CHRISTIAN ETHICS

Religion 210
Spring 2005

Dr. Gordy
202 Comenius Hall
(610-861-)1314
mesrg01@moravian.edu

Office hours:
MWF 9:00-10:00, TR 1:00-200

COURSE REQUIREMENTS, ETC.

Class will convene at 8:50 a.m. (or 10:20 a.m.) each Tuesday and Thursday. Your should be seated and ready to begin our work together promptly at the beginning of the period. AS I AM NEVER LATE FOR CLASS, THERE IS NO GOOD REASON FOR YOU TO BE LATE EITHER. Moreover, since we will organize for the day right at the beginning of each class, it is disruptive when we have to readjust for late arrivals. Just don’t be late—please plan accordingly. CELL PHONES BLOWING UP WILL NOT BE TOLERATED—please respect your classmates and your instructor in this regard: turn the cell phone off or, better, don’t bring it into the classroom.

Students are expected to attend all classes, although “roll” will not be taken after the final registration list is established. I will treat you as mature and responsible adults, and I assume that you will conduct yourselves in just that manner. Excessive absences will be noted, and my concern might be expressed, but no direct penalty to the final grade will be assigned on that account.

It is expected that the reading assigned for a particular day will be done prior to class on that date, as the classroom work for that day will build upon that assigned reading.

You will be called upon to respond to the readings and discussion points, and your participation grade will be determined by your responses: keeping up with the readings and regular attendance, in that sense, are indispensable elements of the course.

REQUIRED TEXT.

James P. Sterba, ed. MORALITY IN PRACTICE, 7th edition

GENERAL EDUCATION STATEMENT.

Courses that satisfy this rubric will have two foci. One focus is an introduction to two or more theoretical frameworks for reflection upon a moral life. A second focus is
multiple realms of application for these frameworks—that is, two or more significant contemporary issues that will be explored in light of these theoretical considerations. These courses should advance toward several outcomes:

(1) The student learns that moral issues are typically more complex than they appear to be and that informed decision-making about them requires interdisciplinary understanding.

(2) The student has occasion to grapple with her or his own values and moral position-taking.

(3) The student’s capacity for moral discernment, criticism, and argument is enhanced.

ASSESSMENT OF STUDENT’S LEARNING.

- Participation 25%
- In-class writing 25%
- Mid-term exam 25%
- Final exam 25%

Again, whether you attend class or not is your business. However, there will be in-class writing (not announced in advance), small group discussions, and general seminar discussion, all of which will contribute to my assessment of your quiz and participation grades. Obviously, absence from class will be reflected in that component of your final grade. (You should always assume that you will have to write about a reading assignment, although such writing might not actually be required.)

You may miss one in-class writing assignment, with the right to do a make-up assignment during the last week of the semester, (Absence due to College related events, e.g. field trips or athletic events, is an exception to this rule.) Any additional absences will result in a score of zero for each of the missed assignments.

SYLLABUS.

Jan. 11 Introduction to the course

13 Introduction, continued

The Distribution of Income and Wealth

18 Reading #1, Hospers

20 Reading #2, Nielson
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<tr>
<th>Date</th>
<th>Reading #4</th>
<th>Rawls</th>
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<tr>
<td>Jan 25</td>
<td>Reading #7</td>
<td>Player v. Doe</td>
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<td>Near and Distant Peoples</td>
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<td>Feb. 1</td>
<td>Reading #8</td>
<td>Hardin</td>
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<td>3</td>
<td>Reading #9</td>
<td>Singer</td>
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<td>8</td>
<td>Readings #10 (Blum) and #11 (Rachels)</td>
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<td>10</td>
<td>Readings #12 (Maren) and #13 (Anderson)</td>
<td>Abortion and Euthanasia</td>
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<td>15</td>
<td>Readings #14 (Thomsom) and #15 (Marquis)</td>
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<td>17</td>
<td>Reading #16</td>
<td>Warren</td>
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<td>22</td>
<td>Reading #17</td>
<td>Markowitz</td>
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<td>24</td>
<td>Readings #18 (Rachels) and #19 (Steinbock)</td>
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<td>Mar. 1</td>
<td>Readings #21 (Assisted Suicide: the Brief of the Amici Curiae) and #22 (Washington v. Glucksberg)</td>
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<td>MID-TERM EXAMINATION</td>
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<td>SPRING BREAK</td>
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<td>Sex Equality</td>
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<td>15</td>
<td>Reading #27</td>
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<td>17</td>
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<td>Sterba</td>
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<td>22</td>
<td>Reading #29</td>
<td>Sommers</td>
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24 Reading #30, Friedman

Animal Liberation and Ecological Justice

29 Reading #61, Singer

31 Reading #62, Pollan

Apr. 5 Readings #63 (Taylor) and #65 (Warren)

7 Readings #66 (from the Animal Welfare Act), #67 (Amendments to the Animal Welfare Act), and #68 (Tennessee Valley Authority v. Hill)

Punishment and Responsibility

12 Readings #69 (Menninger), #70 (Brandt), #71 (Lewis), and #72 (Pincoffs)

14 Readings #73 (Haag), #74 (Reiman), and #75 (Gregg v. Georgia)

War and International Terrorism

19 Reading #77, Nathanson

21 Reading #78, Sterba

26 Reading #79, Leiser

28 Reading #80, Sterba

____________________________________, Final Examination (date and time to be determined by the Registrar)