Professor:       Dr. Russell Duke
Office phone:    (626) 357-6967
Class time:      W 4:20-7:20 P.M

APU Mission Statement:
Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

Office hours:
I am typically in my office in Glendora throughout the week. Please call to see if I am available or if you want to set up an appointment. Please leave a message on voice mail or e-mail me. I will return your call as soon as possible.

E-mail: rduke@apu.edu

Course Description:
This course considers ethical issues in the modern world from a Christian perspective. Included is an examination of options in ethical theory, biblical ethics, and professional responsibility. *Meets the general studies requirement of a senior seminar in God’s Word and the Christian Response.* Prerequisites: senior standing; completion of the majority of the units required for God’s Word and the Christian Response, and completion of the majority of course work in the major.

Required Texts:

Recommended Texts:

Course Objectives:
1. To examine significant systems of ethical decision-making.
2. To consider how various approaches to ethics conform to a Christian world view.
3. To discuss the unique ethical responsibilities of the professional.
4. To survey various topics of importance in social ethics and consider the merits of differing conclusions.
5. To help the student develop a personal understanding of ethics that is informed and consistent with his or her world view.
6. To integrate one’s chosen professional pursuits with ethical issues likely to be encountered.

**Students with Disabilities**

Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.

**Academic Integrity**

The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Academic integrity is the responsibility of each student. Academic dishonesty includes cheating, fabrication of sources, facilitating academic dishonesty, and plagiarism. (See Student Handbook). First offense will result in a “zero” on the exam or paper. Second offense will result in “failure” of the course. All offenses must be reported to the Office of the Vice Provost for Undergraduate Programs.

**Plagiarism**

Policy on Collaboration and Plagiarism: by Diana Glyer, adapted from David Esselstrom.

Writing is a collaborative art, especially in this class where conferencing and writing groups are built into the schedule. Talking about your paper with a spouse, roommate, friend, family member, etc., is also encouraged, not only for this class, but for other classes that involve writing. Collaboration is good.

On the other hand, passing off somebody else’s work as your own (because you copied it out of a book, paraphrased it out of a book, bought a paper from a research paper service, downloaded it from the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) is plagiarism. It is unethical, illegal, and, in a college course, sufficient grounds for failure of the course and dismissal from the institution. Don’t do it. When in doubt, cite. If you are unsure of something, ask. By the way, Hacker gives excellent advice on this in *A Writer’s Reference*, pages 260-264.

**Attendance**
University Policy: “Class attendance is of paramount importance, and excessive absences will affect the final grade. The individual instructor defines for the student the grading and attendance policies for each class in the course instruction plan” (University Catalog 41).

The only excused absences will be those for official APU sanctioned activities (i.e., performing groups). You will be docked 15 points for your first absence. Roll will be taken regularly at the beginning of the class, and a record will also be kept of anyone leaving early. Coming late to class or leaving early may result in a reduction of 10 points. If you arrive late after roll has been taken, it is your responsibility to check with me that day so you are credited with at least partial attendance. The second absence and each ensuing absence will result in a reduction of 25 points per absence (until 0 credit results for attendance).

Participation in group discussions and attentiveness to class presentations is a requirement in the course.

**Papers/Exams**

Papers must be turned in at class on the assigned date. Late papers may be penalized five (5) points per class day late after the class session on the date due. No papers will be accepted after the final exam has been administered. No extra credit work will be accepted.

Exams must be taken in class the day each is given; early exams are not allowed. A student will be permitted to take an exam later, only IF the absence was due to an illness which is documented by the Health Center/doctor or due to an excused activity scheduled in advance by an official APU group. Make-up exams must be approved by the instructor, then scheduled for administration with my secretary (x5463), and taken within three (3) days of the initial administration of the exam. **The student is completely responsible for the make-up exam process.**

**Course Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
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<tr>
<td>Paper One (Thesis, Core Issue, and Resources)</td>
<td>50</td>
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<tr>
<td>Paper Two (Thesis, Core, Proponents, Bibliography)</td>
<td>50</td>
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<tr>
<td>Senior Thesis</td>
<td>100</td>
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<tr>
<td>Senior Thesis Presentation</td>
<td>50</td>
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<tr>
<td>Mid-Term Exam</td>
<td>100</td>
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<td><strong>Total Points</strong></td>
<td><strong>450</strong></td>
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**Papers**

All papers must be computer generated, double-spaced, formatted with 12 point Roman or Arial font, in MLA standards. Papers are to be handed in to me at the beginning of the assigned class period. Late papers will lose four points if turned in late the same day, or five points per school day if received beyond the day it was due.

Each paper must have one blank sheet added to the end of the paper for my comments.

1. Paper One: Research an Ethical Dilemma
Select the dilemma for your senior thesis; clearly state your thesis, and set forth the dilemma with its core ethical issues at stake (5-8 pages). Collect 20 resources for research of the history and legal status of the arguments.

**Due: October 4**

2. Paper Two: Revise draft of elements explained in paper one: present the factual background and fairly present the contrasting positions faced in the dilemma. Eight to twelve pages.

**Due: October 25**

3. Paper Three: Senior Thesis

Address a moral dilemma, which you will most likely have to confront your intended career within society, and drawing from the philosophical content of the first two papers and further research present your analysis of the dilemma. The paper should have a thesis that reflects an understanding of various ethical genres as they relate to your topic. It should also clearly set forth a sound, well-argued solution to the specific social issue identified in your paper.

Your paper must: 1) Introduce the problem, 2) clearly state your thesis, 3) accurately present the problem, 4) provide overview of relevant history, legal status, and any factual background, 5) fairly elucidate the various ethical issues and arguments taken, 6) summarize contrasting positions on the issue, both Christian viewpoints and secular perspectives, and 7) present your conclusion with rationale for your stance.

You may select the dilemma from one of the broad-based chapters (6-11:) in Scott Rae’s book *Moral Choices* and relate it through the perspective of your major. Length should be 18-20 pages, double-spaced. You will have 15-20 minutes in class to present your paper. (150 points – 100 for paper; 50 for presentation)

For the thesis writing prompt, see pages 6-9 of syllabus.

**Due: One week after your presentation is scheduled.**

4. Mid-Term Exam: Covers the texts in the course and material covered in lectures; Trull, chapters 1-5 and Wilkens, chapters 1-9. (100 points) **October 18**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Sept. 6</td>
<td>Syllabus; Worldviews; Axiology</td>
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<tr>
<td>13</td>
<td>Origins of Christian Ethics; Virtue Ethics; (Trull, Ch. 1; Wilkens Ch. 7) Ethical Systems: Deontology and Teleontology</td>
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<tr>
<td>20</td>
<td>The Bible and Christian Ethics; (Trull, Ch. 2)</td>
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<td></td>
<td>Christian Ethics – Old Testament; (Trull, Ch. 3, pp. 55-66)</td>
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<td>Old Testament Concept of Justice; Thesis Statements</td>
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<td>27</td>
<td>Christian Ethics – New Testament; (Trull, Ch. 3, pp. 66-80)</td>
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<td>Oct.  4</td>
<td>The Christian, The Church, and the World; (Trull, p. 81); Christ and Culture</td>
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<td><strong>Paper 1 Due:</strong> Thesis, Core Issue, and 20 resources</td>
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<td>11</td>
<td>Making Ethical Decisions; Trull, Ch. 5; (Rae, Ch. 5; Holmes, Ch. 6-9)</td>
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<td></td>
<td>The Christian and Personal Ethics; (Trull, Ch. 6)</td>
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<td>18</td>
<td>Exam</td>
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<td>25</td>
<td><strong>Paper 2 Due:</strong> Thesis, core issue, major proponents in the debate, bibliography</td>
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<td>Nov.  1</td>
<td>Conference with Professor</td>
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<td>8</td>
<td>Research Day</td>
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<td>15</td>
<td>Presentations with final thesis paper</td>
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<tr>
<td>22</td>
<td>No Class – Thanksgiving Weekend</td>
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<tr>
<td>29</td>
<td>Presentations with final thesis paper</td>
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<tr>
<td>Dec.  6</td>
<td>Presentations with final thesis paper</td>
</tr>
<tr>
<td>11</td>
<td>Presentations with final thesis paper</td>
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**Instructor reserves the right to adjust this syllabus at any time and will communicate the changes in writing to the students in class.**
The Senior Thesis Writing Assignment
(a sample writing prompt)
Azusa Pacific University

PART ONE

Insert a description of the writing assignment for your Senior Seminar. Include both a general description of the project as well as specific components which you look for in assigning a grade.

Details (Illustration only):

1. Use footnotes or endnotes to document quotations, identify secondary sources, and define terms the typical reader would not understand.

2. Papers are due on the day the subject is scheduled to be addressed in class. Late papers will be docked one half of a letter grade for every class day they are late. No exceptions.

3. Your paper should include 5,000-7,500 words (approximately 20 pages). This is the standard expectation of all senior thesis assignments.

4. Papers should be typed, double-spaced with one-inch margins. Quotations of more than four lines must be single-spaced, indented, and displayed without quotation marks. You must include page numbers at the bottom of each page. Consult Kate Turabian's *A Manual for Writers* or Diane Hacker’s *A Writer’s Reference* (for MLA) for other mechanical details. (APA)

5. Neatness and proper grammar are essential. Carefully correct all errors in spelling, punctuation, grammar, etc. Professionalism is required and assumed in the "real world." Now is a good time to get into the habit.

6. While content is obviously important, clarity and logical progression of the argument are very important.

7. Write simply and express your thoughts in a straightforward manner. Prepare the paper as if your intended audience consisted of college-educated readers. Do not write the paper for the instructor. To improve your writing style, study *Strunk and White’s Elements of Style*.

8. Avoid extensive quotation and paraphrasing—only use quotations to support your points.

9. Beware of plagiarism. Be certain that you understand what plagiarism is and how to avoid it. Document carefully and cite all sources of information in footnotes and endnotes. Do not force the reader to guess whether a given idea or expression is yours or somebody else's.

10. Complete this project on the honor system. Do your own work. This is not a group project.

11. Please make a copy of your paper before turning it in to the instructor.

12. Computer problems are not a legitimate excuse for late papers. Print a hard copy of each draft and keep a back-up copy of all computer files.
PART TWO

1. An ideal senior thesis should offer a cogent analysis of a complex topic while defending a clear thesis. It should also include all of the following elements:
   - an obvious thesis on a debatable contention
   - convincing and well-supported arguments in defense of the thesis
   - full and fair consideration of opposing positions
   - judicious use of primary and secondary source material
   - good organization with an effective introduction, clear divisions, smooth transitions, and a strong conclusion
   - stylistic finesse in clarity, tone, word choice, sentence structure, and paragraph construction
   - correct and consistent use of a standard citation form
   - mastery of standard grammar, good usage, and appropriate mechanics

2. An ideal senior thesis includes a sophisticated (complex, refined, insightful, mature, intellectually appealing) expression of a Christian world-view. The expression of a Christian world-view should occur throughout the paper and should be related to the thesis and the arguments in defense of the thesis (it should not be an aside in the conclusion). Understanding of a Christian world-view may be demonstrated in one or more of the following ways (this list is not exhaustive):
   - Explaining why an issue/topic is important to the Christian faith or to Christian believers
   - Employing theological doctrine, church tradition, biblical materials, or Christian experience
   - Applying a particular Christian ethical stance
   - Delineating a variety of Christian positions
   - Studying a particular Christian thinker, tradition, or school of thought
   - Attempting to define a Christian world-view
   - Comparing a Christian position with a secular perspective or that of another religious tradition
   - Examining the experience and/or behavior of Christians, Christian tradition, or Christian practice

3. An ideal senior thesis includes a thorough and/or complex integrative and cross-disciplinary emphasis. This integrative and cross-disciplinary emphasis should appear throughout the thesis in one or more of the following ways (this list is not exhaustive):
   - Using theorists, concepts, literature, examples, illustrations, and/or arguments from multiple disciplines
   - Demonstrating how different disciplines might benefit from the analysis presented in the paper
   - Analyzing the assumptions of and influences on a movement, thinker, period, debate, etc.
   - Discussing the various contexts in which an issue is framed and debated
   - Illustrating the social, political, religious, and/or economic implications of the topic and thesis