

# MARIAN UNIVERSITY

## Indianapolis

### THL 216 Moral Issues 3 Credits

Semester and Year:

Email: Contact via Canvas email

**Students are responsible for reading and understanding the contents of this syllabus before the first day of class.**

### Required Textbook(s):

Keenan, S.J., James F. *Moral Wisdom: Lessons and Texts from the Catholic Tradition* (Third Edition). Rowman & Littlefield, 2017. ISBN 978-1-4422-4711-6.

Stivers, Laura A., Gudorf, Christine E., and Martin-Schramm, James B. *Christian Ethics: A Case Method Approach* (Fourth Edition). Orbis Books, 2012. ISBN 978-1-57075-966-6.

Film: *Bella*. Directed by Alejandro Gomez Monteverde. Lionsgate, 2006.

(*Bella* can be purchased from Amazon via this link: [https://www.amazon.com/Bella-Eduardo-Ver%C3%A1stegui/dp/B0014BQR6U/ref=sr\\_1\\_4?crid=19V63Q5AT4THH&keywords=bella+movie&qid=1568983317&s=movies-tv&prefix=Bella+movie%2Caps%2C167&sr=1-4%C2%A0](https://www.amazon.com/Bella-Eduardo-Ver%C3%A1stegui/dp/B0014BQR6U/ref=sr_1_4?crid=19V63Q5AT4THH&keywords=bella+movie&qid=1568983317&s=movies-tv&prefix=Bella+movie%2Caps%2C167&sr=1-4%C2%A0))

*Bella* can be purchased from YouTube via this link: [Bella](#)

*Bella* can be purchased from Netflix via this link: <https://www.netflixmovies.com/bella-2006> )

Film: *Babette's Feast*. Directed by Gabriel Axel. Panorama Film International, 1987.

(*Babette's Feast* can be purchased from amazon via this link: [https://www.amazon.com/gp/product/B00A5IXCHA?pf\\_rd\\_p=183f5289-9dc0-416f-942e-e8f213ef368b&pf\\_rd\\_r=XGJ8H2PBS4433311QVCR](https://www.amazon.com/gp/product/B00A5IXCHA?pf_rd_p=183f5289-9dc0-416f-942e-e8f213ef368b&pf_rd_r=XGJ8H2PBS4433311QVCR) )

Library Links for the films:

*Babette's Feast* - <https://marian.kanopy.com/video/babette-s-feast>

*Bella* - <https://digitalcampus.swankmp.net/marian373435/watch/2B2BB726BCC82CE9?referrer=direct>

*Bella* may be a bit less streamlined to access. We have a tutorial to [located here](#) to assist.

### Additional Resources:

The Mother Teresa Hacklemeier Memorial Library at Marian University provides various databases <http://www.marian.edu/library/Pages/default.aspx>

- **Marian University requires all work be completed on a laptop or PC; this includes all exams and quizzes.**

## Course Description

A study of moral theology in relationship to current moral issues with a particular emphasis on the dignity of the human person, conscience formation, and the struggle to live authentically in our culture. Moral issues concentrate on a consistent ethic of life encompassing the personal, social, economic, and ecological dimensions. This course partially fulfills the general education requirement in the theological and philosophical reasoning category. (SEM)

Upon successful completion of this course, students will be able to:

## Student Learning Objectives

General Education Learning Objectives		Method of Assessment	
Domain			
Specialized knowledge	<b>G 1.a. Demonstrate the ability to articulate theological, philosophical, moral and ethical knowledge by:</b>		
		<b>G1.a.2.</b> Demonstrating theological, philosophical and ethical literacy.	Case study papers, reflection papers, final exam, final reflection paper
		<b>G1.a.4.</b> appropriately employ theological resources and methods in theological thinking.	Discussions, reflection papers, case study papers, final exam, final reflection paper
		<b>G1.a.6</b> Constructing a reasoned position on a contemporary moral issue.	Case study papers, reflection papers
Civic Learning	<b>G 5.</b>	<b>G5.c.</b> demonstrates an engagement with current events in the context of social justice.	Case study papers, reflection papers, discussions
Faith, Ethics, and Foundations of Thought	<b>G 6.</b>	<b>G6.c.</b> Explain the relationship between morality and ethical behavior within an ecumenical and interreligious context, specifically, the context of Christianity, Catholicism and Franciscanism.	Reflection papers, case study papers, discussions, final exam, final reflection paper
		<b>G6.d.</b> Demonstrate an understanding of the 4 Franciscan values rooted in prayer: dignity of the individual, peace and justice, responsible stewardship, and reconciliation.	Discussions, case study papers, reflection papers, final reflection paper

	<b>G6.f.</b> Demonstrate an understanding of Christian accounts of the human person and their impact on human action, moral dispositions, and human fulfillment.	Final exam, case study papers, reflection papers, discussions, final reflection paper
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### Course-specific Goals

<i>Hoping to engender philosophical and theological reasoning, scientific, social, civic, and cultural awareness, and effective and critical communication, this course specifically aims:</i>	Method of Assessment
1. [c.f. G6.c.] Explain the relationship between morality and ethical behavior within an ecumenical and interreligious context, specifically, the context of Christianity, Catholicism and Franciscanism;	Discussions, final exam, reflection papers, case study papers, final reflection paper
1. [c.f. G1.a6.] Constructing a reasoned position on a contemporary moral issue;	Reflection papers, case study papers
1. Understanding the moral wisdom contained within the biblical tradition and Christian community;	Reflection papers, discussions, case study papers, final reflection paper
1. Articulating a critical and examined approach to understanding one's own worth, the worth of others, and the importance of social commitment, especially in and through classroom participation;	Discussions, final reflection paper
1. Reflecting, in thought, speech, and writing, upon the relevance of the aforementioned objectives to contemporary matters of business, economics, violence/nonviolence, healthcare, sexuality, family, ecology, race, gender, and politics.	Discussions, case study papers, final reflection paper

#### Scientific and Quantitative Understanding:

- To demonstrate a knowledge of some of the fundamental laws of nature by which the physical and biological world operate, and to explore the relationship between these laws of nature and the living of one's own life in harmony with them and as a responsible steward of one's self, one's health, and the world

#### Individual and Social Awareness:

- To recognize how the actions and thoughts of individuals are affected by and can affect their social, political, and economic milieus.

### Cultural Awareness:

- To develop a foundation for the life-long process of observing and participating in the richness of the heritage of civilized humankind.

### Effective Communication:

- To develop college-level proficiency in oral and written communication as a basis for constructive human interaction;
- To demonstrate effective and appropriate reading, writing, speaking and listening abilities; and
- To demonstrate critical and creative thinking skills in written and oral communication.

## Student Learning Outcomes

1. Understanding the moral wisdom contained within the biblical tradition and Christian community;
2. articulating the values of community, solidarity, and human dignity present within the Judeo-Christian tradition;
3. contextualizing the origins and relevance of ethical ideas, based on both first-world and developing world contexts.
4. articulating a critical and examined approach to understanding one's own worth, the worth of others, and the importance of social commitment, especially in and through class participation;
5. appreciating the distinctions and similarities in the moral thought of several branches of Christianity;
6. appreciating basic elements of Jewish and Islamic moral thought and their consonance with Christian and secular ethical principles;
7. reflecting, in thought, speech, and writing, upon the relevance of the aforementioned objectives to contemporary matters of business, economics, violence/nonviolence, healthcare, sexuality, family, ecology, race, gender, and politics;
8. expressing, in thought, speech, and writing, his or her evolving understanding of life's meaning and purpose, in light of his/her evolving understanding of life's meaning and purpose, life values, and traditions.

## Teaching Strategies

Students who complete the THL 216 course through Marian's Adult Program will be able to develop and strengthen a number of skills essential for success in today's workforce. These skills include verbal and written communication, collaboration, attention to different perspectives, leadership, and problem solving. Students engage in critical thinking and analysis through weekly written assignments. They are encouraged to articulate viewpoints about moral issues using philosophical reasoning. They collaborate with one another through weekly discussions and learn to see the value in varying viewpoints. They demonstrate leadership by taking personal responsibility for their actions, and understanding that excellence requires tireless effort and integrity. THL 216 centers on the evaluation of moral issues, but ultimately, it is a course about life. Living a good moral life, and being conscious of the many decisions one makes throughout the day and how those decisions impact others, leads to stronger families, more effective work environments, and better communities.

## Assignments & Assessment Methods:

### Methods of Evaluation

**Writing component.** Each week you will have THREE written assignments. Your work must be typewritten in Standard English (i.e., proper spelling, punctuation, and grammar). Please use Times New Roman, 12-point font, doubled-spaced.

1. Reflection Paper on Keenan text: (1 ½ to 2 pages in length, or 400-500 words). This paper will be a reflection on the assigned textbook readings. You must include two to three main themes of the readings and demonstrate how you understand those themes. Make sure to *address each chapter that is assigned*. **[10 points]**
2. Reflection Paper on the Assigned Articles: (1 ½ to 2 pages in length, or 400-500 words). This paper will be a reflection on the articles assigned for each week. Please include two to three main themes of the readings and demonstrate how you understand and react to those themes. **[10 points]**
3. Analytical Paper on the assigned case study in Stivers et al. (1 ½ to 2 pages in length, or 400-500 words). This will be a position paper on the assigned case study for each class. The paper must include your statement of the problem, a beginning solution to the dilemma and the moral reasoning that grounds your position. These papers must reflect the commentary that follows each case. These are **not feelings** papers but reasoned analysis incorporating the principles of moral theology that have been presented in the course. **[10 points]**

**Discussion component.** The class is conducted in a collaboration style, so your participation through questioning, debating, and discussing is crucial. Thorough preparation for each Discussion Forum is absolutely necessary and your insight is important to the quality of the discussion. Several Modules have two discussions each, some modules have only one. Be sure to check each Module carefully. **[15 points per discussion]**

**Exam component.** You will take a Final Examination on Week 5 of the course. The exam will test your ability to read critically and to demonstrate your understanding through writing. It will be a combination of both objective (multiple choice) and subjective (short answer/essay) questions. A study guide will be posted in Canvas. **[100 points]**

**Final Reflection Paper component.** You will write a Final Reflection Paper, to be submitted by the end of Week 4 of the course. Based on what you have read and learned in THL 216, you will write a personal philosophy that explains the principles you wish to live by, what you consider to be your life's purpose, and what virtues and/or habits you need to develop. Detailed instructions will be found in Module 4. **[25 points]**

<u>Assignment</u>	<u>Possible points</u>
8 Discussion Forums (either one or two for each Module). You must post your own response to the discussion questions and also respond to TWO other posts from your classmates before the deadline.	15 points each <b>120 points total</b> (20% of final grade)
8 Reflection Papers (TWO due in weeks 1,2, 3 and 5: one on the Keenan text and one on assigned articles). These should be 1 ½ to 2 pages in length (Times New Roman, 12-point font, doubled-spaced).	10 points each <b>80 points total</b> (20% of final grade)
5 Analytical Papers (ONE due each week) on assigned case studies in Stivers et al., one per Module. These should be 1 ½ to 2 pages in length, Times New Roman, 12-point font, double-spaced.	10 points each <b>50 points total</b> (20% of final grade)
Final Examination	<b>100 points total</b>

	(30% of final grade)
Final Reflection Paper due in Week 4	<b>25 points total</b> (10% of final grade)

## Grading Scale

<b>A</b>	<b>100-94</b>	<b>A-</b>	<b>93-90</b>		
<b>B+</b>	<b>89-87</b>	<b>B</b>	<b>86-83</b>	<b>B-</b>	<b>82-80</b>
<b>C+</b>	<b>79-77</b>	<b>C</b>	<b>76-73</b>	<b>C-</b>	<b>72-70</b>
<b>D+</b>	<b>69-67</b>	<b>D</b>	<b>66-60</b>	<b>F</b>	<b>59 and below</b>

## Course Policies:

**Late Policy & Due Date Extensions:** Acceptance of work submitted past the due date or requests of due date extensions, including exams, may be considered in the event of unforeseen, documented hardships, such as medical emergencies, documentable technical issues, death of a loved one, etc. However, simply forgetting, time zone differences, going on vacation, or not performing a well as intended are not acceptable excuses.

No late Discussion posts will be accepted. Late papers will be accepted up to 72 hours for loss of a letter grade. Exceptions or accommodations are at the discretion of the instructor and require documentation.

**Exam Retakes:** Exams retakes are different than requesting and being granted an extension on an exam. There are no exam retakes allowed in this course. Once you open an exam, you're stating that you have prepared adequately for the exam and you're accepting the results of the exam.

**Extra Credit:** There is no extra credit in this course.

**Plagiarism Statement:** Plagiarism is using the words or ideas of another as your own without giving credit to the source author. This also includes taking a paper found online and submitting it as one's own paper and/or cutting and pasting from a website and submitting it as your work product.

Plagiarism is defined in detail in the Code of Student Rights and Responsibilities under Section 8: Academic Conduct Procedures, as well as an extended description of academic dishonesty:

<https://www.marian.edu/docs/default-source/campus-life/codeofstudentrightsandresponsibilities.pdf?sfvrsn=18>

The following are some helpful websites for understanding plagiarism, documentation and citation:

- Marian University's library: <https://www.marian.edu/current-students/library>
- Plagiarism.org: <https://plagiarism.org/>
- Purdue OWL: <https://owl.purdue.edu/>

**Diversity and Inclusivity:** Marian's adult and online programs at Marian University is a collaborative academic community committed to fostering a diverse and inclusive community across the intersections of races, ethnicities, religions, sexual orientations, gender identities, ages, disability status, socio-economic backgrounds, political perspectives, cultures, immigration status, and national origins. I am committed to creating a safe, just environment of respect for students, faculty, and staff

following our shared Franciscan values. I believe that every individual can improve their skills, learn from their mistakes, and be successful in this course.

### **Student Handbook**

Please refer to the MAP [Student Resources](#) and [Student Support Resources](#) modules for information regarding academic and school of policies including [Services for Students with Disabilities](#)

**\*\*Any changes to this syllabi will be communicated to the student.**