

04ST528 : PASTORAL & SOCIAL ETHICS

Instructor: Bill Davis
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Reformed Theological Seminary, Atlanta, GA
WE Format : Course Syllabus
Please send questions to Prof. Davis at davis@covenant.edu

Texts: **Douma, Jochem, *The Ten Commandments*** (P&R Publishing, 1996, ISBN 0875522378; 390 pages, used OK)
Jones, David Clyde, *Biblical Christian Ethics* (Baker Academic, 2004, ISBN 0801052289; 204 pages, used OK)
Plantinga, Cornelius, *Not the Way it's Supposed to Be* (Eerdmans, 2005, ISBN 978-0802842183; 216 pages, used OK)
VanDrunen, David, *Bioethics and the Christian Life* (Crossway, 2009, ISBN 978-1433501449; 256 pages, used OK)
Westminster Standards (*Confession of Faith, Larger & Shorter Catechisms*) [available on line at <http://www.pcaac.org/resources/wcf/>]
Belgic Confession, Heidelberg Catechism [available on line at <http://www.reformed.org/documents/index.html>]

Suggested Reading: Rachels, James, *The Elements of Moral Philosophy with a Dictionary of Philosophical Terms* (McGraw-Hill, 2002, ISBN 007282574X).

Exams: **Final Exam** distributed in class on the afternoon of **Saturday, DECEMBER 2, 2017, DUE DECEMBER 16, 20.** Open Bibles, texts, and notes.

Papers: Complete ONE of the following:

Book Review: A 3000 word summary and analysis (Biblical and pastoral) of book published after 2003 (or pre-approved by the professor) that deals with an ethical matter *that the author is likely to confront*. This requirement has two parts:

Proposal: A four-paragraph (total) description and rationale for a book appropriate for this assignment. For the book, the student will provide a two-paragraph vindication of the choice: (a) a brief explanation of the ethical issue(s) treated by the book, and (b) a brief justification that the issue will be of relevance to the student's likely future role in the church. This should include a reason to believe that the book is biblically sound *enough* for consideration.
OCTOBER 14, 2017.

Rough Draft (not required, but urged): A 2400 word (target) draft of the text (not just an outline) of the review. **Optional Due Date: Nov. 18.** *Drafts received by this date are guaranteed a detailed response with sufficient time to make revisions. Drafts received after this date will be considered as time permits.*

Final Draft: Completed review. **DUE** ten days after receiving the professor's comments on the rough draft (if submitted prior to Nov. 18), or **Saturday, DECEMBER 23, 2017**, whichever is *later*.

Pre-approved ideas (but still just illustrative):

- Bauman, *Seeking Refuge: On the Shores of the Global Refugee Crisis* (2016)
- Elshstain, *Just War Against Terror* (for those likely to serve military families or politicians)
- Hill, *Washed & Waiting: Reflections on Christian Faithfulness and Homosexuality* (2016)
- Mizell, *Thirteen Reasons Why Not: A Step-by-Step Guide to Helping Depressed & Suicidal Teenagers* (2017) – short, but would require watching the very difficult video series
- Murray, *Principles of Conduct* (1957) (a standard among older ministers)
- Serven & Ellis, *Heal Us, Emmanuel: A Call for Racial Reconciliation, Representation, and Unity in the Church* (2016)
- PCA Study Committee Report on Marriage, Divorce, and Remarriage, including the chapter on preventing divorce. Available on line from the PCA website. (88 pages, total, but it is dense writing)

Interview Report and Analysis: A 3000 word summary and analysis of three interviews of sources of mature Christian guidance regarding a specific area of pastoral concern. The interviewees may include ruling or teaching elders, counselors, godly lay people, etc. This assignment as two parts:

Proposal: A four-paragraph (total) description and rationale for a SET of interviews and questions appropriate for this assignment. The student will provide a two-paragraph vindication of the choice of a topic: (a) a brief explanation of the ethical issue(s) to be discussed in the interviews, and (b) a brief justification that the issue will be of relevance to the student's likely future role in the church. The proposal should include the names of at least two of the interviewees and a sketch of the questions to be used to start the interviews. **OCTOBER 14, 2017.**

Rough Draft (not required, but urged): A 2400 word (target) draft of the text (not just an outline) of the report and analysis. **Optional Due Date: Nov. 18.** *Drafts received by this date are guaranteed a*

detailed response with sufficient time to make revisions. Drafts received after this date will be considered as time permits.

Final Draft: Completed review. **DUE** ten days after receiving the professor's comments on the rough draft (if submitted prior to Nov. 18), or **Saturday, DECEMBER 23, 2017**, whichever is *later*.

Attendance: Attendance is expected. Students who miss a significant portion of class meeting time will have their grade adversely affected.

Grading: Grades will be calculated using the following percentages:

Final Exam.....	40%
Book Review or Interview Proposal.....	10%
Book Review or Interview Report.....	40%
Participation.....	10%

Schedule of Topics & Summary of Due Dates:

Sept. 22-23 God's Character and Will:

- The foundation of all ethical considerations
- The necessity of this transcendent foundation

An Overview of Systems of Ethical Deliberation

- Everything you need to know about Kant's Deontology, Mill's Utilitarianism, Aristotle's Virtue Ethics, recent reworkings of those systems and a bestiary of Relativisms
- Identifying the most pressing pastoral challenges in our future
- *A messy game involving a cream pie*

Reading Assignment (if possible): Douma, "The Prologue"
Jones, Chapters 1 & 6.
VanDrunen, Chapter 1

Oct. 13-14 Social Ethics and the Current Landscape in Ethics

- Rawls & Reflective Equilibrium
- Singer's Anti-speciesist Utilitarianism
- Feminist Ethics of "Care"
- *Another game that will test your fairness*

The Decalogue: Prologue

The First Commandment

Writing Assignments: Proposal for the Book Review or Interview

Reading Assignment: Plantinga, chapters 2-4

Douma, "The First Commandment" & "Appendix:
The Use of Scripture"

Jones, Chapters 2-5, 7

- Nov. 10-11** **The Second Commandment**
The Third Commandment
The Fourth Commandment
- Sabbath-keeping as a delight
 - The abiding ordinances
- The Fifth Commandment**
The Sixth Commandment
- Just War Theory
 - End-of-Life Decision-making

Reading Assignments: Plantinga, chapters 5-7
 Douma, “The Second Commandment” through “The
 Sixth Commandment”
 Jones, Chapters 1 & 6.
 VanDrunen, Chapters 2 & 3

(Nov. 18 **Optional Due Date for Rough Draft of Book Review or Interview Report)**

- Dec. 1-2** **The Seventh Commandment**
The Eighth Commandment
The Ninth Commandment
The Tenth Commandment

Reading Assignment: Plantinga, chapters 8-10
 Douma, “The Seventh Commandment” through
 “The Tenth Commandment”
 Jones, Chapters 8 & 9

Dec. 16 (Sat) DUE: Final Exam

Dec. 23 (Sat) DUE: Final Draft of Book Review or Interview Report

Extension Policy

All assignments and exams are to be completed by the deadlines announced in this syllabus or in class.

Extensions for assignments and exams due within the normal duration of the course must be approved beforehand by the Professor. Extensions of two weeks or less beyond the date of the last deadline for the course must be approved beforehand by the Professor. A grade penalty may be assessed.

Extensions of greater than two weeks but not more than six weeks beyond the last deadline for the course may be granted in extenuating circumstances (i.e. illness, family emergency). For an extension of more than two weeks the student must request an Extension Request Form from the Student Services Office. The request must be approved by the Professor and the Academic Dean. A grade penalty may be assessed. (RTS Catalog p. 42 and RTS Atlanta Student Handbook p. 14)

Any incompletes not cleared six weeks after the last published due date for course work will be converted to a failing grade. Professors may have the failing grade changed to a passing grade by request. (RTS Catalog p. 42)

Course Objectives Related to MDiv* Student Learning Outcomes

Course: ST 528 Pastoral & Social Ethics

Professor: Davis

Campus: Atlanta

Date: June 8, 2017

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
Articulation (oral & written)	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Course readings and lecture/discussions focus on the detailed development of ethical thought (both biblical and philosophical). Course activities (oral and written) foster student ability to explain and apply knowledge acquired.
Scripture	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	Course emphasizes that Scripture alone is the ultimate ethical norm. All course elements explore and nurture close attention to the specific teaching of Scripture and its sound use.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Course lecture/discussion organized according to the Ten Commandments, following the common Reformed approach on display in the Westminster Standards.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Pastoral and social ethics is centrally concerned with sanctification as growth in love for the Triune God and taking delight in his law.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Strong	Conformity to God's Word as a lived reality is even more important than command of ethical and hermeneutical theories in this course. Course management practices (lecturing, grading, etc.)

			aim to increase student zeal for living a life pleasing to God.
Winsomely Reformed	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	Charity and appreciation for the insights and practices of other Christians is encouraged throughout, and in particular in the book review/interview assignment.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Moderate	Lecture/discussion of the Ten Commandments gives routine attention to the challenge of preaching and teaching God's Law to the entire body of Christ (from an exercise on teaching first graders to close attention to end of life decision making).
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	Lecture/discussion of the Second Commandment (and the Regulative Principle) deal with worship norms.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Moderate	Lecture/discussion and reading assignments give extensive attention to the task of counseling believers making practical life choices in a biblically thoughtful way.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Course activities make wide-ranging reference to the application of God's Law to personal and societal problems facing the church and the world. Collaborative in-class activities develop student sensitivities to the role that ethical theories play in broad denominational and public policy deliberations.