SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT PROGRAM

<<REQUIRED: https://www.slu.edu/registrar/calendars/1818-calendar.php>> (We recommend you also post this link to your classroom management site)

THEO 2510 Christian Ethics
3 credits

<<High School Name>>
<<High School Course Name and Number>>

Course Syllabus

Semester: <<TERM and YEAR>>

Instructor: <<Instructor Name>>

Contact Information: <<Office Address>>
<<E-mail Address>>
<<Phone>>
<<Availability/Office Hours>>

Textbook(s)/Resources:
<<<<**REQUIRED**. insert here>>

Course Description:
THEO 2510 Christian Ethics
3 Credits
An exploration of Christian character (virtues), principles of decision making, conscience formation, authoritative sources (scripture, tradition, magisterium, etc.) with analysis of issues such as war, capital punishment, physician-assisted suicide, abortion, etc.
Prerequisite: THEO 1600

Attributes: BHS-Theology/Philosophy, Catholic Studies-Theology, Health Care Ethics Minor Elec, Theology BA Requirement (A&S), Theology BS Requirement (A&S), Theology-Religious Ethics

Additional Description
<<**OPTIONAL**. Insert HS course description info/additional descriptive info>>

Course Learning Outcomes:

Students will be able to:

1. Identify and explain the main perspectives in ethical theory, including deontology, consequentialism, and virtue ethics
2. Critically read and analyze pertinent theological texts and texts in the history of moral and ethical reasoning
3. Explain how scripture, tradition, reason, and experience are used in Christian moral reasoning
4. Consider and respond to moral challenges from multiple perspectives, and, in doing so, begin to discern their own positions on a number of contemporary issues

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:
<<**OPTIONAL:** insert any high school, district, state or instructor developed outcomes here>>

Attendance Policy:

<<**REQUIRED**: Please list the attendance policy for the class, the policy on late/missing exams and work, in addition to penalties on missed classes and/or tardiness. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Method for Determining Final Grade for Course:
<<**insert here** (i.e. Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

SLU Grading Information/Scale:
<<**REQUIRED**: Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grading is at the discretion of the 1818 instructor, who will be guided by the course description, shared learning outcomes, and shared assessment as well as professional experience and collaboration. Use of the LLC grading scale is required for your syllabus, and the instructor must outline how grades are determined at the end of the course in accordance with the provost's required syllabus components: https://www.slu.edu/provost/policies/academic-and-course/policy_course-syllabus_12-12-18.pdf. Grades are assigned to the SLU transcript as follows: >>

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C

C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

The following grading scale applies for this LLC course:

A (4.0)	93-100	High achievement and intellectual initiative
A- (3.7)	90-92	Approaching high achievement
B+ (3.3)	87-89	Slightly higher than above average achievement
B (3.0)	83-86	Above average achievement
B- (2.7)	80-82	Approaching above average achievement
C+ (2.3)	77-79	Slightly higher than average achievement
C (2.0)	73-76	Average achievement
C- (1.7)	70-72	Below average achievement
D (1.0)	65-69	Inferior, but passing achievement
F (0)	<64	Course failure

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades, and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<<Please insert here a listing of each of the major units and assignments.>>

Academic Integrity Syllabus Statement

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Title IX

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<<<<END OF SYLLABUS TEMPLATE>>>>

SAMPLE SYLLABUS

Theo 2510-03: Christian Ethics

TR 12:45-2 Fall 2016

Dr. Julie Hanlon Rubio
Adorjan 344
rubiojh@slu.edu

Course Purpose

This course is designed to introduce students to Christian theological thought on what it means to live a good life. It will treat topics of virtue, personal and structural sin, conscience, interpretation of scripture, tradition and authority, natural law, experience, suffering, and liberation through encounter with contemporary Christian theologians and close consideration of particular cases.

Learning Outcomes

Students may learn:
*to make connections between theological ideas and moral claims
*how scripture, tradition, reason, and experience are used in Christian ethics
*to critically read and analyze theological texts
*to develop theological arguments on moral issues

Required Texts
James T. Bretzke, *A Morally Complex World: Engaging Contemporary Moral Theology* #0814651585
William T. Cavanaugh, *Being Consumed: Economics and Christian Desire* #9780802845610
Katie Geneva Cannon, Emilie M. Townes, and Angela D. Sims, eds. *Womanist Theological Ethics: A Reader* #9780664235376
Electronic Reserve articles marked [R] are available here. Password=Christian.

Course Requirements
Participation: Because discussion is central pedagogical strategy of this class, participation is highly valued. Guidelines are available on E-Reserve. Weight: 10% each for Written and Oral (20% total). Reading Reflection Papers. Designed to help you analyze the readings in relation to each other using the framework of a particular moral problem. Due dates: 9-27 and 11-15. Guidelines are available on E- reserve. Due dates: various. Weight: 15% each (30% total).
Midterm Examination. You will have a take-home midterm exam due on 10-13. It will consist of objective short answer questions and one essay question. Weight: 20%.
Take-Home Final Examination. Due 12-13. Similar to the midterm but longer. Weight: 30%.

Course Policies

1. Because I intend this classroom to be a community of learners rather than a space where individuals come to learn, cell phones and laptops are prohibited and respectful engagement with others is required.
2. Late papers may be penalized by up to five points per class day, but if you talk to me first and offer a new due date, I may grant an extension. Please hand in late papers to me.
3. Please arrive on time. I will take attendance each day at the beginning of class. If you arrive late or need to leave early, please check in with me after class.
4. Please review the CAS policy on Academic Honesty and the CAS policy on Sexual Misconduct.
5. Every paper you write for me will need citations. Please use MLA citation method.
6. Attending class everyday is optimal. You are allowed two absences. Your final grade will be lowered by

two points for each additional absence unless documentation is provided to excuse it.
7. Returning Papers/Exams: You can expect that papers will be returned 1-2 weeks after they are turned in. I will retain papers and exams for one year in my office.
8. Resources to support student success (including information on requesting academic accommodations) are available at the Student Success Center located in Busch Student Center.
9. Evaluation: Please fill out the course evaluation form online. Two points of extra credit will be added to the oral or written participation grades of all who complete the form. I value your feedback.
10. Extra Credit: Occasionally, I offer extra credit for attending an event on campus and writing a one-two page response in which you relate the lecture to course readings. Guidelines are available on E-Reserve.
11. Contact me: The best way to contact me is email. You can expect a response within 24 hours. For feedback on a draft, please allow two-three days.

Grading Scale

A (4.0)	93-100	High achievement and intellectual initiative
A- (3.7)	90-92	Approaching high achievement
B+ (3.3)	87-89	Slightly higher than above average achievement
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Schedule of Classes

I Laying the Groundwork: Scripture, Virtue, and Natural Law

T 8-23 Studying Christian Ethics in a Post-Christian, Post-Modern World
Optional Reading: “Nones”

R 8- 25 What Is the Point of Christian Ethics?
Bretzke 1-19 and Cavanaugh vii-xii; Elshtain, “Judge Not?” 191-200 [R]

T 8-30 Do We Really Need Ethics?
Rand, “In Defense of Ethical Egoism,” 569-79 [R]; Townes, “Ethics as an Art,” 35-50 in WTE

R 9-1 Virtue Ethics
Mattison, “Alcohol,” 113-33 [R]

T 9-6 Freedom and Desire
Cavanaugh, “Freedom and Un-freedom,” 1-32

R 9-8 Culture and Moral Blindness
Sims, “Race and Lynching,” 203-14 in WTE

T 9-13 Natural Law Ethics
Bretzke, “Natural Law,” 43-59

R 9-15 Moving from Principles to Norms
Bretzke, “Moral Norms” 59-77; 171-80

T 9-20 Scripture and Ethics:Is the Bible the Most Important Source for Christian Ethics?
Bretzke, “Scripture and Ethics, 79-86; “Core, Context, and Coherence,” 98-108

R 9-22 Scriptural Interpretation: Can You Find Whatever You Want to Find in the Bible?

Weems, “Re-Reading for Liberation,” 51-63 or Gilkes, “Martha & Mary,” 217-36 in WTE R 9-22 and F 23: Extra Appointment Slots available to discuss papers
T 9-27 No Class. Papers due to my mailbox in the Department of Theological Studies Mail Room by 5pm

II Complications: Experience and Tradition

R 9-29 Does Experience Matter in Christian Ethics?: Gender
Saiving, “The Human Situation: A Feminine View” [R]; Genesis 3

T 10-4 The Body and Ethics: Self-Love
Gilkes, “Women’s Bodies,” 81-97, in WTE; John Paul II [Handout/R]

R 10-6 The Death Penalty and the Body
Watch: “Dead Man Walking” [12:30-2pm]; Winright [R]

T 10-11 Sexual Violence and Silence
Brown Douglas, “Black and Blue,” 113-31, in WTE

R 10-13 Marriage, Family and Christian Tradition
Midterm Exam due in class. [Handout/R]

T 10-18 No Class: Fall Break

R 10-20 Sin, Grace, and Dignity
Barron, “Knowing You’re a Sinner” 67-99 [R]; Tushnet (opt)

T 10-25 Conscience as Sanctuary: Contraception
Bretzke, 109-19, “Conscience;” Murray [R]

R 10-27 Conscience Formation, Authority, and Tradition: Same Sex Marriage

Bretzke, “Conscience,” 120-44; Tushnet

III Applications: Money, War, and Death

T 11-1 Consumption and Detachment: The Rich Young Man
Cavanaugh, “Detachment,” 33-53 and Mt 19:16-30

R 11-3 Consumption and Attachment: The Last Judgment
Cavanaugh, 53-58; Singer, The Life You Can Save [R]; Mt 25: 31-46

T 11-8 Fair Trade v. Free Trade, Local v. Global
Cavanaugh, 59-88

R 11-10 Love of Enemies: What Is Required? Is It Possible?
King, “Love in Action,” “Loving Your Enemies,” 39-57 [R]; Mt 5-7

T 11-15 Is It Ever Just for a Christian to Go to War?
Niebuhr v. Niebuhr [R] Papers due in class.

R 11-17 Liturgy, Consumption, and War: The Importance of Narrative
Cavanaugh 89-100; Allman & Winright

T 11-22 Is It Ever Moral to Seek Death: Suicide, Martyrdom, and the End of Life
Gudorf [R]

R 11-24 No Class: Thanksgiving

T 11-29 Is There Meaning in Suffering and Weakness?
Lysaught, “Love Your Enemies” [R] or Copeland, “Sorrows,” 135-54 in WTE

R 12-1 Grace and Liberation in a Postmodern World

Townes, “Beloved,” in WTE 183-202; Alison

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