

ETHICAL ANALYSIS & ADVOCACY (II)

■ Spring 2020 ■ WEDNESDAY, 22 APRIL 2020 @ 1P-5P / THURSDAY, 23 APRIL 2020 @ 8A-12P ■ Iliff School of Theology

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OFFICE HOURS: BY APPOINTMENT ON TUESDAYS

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COURSE DESCRIPTION

This course invites students to think about ethical analysis and advocacy from a variety of different lenses. Beginning with attention to ancient Egyptian and Greek morality, this course provides a framework for modern historic, modern, and post-modern models of ethical analysis. Interwoven throughout this course are historical accounts and writings that have defined Christian ethics and contemporary challenges of advocacy that surface through an emphasis on contemporary voter suppression. Defining, describing and deepening students' knowledge of ethical analysis, this course also introduces students to advocacy through multi-media explorations of ethics in action, classroom exercises, and presentations that demonstrate students' application of the theoretical approaches to ethics introduced throughout the class. The framework of this course follows virtues and a liberal arts curriculum uncovered through research of Ancient Egypt.

COURSE OBJECTIVES

1. To learn (khemetic) ethics with an explicitly Ancient Egyptian point of origin – including scientific elements.
2. To begin learning the meaning and history of ethics and ethical analysis.
3. To hone analytical reading and writing skills through opportunities to compare and synthesize ethical principles.
4. To learn how to identify and delineate ethical principles and applied ethics.
5. To practice applying ethical principles in advocacy.
6. To identify, articulate, and analyze the strengths and weaknesses, challenges, and success of various forms of ethical analysis and advocacy.

COURSE REQUIREMENTS

- **PRESENTATIONS.**
 - Groups of three will be formed in the first week of class. Presentations will be made during SYNCHRONOUS GATHERING DAYS. Each group will have one hour.
 - These presentations should explore an **ethical dilemma** that relates to **rhetoric, grammar, logic, geometry, arithmetic, astronomy, or music/harmony** and identify a form of **advocacy** that intersects with that dilemma. This dilemma will provide a foundation for the presentation that should: (1) demonstrate thorough research of the ethical dilemma and its social impact; (2) identify and evaluate several technologies of advocacy that are presently used to respond to this dilemma; (3) imagine and evaluate alternative technologies of advocacy that might be used to respond to this dilemma; (4) identify the ways that each of these technologies of advocacy – present and imagined – already do or could integrate deeper ethical analysis; (5) utilize and incorporate the interdisciplinary course materials; (6) creatively engage the classroom.
- **ONLINE OPPORTUNITIES.**
 - There will be eight (8) ONLINE opportunities to reflect your preparation, participation, attendance, and engagement with the course and course materials.
 - These assignments will vary and will test your capacity to synthesize what you have learned in different ways. There will be opportunities to write independently and collectively. There will be opportunities to do group work. There will be opportunities to use the texts we have been studying. There will be opportunities to demonstrate your recall of the material we have been studying.
 - These opportunities – along with course lecture material – will be posted at the start of the course, but will only be possible to submit for the one week on the week they are due.

EVALUATION

- You will be graded according to Iliff School of Theology standards on a letter grading scale. For more information see: www.iliff.edu
- Your grade will be determined as follows:
 - Preparedness, Participation, Attendance, Completion of WEEKLY Assignments (except in weeks one and five): 80%
 - Each opportunity will be worth 10% of your class grade
 - Presentations: 20%

OTHER IMPORTANT MATTERS

1. **DO NOT plagiarize!** If you have any questions about whether or not what you are doing is plagiarism, ask. **NO ASSIGNMENTS FOUND TO REFLECT COMPROMISED ACADEMIC INTEGRITY WILL RECEIVE ANY CREDIT.**
2. If you are unable to complete the assignments due to physical or mental health reasons, please notify me prior to the due date for the assignment.
3. Pick a form of citation. Indicate which form you will use. Use it consistently.
4. All course assignments should be emailed the instructor by the designated time at jleath@iliff.edu.
5. Please save and submit your work for assignments in the following format:
 - a. [last-name].[assignment-name].eaa
 - b. e.g. leath.final.eaa or leath.final.eaa
6. I am glad to meet to discuss your written work. I will not be able to review full drafts of written assignments.

COURSE READINGS

The following are the books you will need to purchase. While additional supplemental reading may be required, it will be posted on canvas or distributed in class.

James, George G. M. *Stolen Legacy: The Egyptian Origins of Western Philosophy*. New Edition. CreateSpace Independent Publishing Platform, 2014.

Abrams, Stacey. *Lead from the Outside: How to Build Your Future and Make Real Change*. Henry Holt and Co., 2018.

Wogaman, J. *Christian Ethics: A Historical Introduction*. 1st ed. Louisville: Westminster/John Knox Press, 1993.

———. *Readings in Christian Ethics: A Historical Sourcebook*. 1st ed. Louisville: Westminster John Knox Press, 1996.

Ethical Analysis: Foundations

Week 1 – “Control of thought” – Justice

Lead from the Outside. INTRODUCTION.

Week 2 – “Control of action” – Justice

Stolen Legacy: The Egyptian Origins of Western Philosophy. ENTIRE BOOK.

Lead from the Outside. CHAPTER 1.

Week 3 – “Steadfastness of purpose” – Fortitude

Christian Ethics: A Historical Introduction. INTRODUCTION & PART I.

Readings in Christian Ethics: A Historical Sourcebook. READINGS 1-10.

Lead from the Outside. CHAPTER 2.

Rhetoric

Week 4 – “Identity with spiritual life or the higher ideals” – Temperance

Christian Ethics: A Historical Introduction. PART II.

Readings in Christian Ethics: A Historical Sourcebook. READINGS 11-20.

Lead from the Outside. CHAPTER 3.

Grammar

Week 5 – “Evidence of having a mission in life” – Prudence

DAY ONE: Wednesday, 22 April 2020

13.00 PRESENTATIONS

14.30 VIRTUAL HANDS ON ETHICS & LIBERAL ARTS LAB with Dr. Abreeotta Williams

16.30 MAKING CONNECTIONS / DISCUSSION

17.00 CLASS CLOSE

DAY TWO: Thursday, 23 April 2020

08.00 PRESENTATIONS

09.30 BREAK

10.00 ADVOCACY LAB with Dr. CheyOnna Sewell

11.00 MAKING CONNECTIONS / DISCUSSION

12.00 CLASS CLOSE

Week 6 – “Evidence of having a call to spiritual Orders or the Priesthood in the Mysteries” – Prudence

Christian Ethics: A Historical Introduction. PART III.

Readings in Christian Ethics: A Historical Sourcebook. READINGS 21-30.

Lead from the Outside. CHAPTER 4 & 5.

Logic

Week 7 – “Freedom from resentment, when under the experience of persecution and wrong” – Courage

Christian Ethics: A Historical Introduction. PART IV.

Readings in Christian Ethics: A Historical Sourcebook. READINGS 31-40.

Lead from the Outside. CHAPTER 6.

Geometry

Week 8 – “Confidence in the power of the master (as Teacher)” – Fidelity

Christian Ethics: A Historical Introduction. PART V.

Readings in Christian Ethics: A Historical Sourcebook. READINGS 41-50.

Lead from the Outside. CHAPTER 7 & 8.

Arithmetic

Week 9 – “Confidence in one’s own ability to learn” – Fidelity

Christian Ethics: A Historical Introduction. PART VI.

Readings in Christian Ethics: A Historical Sourcebook. READINGS 51-60.

Lead from the Outside. CHAPTER 9.

Astronomy

Week 10 – “Readiness or preparedness for initiation”

Christian Ethics: A Historical Introduction. PART VII.

Lead from the Outside. CHAPTER 10.

Music / Harmony