



Academic Year: 2021-2022 | Spring 2022 Semester

Course: CHTH 533 (hybrid)
Course Name: Christian Ethics
Credit Hours: 2

Instructor: Ekaterina Lomperis, PhD
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Course Starting Date: January 10, 2022
Course Completion Date: April 29, 2022

Zoomtro: Thursday, January 13, 2022, 8:30-8:55 AM
Zoom Times: Thursdays, 1/27, 3/03, 4/07, 4/21

BridgeWeek Dates: 2/24, 8:00 AM-5:30 PM
All times are based on Pacific Time.

Do Not Publish - Highlighted Portions Only

Course Description

An exploration of the guiding assumptions and frameworks undergirding various ethical positions and their claims, especially in relationship to Christian theology. The course also analyzes the relationship between context and ethics, specifically as it pertains to the church and its role in the formation of Christian ethics. Implications for the practice of ethics in personal, social, economic, and political problems of our contemporary world will be examined and evaluated.

Course Learning Outcomes

As a result of taking this course, students will

1. Articulate basic theories, methods, and concepts in Christian ethics
2. Analyze select sources influential in the historical development of Christian moral inquiry, with particular attention to its Protestant expressions
3. Evaluate major contemporary issues and competing moral claims in Christian ethics, including questions regarding economic inequality, ecology, marriage, reproductive choices, sexuality, nationalism, the use of violence for the promotion of justice as well as Christian ethics in the pandemic

Required Texts/Materials

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

Lovin, Robin W. *Christian Ethics: An Essential Guide*. Nashville, TN: Abingdon Press, 1999.

Additional readings will be available on the course website on FoxTale.

*Students may order from the GFU bookstore at: www.bkstr.com/georgefoxstore/home.

Trigger Warning: This course includes consideration of important moral issues faced by the contemporary North American church. Given personal implications inherent in ethical assessment of such issues, students might find some of the moral arguments posed throughout the course to be unsettling and/or personally disturbing. Students are expected to approach course readings and forum discussions with intellectual integrity, spiritual self-care, and pastoral sensitivity towards the experiences of others in the class.

Inclusivity and Safe Space Statement: The course engages historically and/or currently contested issues in Christian ethics. Although they certainly may, in their written and oral coursework, students are not expected to endorse all specific moral claims and ethical propositions posed by the course readings and/or held by the instructor, and all perspectives are welcome.

Intellectual Integrity Statement: Keeping in mind the inclusive character of this course, students are also expected to seriously engage with Christian ethical claims developed in the course readings, as they represent carefully argued and well-regarded cases of Christian ethical reflection. Although appeals to feelings and subjective experiences are welcome as part of such engagements, they may not be entirely substituted for careful moral deliberation, which must also include intellectually honest engagement with Scripture, tradition, and other members in the Christian community, including one's peers, in this course.

Course Requirements and Assignments

A. Faculty Commitment to Student Engagement

Seminary faculty promise to provide regular and substantive interaction with students [ES 1.6.2] as follows:

- **Regular:** Faculty promise to interact with students in a predefined, consistent, frequent, and timely basis as follows:
 - Synchronously: In person during a synchronous engagement such as face-to-face class, a phone call, chat, or during audio/video conferencing.
 - Asynchronous: Through email, a forum discussion posting, voicemail, or facebook group posting (when appropriate).
 - The instructor will respond to emails within two business days (48 hrs).
 - If students have an urgent need, they may contact the instructor by email, marking it urgent, and/or by voice mail immediately. Additionally, they may contact the program administrative assistant.
- **Substantive:** Faculty promise to be the primary (though not exclusive) person to lead class conversations around the course subject and provide feedback on assignments, projects, or exams so as to allow students the opportunity to adjust their performance and adjust their understanding or misunderstanding of the material (two business days to a week for more substantive assignments or exams).

B. Course Assignments

1. Zoom attendance

Zoom sessions feature group activities as well as interactive presentations by the professor providing a structural framework that will help you systematize essential concepts, issues, and debates in Christian ethics. Zoom attendance is absolutely essential to help navigate your way through complex ethical material. Therefore, the attendance is graded. There are 4 Zoom meetings in this course, and your presence at each of them is worth 5 points.

Make-up option: If you miss a Zoom session, you may choose to watch the recording available on Canvas and submit to the Professor a ca. 250 - word summary and/or reflection on the missed Zoom session within a week of the missed Zoom session in order to receive the full credit for that week. Zoom attendance is worth 20 points total.

2. Online Forum Participation

The online forum will provide interactive spaces to more deeply explore issues in Christian ethics by critically engaging course readings, Christian Scripture, traditions, experiences, and each other's voices. The professor will provide an initial set of questions to orient the direction of online discussions. At the beginning of the course, for the purposes of the online forum, the class will be divided into small groups. Your small group will be your primary community of intellectual and spiritual sojourners through this course. Your small group forum is intended as a safe space of peer interaction, exploration of questions and experiences, and mutual learning.

Please note that, per the seminary's rhythm schedule, this course is on the Thursday posting rhythm. This means that **your initial forum post is due by midnight on Thursday and your final post is due by midnight on Saturday**, per the table below.

Rhythm	Courses	Monday	Tues.	Wed.	Thursday	Friday	Saturday	Sunday
Thursday	This course, CHTH 533	Read	Read	Read	Initial Post	Post	Final Post	Sabbath

There are 5 discussions in this course. You can earn 6 points for fully participating in each of 4 online discussions. A full participation must encompass the *minimum* of 4 posts, including your initial post in response to the suggested prompt (worth 3 points), your two responses to peers' posts (worth 1 point each), and your response to a peer's response to you (worth 1 point). *More substantial and frequent online forum interaction is highly encouraged.* The online forum participation is worth 30 points.

In addition, F2F Bridge Week attendance and presentation are worth 10 points (5 points each).

3. Midterm Project:

The midterm project will include two exercises in (1) identifying theories and key concepts and (2) interpreting primary sources in the history of Christian ethics. **It is due by midnight on Saturday, February 12.**

Each of the two exercises is worth up to 10 points. Consequently, you may earn up to 20 points for midterm project.

4. Final Project:

The final project will include two exercises: (1) an analysis of a contemporary issue in Christian ethics; (2) A presentation on Christian ethical response(s) to the pandemic. **It is due by midnight on Monday, April 25.**

The exercises are worth 10 points each. Consequently, you may earn up to 20 points for the final project.

The total value of all assignments is 100 points (100 %).

Part I: Theories, Methods, and Historical Foundations of Christian Ethics

Week 1 Mon. - Sun., 01/10-01/16

Zoomtro: Thursday, January 13, 2022, 8:30-8:55 AM

Focus: **Theories and Methods in Christian Ethics.**

Required readings: Lovin, ch. 1-3 (“Choices,” “Goals,” “Rules.”)

Week 2 Mon. - Sun., 01/17-01/23

Monday (1/18), MLK, Jr. day (No classes)

Focus: **Theories and Methods in Christian Ethics (cont-ed). History of Christian Ethics (Part 1)**

Required readings: Lovin, ch. 4 (“Virtues”). Selections from Augustine, “City of God” (on Canvas)

Assignments: Online Forum # 1

Week 3 Mon.-Sun., 01/24-01/30

Focus: **History of Christian Ethics (Part 2)**

Required readings: Martin Luther, *The Freedom of a Christian* (on Canvas)

Zoom session 1 on 1/27 at 8:00 am!

Week 4 Mon.-Sun., 01/31-02/06

Focus: **History of Christian Ethics (Part 3)**

Required readings: John Wesley, *A Plain Account of Christian Perfection* (on Canvas)

Assignments: Online Forum # 2

Week 5 Mon.-Sun., 02/07-02/13

No readings this week, in lieu of the Midterm Exam.

Assignments: Midterm Exam due by midnight on Saturday, February 12.

Week 6 Mon.-Sun., 02/14-02/20

Focus: **Medical Ethics. Disability Ethics.** *A heavy reading week before the Bridge Week!!*

Required readings: Peter Singer, "What's Wrong with Killing?" (on Canvas) . Amy Laura Hall, "Public Bioethics and the Gratuity of Life" (on Canvas)

Week 7 Mon.-Sun., 02/21-02/27

Bridge Week (No online meetings or discussion forums)

Bridge Week presentation due in class.

Part II: Contemporary Issues in Christian Ethics

Week 8 Mon.-Sun., 02/28-03/06

Focus: **Current Issues in Ethics and Christian Scripture.**

Required readings: Hays, ch.10; Canvas.

Zoom session 2 on 3/3 at 8:00 am!

Week 9 Mon.-Sun., 03/07-03/13

Focus: **Human Sexuality. Ethnic Conflict.**

Required readings: Hays, ch.17; Canvas.

Self-care break! No assignments.

Week 10 Mon.-Sun., 03/14-03/20

Focus: **Sharing Possessions: A Challenge for the Church.**

Required readings: Hays, Conclusion (pp.462-471); Canvas.

Assignments: Online Forum # 3.

Week 11 Mon.-Sun., 03/21-03/27

Spring Break

Week 12 Mon.-Sun., 03/28-04/03

Focus: **Christian Pacifism, Christian Realism, and Just War Theory**

Required readings: Hays, ch. 14; Reinhold Niebuhr, "Why the Christian Church is not Pacifist"

Assignments: Online Forum # 4.

Week 13 Mon.-Sun., 04/04-04/10

Focus: **Intersectional Environmental Ethics**

Required readings: “Breaking the Bonds: Do Justice, Love Mercy, Walk Lightly” from Dan Brunner, Jennifer Butler and A. J. Swoboda “Introducing Evangelical Ecotheology” (Baker 2014)

Zoom session 3 on 4/7 at 8:00 am!

Part III: Christian Ethics in the Pandemic

Week 14 Mon.-Sun., 04/11-04/17

Focus: Ethics of the Pandemic

Required readings: Martin Luther, “Whether One May Flee from a Deadly Plague”; Rana Hogarth, “Black Immunity and Yellow Fever in the American Atlantic” in *Medicalizing Blackness: Making Racial Difference in the Atlantic World*

Recommended Readings: Ahuja, Amrita, et al. “End COVID-19 in low- and middle-income countries”; Gavrilovic, Maja, et al. “Gender-responsive social protection post–COVID-19”; Altmann, Daniel M., et al. “COVID-19 vaccination: The road ahead”; Edwards, Aled M. et al. “Stopping pandemics before they start: Lessons learned from SARS-CoV-2” in *Science*
Assignment: Online Forum #5

Week 15 Mon.-Sun., 04/18-04/24

No required readings this week, in lieu of the final exam due next Monday.

Zoom session 4 on 4/21 at 8:00 am!

Week 16 Mon.-Fri. 04/25-04/29

Finals Week. Final Exam due by midnight on Monday, April 25.

Allotment of Course Hours

Assignment Name	hrs
Online Forum	15
Zoom Sessions	5
Required Reading	32-35
Midterm and Final Projects	25-27
Bridge Week F2F	8
Total	85-90 hrs

Grading Values of Each Assignment

Assignment Name	xx%
Zoom Attendance	20
Online Forum	30
Bridge Week Participation	10
Midterm Project	20
Final Project	20
Total	100%

Grade Scale

GPA	Percentage	Letter Grade
4.0	100-93	A
3.7	92.99-90	A-
3.3	89.99-87	B+
3.0	86.99-83	B
2.7	82.99-80	B-
2.3	79.99-77	C+
2.0	76.99-73	C
1.7	72.99-70	C-
1.3	69.99-67	D+
1.0	66.99-60	D
0	59.99-0	F

Portland Seminary Zoom Protocol:

Whether in person or in a virtual setting, the presence and active attentiveness of every individual creates an engaging learning environment for the entire class. Portland Seminary has these protocols as requirements for all zoom instruction.

1. Mute your mic unless you have something to say, or you are in a small group discussion.
2. Turn on your video for the complete instructional time.
3. Be present in a stationary learning posture - no driving or walking.

4. If you use a zoom background, make sure it's one that Jesus would use.
5. Contact the professor through chat at the beginning of class or in an email prior to class to advise her/him of any occasional reason for not following these guidelines.

Course Evaluations

Course evaluations are very important to the effectiveness of our learning community. The Dean and faculty routinely review course evaluations. Full time faculty and adjuncts are reviewed regularly through course evaluations. Course improvements are made because of these reviews. Our accrediting bodies, ATS and NWCCU, require regular evaluation so that the seminary is in a constant feedback loop to improve the learning experience for students and to accomplish program goals. Therefore, part of a course's requirements is the completion of the evaluation. Most evaluations happen at the end of a course with a survey taken online. Course evaluations are confidential.

Partial feedback from a few in a class is rarely helpful. Help us improve your learning experience by completing course evaluations.

D. COVID-Related Information

Wearing facial coverings in classrooms is required.

To help mitigate the transmission of COVID-19, it is required that all students wear masks or other face coverings in classrooms, laboratories and other similar spaces where in-person instruction occurs. The masks/face coverings must cover both nose and mouth, and be worn for the duration of class, inside all university buildings, and outside whenever you are or are likely to come within 6 feet of another person. Face masks are not required to join classes via Zoom. For any faculty, staff or students who have a medical condition that prevents safely wearing a covering directly over the nose and mouth, a clear face shield may be worn instead. If you have any questions about appropriate face coverings, please contact Nanci Leiton at nleiton@georgefox.edu

COVID-19 Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending local classes if you are ill. You are encouraged to seek appropriate medical attention for treatment of illness. In the event of contagious illness, please do not come to face-to-face classes or to campus to turn in work. For online courses, you have the freedom to determine if you are not able to join a Zoom session due to illness. If that is the case, please notify me by email about your absence as soon as practical, so that accommodations can be made. Please note that documentation (a Doctor's note) for medical excuses is NOT required.

E. Course Learning Standards

Course Workload:

Hours of work / credit hour:

The total number of work hours including class time for a 3-credit course is 125-135 hours over the course of a semester. A 2-credit course is 85-90 hours over the course of a semester. A 1-credit course has 40-45 hours of work including class time over the course of a semester. Because people work at different rates, the actual number of hours per individual may vary.

Student Commitment to Learning:

Assignment Due Dates: You are required to meet all deadlines for assignments and activities as outlined in the schedule. Late work will automatically lose one letter grade following the submission deadline and a further grade for each week day it is delinquent beyond the due date. You will need to contact the professor, preferably in advance, for consideration due to extenuating circumstances. The professor will not accept late assignments beyond 3 days from the due date, except in cases of extenuating circumstances.

Learning Community Engagement: Class attendance and regular online participation is required in order to create a robust community learning environment. Therefore, if you are unable to engage online or in class for more than 3 weeks throughout the course, you will receive at least a letter grade reduction. If you miss 4 or more weeks throughout the course, you will not pass the class. In addition, hybrid courses require full participation at intensive F2F sessions. If you miss more than 3 hours of F2F in a hybrid course, you cannot pass the class.

General writing parameters

[Please include the writing parameters you'd like your students to follow. Feel free to add links or resources that might be helpful.]

Inclusive Language

Portland Seminary endeavors always to treat the members of its community with respect and communicate with civility. We honor one another's differences, be they religious, cultural, gender-related, or political. Our belief that every person is created in God's image extends to how we treat one another.

We wish to challenge patterns of language that may be doing harm even when harm is inflicted unconsciously and without intention. We expect every member of our community, both inside and outside the classroom, to avoid dehumanizing or exclusive language in conversations with one another.

"Dehumanizing" means any language that diminishes another's humanity; it includes not only insulting discourse, but also the refusal to pronounce someone's name correctly, imposing nicknames on others without their consent, speaking of people using non-human terminology, failure to extend grace when one's weaknesses become apparent, stereotyping and the presumption of attributes and roles based on race and/or gender, etc.

Inclusive language, images, and metaphors are to be used in both written and verbal communication, which extends to in-class presentations and the Bible translations we use.

Intellectual Property

The teacher's entire classroom content—whether written or spoken, in lectures, discussions, PowerPoints, or handouts—is the intellectual property of the teacher. It cannot be cited, quoted, or propagated in any way, other than in the classroom or on the course's Canvas website, without the permission of the teacher. If you want to record a class lecture or quote from classroom content, please obtain the teacher's permission via email beforehand.

In addition, the comments of other students should likewise be held in confidence. The purpose of this policy is to create a safe environment in which everyone can take risks in learning without fear of reprisal.

Academic Honesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all university matters. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, and the disruption of classes. Cheating is defined as 'intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.' It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is 'intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.' Plagiarism is 'intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.' One who facilitates any of the above is equally responsible with the primary violator. Penalties may include restitution, an F on an individual paper or exam, loss of campus position or employment, an F on a course, disciplinary probation and suspension.

Online Community Netiquette

You will be joining colleagues in an online community. You'll be working on a weekly schedule that establishes a community rhythm of communication. There will be times that you'll be assigned to work in a small group. Please honor your colleagues by giving them your full participation. Here are some netiquette tips you may find helpful:

- Don't use ALL CAPS. IT TRANSLATES AS SHOUTING!
- Unless your instructor has given specific word counts for discussions, it's best to limit a posting to no more than a paragraph or two (i.e. no more than 100-150 words). You can always come back and add more to the group discussion. This gives everyone an opportunity to make a contribution, rather than have one person 'cover all the ideas' or control the conversation.
- Be sure to make contributions! Even if you feel everything has been said, you need to contribute more than "I agree" or "I think we've really covered it." Your presence is important to your colleagues. If you don't make postings, it will have a negative impact on your community.
- Be careful to stay on subject. If you want to pursue something off topic, you can move that discussion to the Conversations in the Commons.
- Treat all communication as confidential unless you've received permission to share outside of your learning group.
- Before communicating with your instructor privately (e.g. via email or phone) ask yourself, "Would my colleagues benefit by being included in this discussion?" Try to share questions and concerns in view of colleagues, since they may have the same question or concern in mind. Post your question in the appropriate forum and invite the instructor to respond (see Instructor Availability).
- Always give credit to the originator of a thought you are sharing.
- You'll be challenged by divergent viewpoints. Try to use "I" statements when pursuing a constructive debate:
 - What I hear you saying is...
 - Here is what I've experienced...
 - It would help me to know how you hear what I'm saying because I'm not sure I'm being understood.
 - I understand that your view is different from mine. Here's what I'm hearing...
- If you are angry, don't respond immediately. You might want to write a draft to organize your thoughts and come back to it later to make revisions and determine if it should be sent.
- Make an effort to demonstrate to your colleagues that you can objectively consider opposing views.
- Avoid criticizing and/or attacking opposing views. Be respectful of people whose views differ from your own.

- Seize every opportunity to genuinely affirm a colleague.

In the process, we hope your community will be able to share learning discoveries.

University Services

Disability Services Information

Portland Seminary is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student with a disability at George Fox University is someone who, with reasonable or no accommodations, is capable of meeting George Fox's academic standards." Complete details are available at (<https://www.georgefox.edu/offices/disabservices/policies.html>)

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, visit [Disability and Accessibility Services](#) or contact Rick Muthiah, Associate Director of Learning Support Services (503-554-2314 or rmuthiah@georgefox.edu).

Portland Writing Center (PWC)

What we do:

The [Portland Writing Center](#) offers one-on-one writing assistance free of charge for GFU students. Our mission is to empower you to become a better writer, not simply to craft a better paper. We offer assistance in many areas, including the following:

- Gathering your thoughts and beginning the writing process
- Organization and overall clarity
- Grammar, word choice, and academic writing style
- Following the rules of APA, MLA, and Turabian formats

Consultations:

Consultations are scheduled for 60 minutes and can be face-to-face, e-mail, or via Zoom video conference. You can access our user-friendly Google calendar scheduling system here: <https://goo.gl/7lrf96>. Once you have selected an appointment time, please email our Writing Center consultants with your desired medium (face-to-face, email, or Zoom).

Portland Writing Center Director:

Hannah Jackson, hjackson@georgefox.edu.

Inclement weather

George Fox University closure policy: <https://www.georgefox.edu/news/closures/>