

Christian Ethics
CTE702L

Credit Hours: 3 semester hours

Total Class time: 42 hours

Conestoga Mennonite Church, Morgantown, PA
Biweekly Thursdays, 3-9pm w a Saturday field trip (Dec 16)
September 14, 28; October 12, 26; November 2, 16; December 7

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Course Description:

Christian ethics attempts to reflect in a clear, consistent and accountable way on the moral significance of the church's claims regarding the truth of the Gospel of Jesus Christ. Theological ethics thus requires attentiveness to basic Christian convictions regarding God, the Church, and the world. Moreover, with the power of the Holy Spirit and in the midst of a worshipping people of God, it requires the cultivation of wisdom and discernment to form lives capable of embodying the holiness, righteousness, justice, compassion and truth to which we are called in Christ. Therefore Christian ethics requires a commitment to the life of the Church, a life that is joined to a love for the world for which Jesus died.

EMS Mission:

Eastern Mennonite Seminary prepares men and women to serve and lead in a global context. In response to God's saving grace, we educate students to bear witness to the gospel of Jesus Christ in the power of God's Spirit as wise interpreters, mature practitioners, discerning communicators and transformational leaders. The complete purpose statement can be found at <http://www.emu.edu/seminary/about/mission/>

Course Objectives:

Upon successful completion of this course, the student will be a:

Wise interpreter who... understands the basic and contemporary questions of Christian ethics

Mature practitioner who... can apply the Christian story to complicated questions of the historical moment

Discerning communicator who... effectively present a compelling pastoral/prophetic invitation to ethical praxis in the way of Christ

Transformational leader who... leads, practices and provokes ethical responses that incarnate the truth of the Gospel.

Required Books:

Cone, James. *The Cross and the Lynching Tree*. Maryknoll, NY: Orbis, 2011.

Day, Dorothy. *The Long Loneliness*. New York: Harper, 1952

De la Torre, Miguel. *Doing Ethics from the Margins*. Second Edition. Maryknoll, NY: Orbis, 2014.

Hauerwas, Stanley. *The Peaceable Kingdom*. Notre Dame: University of Notre Dame Press, 1983.

Lovin, Robin. *Introduction to Christian Ethics*. Nashville: Abingdon, 2011.

Course Activities and Requirements

Assignments

Grade %

Attendance for this class is essential 40%
will include participation and contribution toward making the class collaborative learning context

Book responses before class are critical. 25%
Book responses should be approximately 1000-1500 words, include an interaction with the text, and 2-3 key questions for conversation. This is not a book report rather an engagement. What challenges you? What inspires you? What is hard to understand? These are due by Wednesday noon before our class time. I will not accept them afterward.

Final project. 25%
This will be a research paper and presentation on a specific ethicist. This must be approved. The presentation will be 45 minutes of interactive learning. Final paper then will be approximately 30,000 words with a minimum of 10 sources.

Field trip 10%
We will collaboratively develop an ethical response for our time that will be our field trip. Planned now for December 16.

Grading scale:

94-100	A
92-93	A-
90-91	B+
87-89	B
82-86	B-
75-81	C
70-74	D
69 & below	F

Class Schedule:

September 14	Peaceable Kingdom, Hauerwas	(Read before class)
September 28	Intro to Christian Ethics, Part 1	
October 12	Intro to Christian Ethics, Part 2	
October 26	Ethics from the Margins, De La Torre	
November 2	Cross and Lynching Tree, Cone	
November 16	Long Loneliness, Day	
December 7	Final Projects	
December 16	Field Trip	

***Classes will be two parts . . the first part of each session from 3-6pm will be focused on the book and topic as listed. 2nd part of the class will focus on practical embodiment of ethics. This will include interviews, conversations, movies, outings.

Attendance Expectations (from EMS Catalog): Students are required to attend class meetings of all courses for which they are enrolled unless excused for satisfactory reasons. Work missed by late entrance or absence must be completed to the satisfaction of the instructor. Excuses may be secured for sickness, funerals in the family and similar circumstances. Each faculty member is responsible for granting excuses. Students should not absent themselves from classes without clearance from their respective professors.

Academic Integrity: The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidents of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students are asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as

possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Title IX Notice: It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that I cannot keep information about sexual violence confidential if you share that information with me. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at [540-432-4148](tel:540-432-4148) or marcy.engele@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>.

Assessment rubrics:

The university’s graduate level writing rubric will be used in considering written assignments. Additional rubrics for the reading responses, final presentation and paper are below.

Writing Standards – Graduate Level

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	

Source Integrity (<i>appropriate acknowledgment of sources used in research</i>)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors - makes several errors in documentation style.	
Conventions (<i>adherence to grammar rules: usage, mechanics</i>)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<u>Grade</u>

Assessment Tool	Excellent	Competent	Below expectations
Reading responses			
1. Completion	Handed in on time with all assignment instructions explicitly followed	Handed in on time, or late by permission, with most of the instructions followed.	Handed in late or not at all and with few of the instructions followed
2. Comprehension	Reflects mastery and a thorough engagement with the reading	Reflects a general understanding of what the author communicated	Fails to demonstrate a understanding or engagement with author's intent
3. Critical thinking and discussion	Considers author's viewpoint constructively and reflectively	Considers the author's viewpoint constructively	Reacts to material with clichés & simplistic characterizations, and inadequately considers the implications.
4. Writing standards (see writing rubric for EMU graduate studies)	Meets the "excellent" criteria for graduate level writing	Meets the "competent" criteria for graduate level writing	Falls "below expectations" according to the criteria for graduate level writing
Final paper			
1. Completion	Handed in on time with all assignment instructions explicitly followed	Handed in on time, or late by permission, with most instruction followed	Handed in late or not at all and with few of the instructions followed
2. Scope	Exceeds the pages or literary works required; selections exhibit attention to a wide range of quality sources & perspectives.	Meets the requirement of pages or literary works; selections reflect attention to varying sources and perspectives.	Does not produce the required pages or literary works; selections show limited awareness of varying perspective.
3. Content	Document demonstrates a thorough and creative engagement	Document demonstrate substantial understanding and summary	Documentation lacks flow, coherence and grasp of project.

Assessment Tool	Excellent	Competent	Below expectations
Class Final Presentations	Demonstrates coherent and	Demonstrates sequential	Demonstrates inconsistent and

1. Organization	logical thought development, with effective transitions, that leads to strong conclusion.	thought development, with smooth transitions, toward a logical conclusion.	scattered thought development that reaches a vague or disconnected conclusion
2. Content	Exhibits a rich understanding of the topic and originality of thought; displays a balanced and yet pointed argument based on the reading and study	Exhibits a solid understanding of the topic and some originality of thought; displays a thoughtful argument based on the reading and study	Exhibits a weak grasp of the topic and relies on generalities; quotes extensively rather than developing a clearly articulated point of view.
3. Method	Makes use of creativity and techniques which communicate mastery of the reading.	Makes use of presentational tools and techniques which communicate a clear understanding of the reading.	Makes use of presentational tools and techniques that inadequately communicate an understanding of the reading.
4. References	Cites wide-ranging and quality sources that demonstrate careful research and reading	Cites quality sources that demonstrate solid research and reading.	Cites sources from under-qualified authors or is dependent on only one or two authors