

## TH6110 CHRISTIAN ETHICS

1.	<b>Module code:</b>	TH6110
2.	<b>Title:</b>	CHRISTIAN ETHICS
3.	<b>Credit points:</b>	20
4.	<b>FHEQ level:</b>	6
5.	<b>Semester:</b>	<i>Onsite:</i> Semesters 1 & 2 <i>Distance:</i> Semester TBC
6.	<b>Module leader:</b>	Annette Glaw
7.	<b>Accredited by:</b>	MDX
8.	<b>Module restrictions:</b>	
	(a) Pre-requisite	Level 4 and 5 completed
	(b) Programme restrictions	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	<b>Aims:</b>	<p>To develop a critical understanding of the method and structure of Christian ethics and how these are connected to philosophical and theological commitments, and equip students to engage socially in a range of ethical issues and personally through virtue and character formation. To build on study of applied Christian theology in its historical and cultural contexts at Levels 4 and 5, and complement related study at Level 6.</p>
10.	<b>Learning outcomes:</b>	<p><b>Knowledge</b> On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>synthetically describe and critically evaluate theological and philosophical perspectives on Christian Ethics (A1, A3, A4)</li> <li>articulate and critically compare a range of ethical theories and their use (A1, A3, A4)</li> <li>analytically engage with a range of ethical issues, both social and personal (A, A3, A4)</li> </ol> <p><b>Skills</b> On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>analyse and interpret key aspects of Christian Ethics in a critical, synthetic, empathetic, reflective and theologically astute manner (B1, B2, B3)</li> <li>engage personally with issues of virtue and character formation, engage empathetically with different scholarly methods and opinions, anticipate divergent problems, possibilities and consequences, apply their knowledge and understanding to their own lives and the lives of others, and thereby continue to grow and develop spiritually (B3, B4, B5)</li> <li>organise, communicate and apply their own learning effectively, use information and computer technology to access and divulge information, and engage creatively in problem solving (B6, B7, B8)</li> </ol>
11.	<b>Syllabus:</b>	<p>This module will introduce the student to topics such as: meta ethics, the history of Christian ethics, ethics and theology, ethical theories such as divine command, natural law, deontology, consequentialism, cultural relativism, psychological egoism and virtue ethics, a range of ethical issues, the future of ethics, the history, theology and practice of character formation.</p>

12.	<p><b>Learning and teaching strategy:</b></p> <p>Students will be engaged in a variety of learning activities aimed at acquisition, investigation, discussion, practice, collaboration and production through multiple delivery formats. Students may choose to study this module either on-campus or in the distance (online) mode. <b>Onsite education</b> will occur in a cohort within a timetable and be based around interactive lectures, group discussions and guided readings, supported by materials on the Virtual Learning Environment (VLE). <b>Distance education</b> through the VLE is self-paced within a timetabled cohort, and based around online course materials, guided readings (including ebooks, articles and other materials), and online discussion forums where students interact with each other and the tutor. <b>Both onsite and distance students</b> will have opportunities for guided and independent study. All students will be expected to engage in independent library research and written production and supported in their learning by the tools and resources available on the VLE.</p>																														
13.	<p><b>Assessment scheme:</b></p> <p><b>1. Formative assessment scheme</b></p> <p>Both onsite and distance learning students will receive ongoing formative feedback from tutors at appropriate points during the duration of the module.</p> <p><b>2. Summative assessment scheme</b></p> <table><tr><th colspan="5"><b>Task: Critical Reflections</b></th></tr><tr><th>Weighting</th><th>Specification e.g., word count / duration / no. of pages</th><th>LO mapped to</th><th>Anonymously marked</th><th>Ethics approval required</th></tr><tr><td>50%</td><td>5 critical reflections (500 words each)</td><td>All LOs</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr></table> <table><tr><th colspan="5"><b>Task: Critical Essay</b></th></tr><tr><th>Weighting</th><th>Specification e.g., word count / duration / no. of pages</th><th>LO mapped to</th><th>Anonymously marked</th><th>Ethics approval required</th></tr><tr><td>50%</td><td>Critical essay (2500)</td><td>All LOs</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td><td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td></tr></table> <p><b>The marking scale is as follows:</b></p> <ul style="list-style-type: none"><li>00-34 is considered a fail.</li><li>35-39 is considered a compensatable pass (where appropriate and after re-assessment).</li><li>40-49 is considered a third-class pass</li><li>50-59 is considered a lower second-class pass.</li><li>60-69 is considered an upper-second-class pass.</li><li>70+ is considered a first-class pass.</li></ul> <p>In order to pass the module, the student is required to achieve a mark of 40+ in each module element, except where compensation applies (if appropriate) or if the learning outcomes are met by the achievement of a 40+ mark in another module element.</p>	<b>Task: Critical Reflections</b>					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	5 critical reflections (500 words each)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<b>Task: Critical Essay</b>					Weighting	Specification e.g., word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	Critical essay (2500)	All LOs	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module
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Therefore, please delete the statement which <b><u>does not</u></b> apply to this module:	
<p>1. <del>In order to pass the module, the student will be required to achieve a mark of 40+ in each module element except where compensation applies (if appropriate).</del></p> <p>2. In order to pass the module, the student will be required to achieve <b>an aggregate mark of 40+ across all module elements</b>, except where compensation applies.</p> <p>Please note that modules up to a maximum of 20 credits (after re-assessment) may be compensated where a student has achieved a mark between 35 and 39 but only if a level average of 40+ has been achieved.</p>	
Seen examination	%
Unseen examination	%
Coursework (no examination)	100%
14. <b>Timetabled examination required</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
15. <b>Length of exam</b>	
16. <b>Learning materials</b>	<p><b><i>Essential</i></b></p> <p>Gill, R., <i>The Cambridge Companion to Christian Ethics</i> (Cambridge: CUP, 2012<sup>2</sup>)</p> <p>La Follette, H., <i>The Blackwell Guide to Ethical Theory</i> (Oxford: Blackwell, 2013)</p> <p>*Stassen, G. &amp; D. Gushee, <i>Kingdom Ethics</i> (Downers Grove, IL: IVP, 2016<sup>2</sup>)</p> <p><b><i>Recommended</i></b></p> <p>Boulton, W.G. et al. (eds.), <i>From Christ to the World: Introductory Readings in Christian Ethics</i> (Grand Rapids, MI: Eerdmans 1994)</p> <p>Brown Douglas, Kelly, <i>Stand Your Ground: Black Bodies and the Justice of God</i>, Maryknoll, NY: Orbis, 2015</p> <p>Fedler, K.D., <i>Exploring Christian Ethics</i> (Louisville, KY: WJK, 2006)</p> <p>Grant, J.A. &amp; D. A. Hughes (eds.), <i>Transforming the World? The Gospel and Social Responsibility</i> (Apollos: Nottingham, 2009)</p> <p>Grenz, S., <i>The Moral Quest</i> (Downer's Grove, IL: IVP, 2000)</p> <p>*Hovey, C., <i>Exploring Christian Ethics: An Introduction to Key Methods and Debates</i> (London: SPCK, 2018)</p> <p>*Lindsay, Ben, <i>We need to talk about race - Understanding the Black Experience in White Majority Churches</i>, London: SPCK Publishing, 2019</p> <p>Messer, N., <i>Theological Issues in Bioethics: An Introduction with Readings</i> (London: DLT, 2002)</p> <p>Morton, A., <i>Philosophy in Practice: An Introduction to the Main Questions</i> (Oxford: Wiley-Blackwell, 2003)</p> <p>*Nullens, P. &amp; R.T. Michener, <i>The Matrix of Christian Ethics: Integrating Philosophy and Moral Theology in a Postmodern Context</i> (Downers Grove: IVP [paperback: Colorado Springs: Paternoster], 2010)</p>

	<p>*Oxenham, Marvin, <i>Character and Virtue in Theological Education: An Academic Epistolary Novel</i>, ICETE, (Carlisle: Langham Global Library, 2019)</p> <p>Rachels, J., <i>The Elements of Moral Philosophy</i> (New York: McGraw-Hill, 2003<sup>4</sup>)</p> <p>Ramachandra, V., <i>Subverting Global Myths: Theology and the Public Issues Shaping our World</i> (London: SPCK, 2008)</p> <p>Sommers, C. &amp; F. Sommers, <i>Vice and Virtue in Everyday Life</i> (Boston, MA: Wadsworth, 2009)</p> <p>Stott, J., R. McCloughry &amp; J. Wyatt, <i>Issues Facing Christians Today</i> (Grand Rapids, MI: Zondervan, 2006<sup>4</sup>)</p> <p>Volf, M., <i>Exclusion and Embrace</i> (Nashville, TN: Abingdon, 1997)</p> <p>*Wells, Samuel, Ben Quash &amp; Rebekah Eklund, <i>Introducing Christian Ethics</i> (Oxford: Wiley Blackwell, 2017<sup>2</sup>)</p> <p>Wogaman, P. &amp; D. Strong, <i>Readings in Christian Ethics</i> (Louisville, KY Westminster/John Knox Press, 2000)</p> <p>Wolterstorff, N., <i>Justice: Rights and Wrongs</i> (Princeton, NJ: Princeton University Press, 2009)</p> <p>*available as ebook</p>
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Information in items 17 and 18 are collected for LST purposes (as well as for Middlesex University information):

17.	<b>UNISTATS - assessment</b>	
	Please indicate summary of the following assessment types:	
	COURSEWORK	100%
	EXAM	.....%
	PRACTICAL	.....%
18.	<b>UNISTATS – learning and teaching</b>	
	Please indicated the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e., 30 credits are 300 hours).	
	Scheduled <b>Teaching</b> (e.g., Lecture, Tutorial, Seminar, Practical class, Workshop etc).	<i>Onsite:</i> 48
	The proposed number of scheduled teaching hours:	<i>Distance:</i> N/A
	<b>Assessment</b>	<i>Onsite:</i> 40
	Proposed number of hours for the assessments.	<i>Distance:</i> 40
	<b>Placement Activity</b> (e.g., placement, work-based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours, but this is ok in this instance):	
	<b>Independent Study</b> (Time students will be required to complete independent study).	<i>Onsite:</i> 112
	The proposed number of hours a student should complete independent study:	<i>Distance:</i> 160