior, harassing fellow students or other disrespectful behaviors} will not be tolerated and are in direct violation of the university's Code of Conduct Rules (see 2017-2018 Student Handbook on the university's website). Disrespect in any form will not be tolerated.

***Learning Disability:*** If you suspect you have or have been diagnosed with any type of learning disability, please inform instructor and submit the necessary paperwork to ensure that your academic needs are being met.

***Academic Integrity:*** All members of the academic community recognize the necessity of being honest with themselves and with others. Cheating in class, plagiarizing, lying, and employing other methods of deceit diminish the integrity of the educational experience. Academic Policy states, "Use of cellular phones in class, the library and computer labs or university events is prohibited. Use of phone or other communication devices during tests or exams will be treated as academic dishonesty." Instructor will hold students responsible for academic integrity and will demand academic honesty on all work for the course. The instructor retains the right to set the minimum "academic" penalty for academic dishonesty in a course which includes failure of the course. See Student Conduct Code for definitions of Academic Dishonesty, including cheating and plagiarizing.

***Plagiarism:*** "Plagiarism is the act of representing as one's own the ideas or words of someone else and is the worst form of cheating. Allen University does not condone cheating in any form. Therefore, any student who borrows ideas, oral or written, from books or other sources, representing them in tests, term papers, themes, or other written assignments as his/her own, will be penalized. Any form of cheating will result in failure of said assignment and/or automatic failure of course. Additionally, student will be reported to Dean of the Seminary and Vice President of Academic Affairs.

***Appropriate Dress:*** Head coverings including hoods are prohibited for men in any building. Hair wraps and bandanas are prohibited for all students outside of the student's living quarters. Shoulders and underwear should be covered. (Adapted from the Allen University Student Handbook)

***Electronic Usage Policy:*** Laptops are not allowed to be used in class, except by instructor permission. Cell phones are not permitted to be used in class, except by instructor permission. Please place phones on vibrate or off, out of plain site either in a book bag, pocket or purse. You may be dismissed from class for noncompliance with this policy. Listening or Recording devices are not permitted to be used in this class without prior Accommodation Service Documentation/Verification and the Instructors permission.

***Grading Policies and Procedures:*** Strive to complete each assignment to the best of your ability because there is no guarantee for extra credit. Your participation in this course is based entirely upon the goals and expectations you set for yourself. A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop. Office hours are kept specifically for this purpose. All grade challenges (including quiz errors) should be submitted in writing within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e. specific examples from the assignment in question and evidence) that warrants the change.

**Websites to help students avoid plagiarism:** <http://plagiarism.org/>  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>  
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

**Bonus Points:** From time to time bonus point opportunities may arise; however, there is never a guarantee for bonus points. The opportunities will be given in class. There are no make-up bonus opportunities. The cap for bonus points is 25 points per student. You may be able to improve a low grade through bonus point opportunities.

- **Exam Make up Policy** - Early exams/quizzes are only available to students who have prior University commitments required and arranged by the University. Students must notify the Professor of athletic and/or academic commitments to make arrangements prior to the day of the exam. Documentation must be provided explaining the extenuating and unavoidable circumstances and/or commitments. The date and time of the early exam must be no more than a week before the exam is scheduled. Not showing up for the exam without notifying the professor prior to the day of the exam will result in a non-negotiable Fail on the exam/quiz. The only other exceptions to the no makeup exam policy will only be granted for emergencies in which there is a medical note with a date and signature, police report with a date and signature, or other official document with a date and signature.
- **Exam Tardiness:** Students must be on time for their examination. Any student more than 10 minutes late for an exam/quiz will have 5 points deducted from their overall exam score. This policy is to eliminate cheating and provide an interruption free testing environment. ALL CELL PHONES AND COMPUTERS MUST BE TURNED OFF DURING EXAMINATIONS. No! Pods or other Electronic Listening Devices are ALLOWED during examinations.

**Collaborative Work:** Students may occasionally be broken up into groups to complete and submit in-class assignments as groups.

### REQUIRED TEXTBOOK

David P. Gushee: & Glen H. Stassen, Kingdom Ethics: Following Jesus in Contemporary Context, Second Edition, 2016. ISBN: 978-0-8028-7611-9

The Course Reader: **A Collection of Essays that contain readings for the latter half of the course.**

**Prerequisites:** Systematic Theology I

### **TEACHING METHODOLOGY**

Most of the presentations for this course will come from the weekly lectures from the professor. However, student involvement and participation in this course is absolutely essential to our work and will factor significantly into our grading method. Each student will be required to make in-class presentations, participate in group discussions, and make written and verbal comments on the readings and lectures (which will be posted on line and/or submitted in writing during class). Much of what students will learn from this course will come from the conversations that we have in the class sessions. Before each class, the professor will post questions for students to reflect upon and react. Some of these questions, along with the terms for the day, will be used in our quizzes and tests. Some PowerPoint presentations will be posted for student viewing before and during our Hybrid classes.

### **IDEAS ABOUT NOTETAKING:**

You may find the following information helpful as you study and take notes for this class.  
[http://hilt.harvard.edu/files/hilt/files/notetaking\\_0.pdf](http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf)

## Hybrid Classes

This class will be taught in a Hybrid Format, consisting of a combination of standard in-class sessions with live lectures, on-line lecture and video postings, recorded lecture and video postings for in-class sessions, and on-line chats utilizing the AU E-Learning portals. The Hybrid days are listed on this schedule. Additional ones may be added if mandated by AU activities or other significant circumstances. Such occurrences will be forewarned via email posting.

## COURSE GRADING POLICIES

1. **Attendance, Reading Summaries and answers to questions, Class Participation, Online Engagement. (25% of grade).**

2. **Individual or Group Class Presentations: (10%)**

Each student will either make an individual or a group presentation to the class (depending on the number of students enrolled in the course). The presentations will be graded based on written content and oral presentation. The presentations will focus on the readings for the week. The dates and topics for these presentations will be determined by the number of students enrolled. The presentation will be approximately 15 minutes and followed up with questions. The dates of these presentations are TBD:

3. **Three Ethical Reflection Papers (Four-Five Pages each: 36% of grade, 12% ea.):** The topic of the papers will be based on the subjects that emerge in your ministry experience and from the readings from the course. **Topics for the Reflection Papers will be suggested by the professor. These papers are due on February 9th, March 2, and April 6, respectively.** The Reflection Papers should engage the readings, demonstrate knowledge of Scripture, reflect on relevant themes in Christian theology, the pastoral experience, and show knowledge of contemporary events. Your papers should reflect your own thoughts and beliefs, even as they demonstrate your knowledge of outside sources. The papers will be due on the days that are noted on the course schedule listed below. If your paper is late, you will be deducted one letter grade.

4. **Research Paper (29%) Due on April 21<sup>th</sup>, 5:00 p.m.** Write a term paper dealing with a topic or issue related to one of the class sessions and the theological themes / questions of this arising from that session. This is a 10-12 page paper (double-spaced; 12 point type, one inch margins; with both citations and bibliography, submitted online/by email and hard copy. In this paper, you will be required to select a topic of your own choice, or one among those presented by the professor. Consult with the professor before selecting a topic. Other guidelines for the paper will be provided later in the course. **Your paper topic is due on February 5th. Your thesis sentence and outline are due on March 10.** The topics will be directly related to the subject matter of this course. In it, you will examine a theological issue and develop a reasoned argument regarding the issue. **Paper Guidelines and Topics:** **Format:** Use Kate Turabian's *Student's Guide to Writing College Papers* (or another recognized authority) for rules of documentation and quotations. Your paper will be graded for its content and style. Therefore, you are advised to visit the Writing Center or get help elsewhere, if needed, in order to ensure that your writing style is acceptable.

**GRADING SCALE** Students are graded using the **A, B, and C, D or F** system.

<u>A (90-100)</u>	Awarded for work that demonstrates an excellent to superior mastery of course content.
<u>B (80-89)</u>	Deems that a person has a good to advanced mastery of the course content.
<u>C (70-79)</u>	Demonstrates a basic to average understanding of the subject matter and the ability to articulate lessons learned.
<u>D (below 60-69)</u>	Unable to meet the basic requirements of the course.
<u>F (below 60)</u>	Failure of the course

## COURSE OUTLINE

JANUARY	
	<p><b>This syllabus represents current plans that are subject to change. Such changes, communicated by the instructor, are not unusual and should be expected.</b></p>
JAN 19 <sup>th</sup> WEEK 1	<p><b>INTRODUCTORY MATTERS: COURSE REQUIREMENTS, RESOURCES FOR THEOLOGICAL RESEARCH AND WRITING. GETTING OFF TO A GREAT START!</b></p> <p>A. Download the following document:  <b><u>The Southern Seminary Manual of Style.</u></b>  <a href="https://sbtswriting.squarespace.com › SBTS-Manual-of-Style_50-ek9c">https://sbtswriting.squarespace.com › SBTS-Manual-of-Style_50-ek9c</a></p> <p>B. Watch the following series of <b><u>YouTube Videos</u></b> on research methods and resources:</p> <ol style="list-style-type: none"> <li>1. QEP: Introduction to Theological Writing.</li> <li>2. QEP: Thesis Statements.</li> <li>3. QEP: Methodology</li> <li>4. QEP: Theological Communication</li> <li>4. QEP: Using Quality Resources.</li> <li>6. QEP: Ethical Use</li> <li>7. QEP: Sources.</li> <li>8. QEP: Grammar and Mechanics</li> <li>9. QEP: Thinking Like a Researcher</li> </ol> <p>FOCUS FOR TODAY: An Overview of the Defining the tasks and assumptions for Christian Ethics</p>
JAN 26 <sup>th</sup> WEEK 2	<p><b>UNIT I: THE BIBLICAL FOUNDATION FOR CHRISTIAN ETHICS: THE HEBREW BIBLE</b></p> <p><u>WEEKLY READINGS:</u>  Gushee: Chapters 1 – 3: The Reign of God; Virtues of Kingdom People, Authority and Scripture</p>
	<p><u>STUDENT LEARNING OUTCOMES: AS A RESULT OF COMLETING THIS UNIT, STUDENTS WILL:</u></p> <ol style="list-style-type: none"> <li>1. Examine and the ancient philosophical and biblical roots of Christian ethics.</li> <li>2. Explore the meaning of the concept of the <i>Reign of God</i>.</li> <li>3. Analyze and evaluate the meaning of the “<i>Virtues of Kingdom People</i>”.</li> <li>4. Survey how the Bible functions as a source of <i>Authority</i> in Christian moral reasoning.</li> <li>5. Assess the religious and philosophical roots of moral thought.</li> <li>6. Evaluate the moral foundations of New Testament and early Christian thought.</li> </ol>
	<p><u>BE PREPARED TO DISCUSS THE FOLLOWING QUESTIONS:</u></p> <ol style="list-style-type: none"> <li>1. What authority does the Bible exercise in shaping Christian moral reasoning?</li> <li>2. Identify three biblical motifs that help to shape Christian moral reasoning.</li> </ol>
FEB 2 <sup>ND</sup> WEEK 3	<p><b>THE BIBLICAL FOUNDATION FOR CHRISTIAN ETHICS: THE NEW TESTAMENT</b></p> <p><u>WEEKLY READINGS:</u>  Gushee: Chapters 4-6: <i>Origin and Function of Moral Norms; The Sermon on the Mount as a Moral Treatise; The Greatest Commandment: Love; Justice as a Moral Principle</i></p>

	<p><u>PREPARE TO DISCUSS THE FOLLOWING FOR THE WEEK:</u></p> <ol style="list-style-type: none"> <li>1. Identify the core values of Jesus’ ethical teachings.</li> <li>2. How did Jesus’ ethical principles shape the teachings of the early church?</li> </ol>
<b>FEB 9<sup>th</sup> WEEK 4</b>	<b>UNIT II: THE SACREDNESS OF HUMAN LIFE AS A THEO-ETHICAL PRINCIPLE</b>
	<p><u>WEEKLY READINGS:</u></p> <p>Gushee: Chapters: 8-9.</p>
	<p><u>STUDENT LEARNING OUTCOMES: AS A RESULT OF COMLETING THIS UNIT, STUDENTS WILL:</u></p> <ol style="list-style-type: none"> <li>1. Identify the way that the Early Christian Church understood the meaning of human life.</li> <li>2. Examine and explain early Christian teachings on war, abortion, social institutions, and the use of political power, materialism and human values.</li> <li>3. Examine the biblical roots of the concept of Justice and its relevance to Christian moral reasoning.</li> <li>4. Explain the meaning of the concept of the sacredness of human life as an ethical theory.</li> </ol>
	<p><u>HOMEWORK &amp; GROUP ACTIVITY FOR THE WEEK</u></p> <p><b><u>1<sup>ST</sup> ETHICAL REFLECTION PAPER:</u></b></p> <p><b><u>FOCUS:</u></b> ESSAY ON THE MEANING AND USEFULNESS OF THE CONCEPT OF THE SACREDNESS OF LIFE AS AN ETHICAL PRINCIPLE.</p>
<b>FEB 16<sup>th</sup> WEEK 5</b>	<b>THE CHURCH’S PUBLIC WITNESS IN AN UNBELIEVING WORLD</b>
	<p><u>WEEKLY READINGS:</u></p> <p>Gushee, Chapter 10.</p>
	<p><u>HOMEWORK &amp; GROUP ACTIVITY FOR THE WEEK:</u></p>
<b>FEB 23<sup>rd</sup> WEEK 6</b>	<p><b>UNIT III: CONFLICTING MORAL ISSUES IN 21<sup>ST</sup> CENTURY AMERICAN LIFE</b></p> <p><u>STUDENT LEARNING OUTCOMES: AS A RESULT OF COMLETING THIS UNIT, STUDENTS WILL:</u></p> <ol style="list-style-type: none"> <li>1. Examine some of the persons, socio-religious values, worldviews, moments, movements, and institutions that contributed to the devolution of the Christian ethic in the modern Western world.</li> <li>2. Evaluate how Nazism utilized Christian values in their campaign of terror and death.</li> <li>3. Assess how racism, oppression and bigotry have shaped impacted the legacy of American Christianity.</li> <li>4. Evaluate some of the seminal challenges to the sacredness of human life in the 21<sup>st</sup> Century.</li> <li>5. Assess some of the challenges that Genetic Engineering poses to the Christian understanding of the sacredness of human life.</li> <li>6. Examine the arguments against and for abortion, with special emphasis on the implication of these arguments for Christian ethics.</li> </ol>

	<p>7. Articulate positions for and against the death penalty.</p> <p>8. Evaluate the ethical matters surrounding certain human rights campaigns in America.</p> <p>9. Describe the moral issues related to the practice of surrogacy.</p> <p>10. Explore some of the key issues related to the relationship between sex, gender and Christian Ethics.</p> <p>11. Address how their church responds to issues of sexism.</p> <p>12. Assess the biblical, ecclesiological and theological issues surrounding the ordination of gay clergy</p> <p>13. Examine the foundations for a Christian ethic of sexuality</p>
	<p><b>FOCUS FOR WEEK: VIOLENCE IN NAME OF THE LORD AND THE LAW</b></p> <p>READINGS FOR THE WEEK: Gushee: Chapter 11:</p> <p><b>ACTIVITY FOR THE WEEK:</b> Watch Steven Spielberg Schindler's List. Write your reflections on the movie and how the readings helped you to understand it.</p>
<b>MARCH 2<sup>ND</sup> : WEEK 7</b>	<p><b>FOCUS FOR THE WEEK: THE PANDEMIC, ECONOMIC INEQUALITY, SOCIAL JUSTICE, RACISM AND THE 2020 ELECTIONS</b></p> <p>WEEKLY READINGS: Gushee, Chapter 20: Other Readings: TBA.</p>
	<p><u>HOMEWORK</u></p> <p><b><u>2<sup>nd</sup> ETHICAL REFLECTION PAPER DUE:</u></b></p> <p>What have we learned from the events of the past year regarding the possibility of having racial reconciliation in church and society without social justice?</p>
<b>MAR 9<sup>th</sup> WEEK 8</b>	<p><b>HONORING HUMAN LIFE: “WORLDVIEWS IN CONFLICT: HUMAN CLONING AND EMBRYO MANIPULATION</b></p>
	<p><u>WEEKLY READINGS:</u></p> <p>□ COURSE READER: Frank E. Young, M.D.: “<i>Worldviews in Conflict: Human Cloning and Embryo Manipulation</i>” in Timothy J. Demy and Gary P. Stewart, Editors, <u>Genetic Engineering: A Christian Response</u>. (Kregel Publications, Grand Rapids, MI)</p>
	<p><u>HOMEWORK &amp; GROUP ACTIVITY FOR THE WEEK</u></p> <p><b>Group Discussion on Human Cloning and Genetic Manipulation.</b></p>
<b>MARCH 16<sup>TH</sup>: WEEK 9</b>	<p><b>SPRING BREAK</b></p>
<b>MARCH 23<sup>RD</sup> WEEK 10</b>	<p><b>THE RIGHT TO LIFE FOR THE UNBORN AND THE QUEST FOR JUSTICE IN HEALTH CARE IN AMERICA</b></p>
	<p>WEEKLY READING:</p>

	<p>GUSHEE, CHAPTER 21.</p> <p><u>COURSE READER:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Christopher Fisher, “<i>Some Boundary Issues Between Science and Theology</i>,” in <u>Human Significance in Theology and the Natural Sciences</u>, Pickwick Publications, Eugene, Oregon.</li> <li><input type="checkbox"/> Robert P. George and Christopher Tollefsen, <i>Embryo: A Defense of Human Life</i>, Second Edition, Chapter 1. (The Witherspoon Institute, Princeton, NJ 2011)</li> </ul>
	<u>HOMEWORK &amp; GROUP ACTIVITY FOR THE WEEK</u>
	Group Discussion on Christian Perspectives on Abortion and the reversal of the Roe-vs-Wade Decision.
<b>MARCH 30<sup>TH</sup> WEEK 11</b>	<b>MORAL FOUNDATIONS FOR THE DISCUSSION OF HUMAN SEXUALITY</b>
	<p style="text-align: center;"><u>READINGS:</u></p> <p>COURSE READER: Gushee, Chapter 13 &amp; 14. Cahill, Lisa Sowle. <i>Sex, Gender, and Christian Ethics</i>. New Studies in Christian Ethics 9. Cambridge; New York: Cambridge University Press, 1996.</p>
<b>APRIL 6<sup>TH</sup> WEEK 12</b>	<b>CHRISTIAN PERSPECTIVES ON GENDER, GENDER IDENTITY AND HUMAN SEXUALITY</b>
	<p>FOCUS: GOD MADE THEM MALE AND FEMALE</p> <p>READINGS FOR THE WEEK.   “</p> <p><u>COURSE READER:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> David P. Gushee &amp; Glen H. Stassen, <u>Kingdom Ethics</u>, “<i>God Made Them Male and Female</i>” (Chapter 12)</li> <li><input type="checkbox"/> Ray Anderson, <u>On Being Human: Essays in Theological Anthropology</u>, “<i>Being Human As Male and Female</i>,” (Chapter 8)</li> <li><input type="checkbox"/> Andrew T. Walker, <i>God and the Transgender Debate</i>, Chapters 2-4.</li> </ul>
	<p><b>3<sup>rd</sup> ETHICAL REFLECTION PAPER:</b></p> <p><b>FOCUS:</b> Write an essay that explains how ideas about biological sex (man &amp; woman), gender roles (males &amp; females) are shaped by or related to the concept of the Imago Dei and the sacredness of life.</p>
<b>APRIL 13<sup>TH</sup> WEEK 13</b>	<b>FOCUS: THE ETHICAL QUESTIONS SURROUNDING GENDER TRANSITIONING</b>
	<p><u>READINGS FOR THE WEEK</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lawrence S. Mayer, &amp; Paul R. McHugh, “<i>Sexuality and Gender</i>”: <i>Findings from the Biological, Psychological, and Social Sciences</i>. ” <u>The New Atlantis</u>, Fall, 2016</li> <li><input type="checkbox"/> <u>COURSE READER</u></li> <li><input type="checkbox"/> Mukhopadhyay, Carol and Tami Blumenfield with Susan Harper and Abby Gondek (2017).</li> </ul>



	<p>Gender and Sexuality. In Nina Brown, Laura Tubelle Gonzalez, and Thomas McIlwraith (Eds.), <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. Retrieved from <a href="http://scholarexchange.furman.edu/ant-publications/8/">http://scholarexchange.furman.edu/ant-publications/8/</a>.</p> <p>□ Peter J. Cataldo, Catholic Teachings on the Human Person and Gender Dysphoria <a href="https://www.chausa.org/health-care-ethics-usa/article/summer-2019">Catholic Teaching on the Human Person and Gender Dysphoria</a>. <a href="https://www.chausa.org/health-care-ethics-usa/article/summer-2019">https://www.chausa.org/health-care-ethics-usa/</a> article &gt; summer-2019. <a href="https://www.usccb.org/upload/Gender-Ideology-Select-Teaching-Resources">Catechism of the Catholic Church - United States Conference www.usccb.org &gt; upload &gt; Gender-Ideology-Select-Teaching-Resources</a> Dec 3, 2019 - “Gender theory”/“Gender ideology” – Select <i>Teaching</i> Resources ... 2393) “By creating the <i>human being</i> man and woman, God gives personal dignity .... of the human mind — <i>gender theory</i> — creating so much <i>confusion</i>.”</p>
<b>APRIL 20<sup>th</sup> WEEK 14</b>	<b>FOUNDATIONAL PERSPECTIVES: GENDER, SEXUALITY AND THE ORDINATION OF GAY AND LESBIAN CLERGY: THE CASE OF THE UNITED METHODIST CHURCH</b>
	<p>READINGS FOR THE WEEK.  <a href="https://www.umqcc.org/who-we-are">https://www.umqcc.org/who-we-are</a></p> <p>Stanley J. Grenz: <i>Welcoming But Not Affirming</i>, Westminster Press, 1998.</p>
<b>APRIL 27<sup>TH</sup> WEEK 15</b>	<b>WHERE DO WE GO FROM HERE?</b>
APRIL 21 <sup>st</sup>	<b>RESEARCH PAPER DUE</b>