



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G230 CB/DE Ethics and Morality

3 credits. Prerequisites: G143 Worldviews and Contemporary Culture

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Andrew Gabriel, Ph.D.

agabriel@horizon.edu

<https://portfolio.com/AndrewGabriel3/portfolio>

www.andrewkgabriel.com

Course Content and Goals

Course Description

A survey of ethical systems with an emphasis on the development of an adequate Christian approach, followed by a discussion of current ethical and moral issues.

Relationship to Horizon's Mission

As part of Horizon's mission to prepare leaders, this course helps students develop an evangelical Christian worldview and develop their critical thinking skills. Therefore, the primary area of competency development that applies to this course is:

- Contextual Awareness: Demonstrated by a maturing orthodox Christian worldview, a healthy self-understanding, and engagement of people and cultures with wisdom and discernment.

Competency and Learning Outcomes

To demonstrate competency in *Contextual Awareness* students will:

1. Critique various ethical theories for decision making.
 - Assessment: Test 1
2. Articulate an evangelical Christian approach to ethical decision making.
 - Assessment: Test 1
3. Identify ethical theories at play in their own and other's reasoning.
 - Assessment: Practice quizzes, Test 2, Case Studies, Contemporary Ethics Story Research Paper
4. Evaluate contemporary ethical issues.
 - Assessment: Case Studies, Contemporary Ethics Story Research Paper
5. Plan safeguards for ethical practices in ministry.
 - Assessment: Ethics and Ministry Paper

Course Work

Required Reading

Rae, Scott B. *Moral Choices: An Introduction to Ethics*. 4th edition. Grand Rapids: Zondervan, 2018. (ISBN: 978-0310536420)

Trull, Joe E., and James E. Carter. *Ministerial Ethics: Moral Formation for Church Leaders*. 2nd edition. Grand Rapids: Baker Academic, 2004. (ISBN: 0801027551)

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Component: *Contemporary Ethics Story Research Paper*. This assignment must be edited and submitted to the Contextual Awareness *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

1. *Lecture Attendance and Interaction*

In order to pass this course, you are required to “attend” and engage with all of the lectures in the “lesson” discussions on Populi ([see an example here](#)). This assignment will be marked as complete or incomplete. “Attending” lectures for this course involves watching lectures on Populi, reading handouts and notes, completing quizzes, and whatever else is indicated in the lessons. By the following due dates, **submit a statement indicating how many of the lessons you completed** (including case studies, quizzes, tests, etc.):

- Lessons 1-3 by May 25 → Lessons 7-9 by June 11
- Lessons 4-6 by June 3 → Lessons 10-12 by June 30

For an *average lesson* aim to post **at least three thoughts** of about 100 words each (although lessons vary in length). For your posts:

- Whenever I ask a question to the class in the lecture, you should pause the lecture and think about how you would answer it and post your thoughts on the lesson’s discussion (similarly, if you were in class you would also stop and think about how you would answer my questions). There may be times where you think the same thing as what another student has said. Try to add something, however, even if you just say, “I agree with such and such a point, *because....*”
- In addition, act as though you were actually in class and then post whatever you would have said if you raised your hand in class or were asked to share in class and were to have contributed that way. You might note things that you find inspiring or that you are learning throughout the lectures that will help you minister more effectively.
- Interact with the posts of other students by responding to some of the other students’ posts.

Accessing Online Lesson Discussions

-Within a lesson, click on the discussion on the right side of the page ([see an example here](#)).

-If you are submitting *a new post*, scroll to the bottom of the discussion and enter your post in the dialogue box. Click on “Leave a comment” to post your thoughts.

-If you are submitting *a response to someone else*, please click on “reply” at the bottom of their

post. This will open a new box that will allow your reply to appear underneath their post.

- Related learning outcomes: all.
- **Assignment Length:** 3 or more 100-word posts per lesson.
- **Due dates:** May 25; June 3, 11, 30

**NOTE: Activities/Assignments 1-5 are completed throughout the lecture phase for this course. In other words, the due dates for these activities/assignments overlap with and alternate between each other.*

2. Ethics and Ministry Paper

You will complete this assignment at the end of lesson 2 (found on Populi). This assignment helps you plan and prepare for the ethical challenges of ministry. For this assignment you will:

- a) First, finish lessons 1-2 on Populi.
 - b) Then, read **chapters 4, 5, and 7 and then pages 78-88 in the book *Ministerial Ethics*** (=80 pages total).
 - c) After completing the reading, you will engage in discussion about the reading with **two pastors** (they do *not* need to read the book). You should discuss and get feedback from the pastors regarding:
 - What surprised you in the reading and lectures.
 - What ethical issues you think would be most challenging for people in ministry.
 - Discuss possible things people can do to overcome the challenges you identified.
 - Discuss realistic things that people can do in order to avoid sexual misconduct.
 - d) Finally, you will write a 600-700 word **reflection paper** (about 2 pages). For your paper:
 - On the title page, indicate the names of the two pastors that you discussed this assignment with.
 - No introduction or conclusion is necessary.
 - Draw on and cite (via footnotes) your reading, the discussions you had, and the class lecture material.
 - Identify and explain:
 - 3 issues you think are most challenging for people in ministry, and
 - what safeguards you will put in place for yourself as you face these issues in various life contexts.
 - Include a paragraph stating what measures you plan to take to avoid sexual misconduct.
- Related learning outcome: 5.
 - **Assignment Length:** 650 words. **Due date:** May 13.

3. Practice Quizzes

You will complete three practice quizzes on Populi. The lessons in Populi will indicate for you when you should complete each quiz and any reading that is required (for quiz 1, you will read chapters 2-4 in *Moral Choices*, =84 pages of reading). These quizzes are meant to be learning experiences, not evaluations of your knowledge; therefore, each quiz is open book and you should be using your notes and textbook to help you complete each quiz. The quizzes will be marked simply as complete or incomplete.

- Related learning outcome: 3.
- **Assignment Length:** 1 hour each. **Due date:** Quiz times indicated in Populi lessons.

4. Tests

You will complete two tests on Populi that are related to ethical theories. Both tests are *closed book*—you may *not* use any notes, your textbook, etc. I indicate on Populi when you should take each test. At that point, the lesson will give you more detail about the content of each test. When you determine you are sufficiently prepared, you may *request* to take a test. *Please send me an e-mail* at least one business day before you intend to take a test explaining what you did to prepare and, if I agree that you have sufficiently prepared, I will make the test available for you on Populi.

- Related learning outcomes: 1, 2, 3.
- **Assignment Length:** 1 hour each. **Due date:** Test times indicated in Populi lessons.

5. Case Studies

This assignment assesses both your ability to evaluate contemporary ethical issues and your self-awareness of the ethical theories that you are engaging as you make your arguments. You will respond to five case studies from *Moral Choices*. In preparation for each of the case studies you will **read** the relevant chapter in *Moral Choices* (total=126 pages of reading). On Populi I will also indicate which **review** questions you will complete from the end of each chapter (you *don't* need to submit your answers). For each of the five chapter readings, you will write a 300-400 word **response** to an ethical case study. I indicate on Populi which case studies you will respond to. In your responses, please:

- Note which case study you are responding to.
- Answer the questions that are listed in the textbook after the case study.
- Draw on and cite your textbook reading and class discussions. When you refer to something specific from the textbook, please note the page number.
- Identify which ethical theories you are engaging in as you answer the questions. You can do this simply by including the name of the theory in brackets at the end of any sentence(s) where you are making an ethical argument.
- Be sure to submit the case studies under “Assignments,” not within Discussions.
- Related learning outcomes: 3, 4.
- **Assignment Length:** 300-400 words per case study.
- **Due date:** Due with each reading (indicated in Populi lessons).

6. Contemporary Ethics Story Research Paper

You will write your research paper in response to an ethical issue as it is presented in a recent magazine, newspaper, or online news article (preferably published during the course). The *structure* of your paper should be as follows:

- a) Introduction. Your thesis statement should clearly state your position on the issue.
- b) Context Description (about 1 page):
 - a. *Briefly* summarize the content of the article (1 paragraph).
 - b. Identify the *one ethical issue* from the source that your paper will address.
 - c. Describe the ethical position advocated in the article as well as the ethical theory(ies) that the article uses to support its position (about 1 page).
- c) Context Analysis (6-8 pages): Critically interact with the issue and the perspective presented in the article (this should be the majority of your paper). This section of your paper should:
 - Defend your position in a responsible manner. Do *not* argue about whether or not something should be legal—that is a different question than whether or not something is ethical (e.g., adultery is unethical, but not illegal).

- Demonstrate an awareness of and responsible engagement with the ethical, biblical, and theological issues involved.
- Also aim to provide arguments that would be persuasive to a secular audience (that is, without explicit reliance on Scripture).
- Indicate which ethical theories you are utilizing as you build your argument.
- As you engage those who disagree/agree with you should note what ethical theory they are utilizing.
- Present and respond to alternative perspectives fairly.

d) Conclusion

In addition, for your paper:

- Attach a copy of the article you are responding to (a scanned pdf or web link).
- Aim for 2500 words (a minimum of 2250 words and no more than 2750 words = **approx. 7-9 pages**), **not including** your **footnotes and bibliography** (include both of these with your paper). Papers that fall outside of the **length** requirements for an assignment may not be assessed.
- Record the **word count** for your papers after your conclusions.
- Use a **minimum of 7 scholarly¹ sources**, including at least one **journal** article² and one **web page** (dictionary definitions do not count as sources).
- Related learning outcomes: 3, 4.
- **Assignment Length:** 2500 words. **Due date:** July 22

Estimate of Time Investment (individual time investments may vary)

1. Lecture Attendance and Interaction	20 hours	May 25; June 3, 11, 30
2. Ethics and Ministry Paper	14 hours	May 13
3. Practice Quizzes	14 hours	as indicated in the lessons on Populi.
4. Tests	4 hours	as indicated in the lessons on Populi.
5. Case Studies	20 hours	as indicated in the lessons on Populi.
6. Contemporary Ethics Story Research Paper	24 hours	July 22
TOTAL	96 hours	

Assessment Rubrics

For this course, please find assessment rubrics on the Populi course page, in the lesson called “Ethics Assessment Rubrics.”

¹ “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not ‘academic’ if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources. The necessity of using ‘scholarly’ sources means that you will likely want to plan to access an academic library. Some larger cities will have a small supply of academic books in their public library systems.

² There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the [Horizon librarian](#), you can access many journals online through the electronic search databases once you login to the [STU Library page](#) (see [this video](#)). An internet search can help you as well (although this would not be as helpful).

Course Outline

Bold = due for submission *ME* = *Ministerial Ethics* book *MC* = *Moral Choices* book

Please complete your assignments in the following order. The Lessons on Populi will indicate when to read your textbooks and when to complete the quizzes, tests, and case studies.

Any required revisions will take place throughout the course since there is no “revision week” for DE courses.

- Week 1 Course Introduction, Lesson 1-2
Start *ME* reading
- Week 2-3 Finish *ME* reading, discuss it with pastors
Due May 13 Ethics and Ministry Paper
Start Lesson 3 by beginning to read *MC* for practice quiz 1.
- Week 4 Finish reading required for practice quiz 1
Practice quiz 1 (in lesson 3)
- Week 5 Complete Lesson 3 lectures
Due May 25 Lessons 1-3 (submit statement of completion)
Lesson 4
- Week 6 Test 1 (in lesson 4)
Lesson 5
Lesson 6
Read *MC* ch 11
Case study in Lesson 6
Due June 3 Lessons 4-6 (submit statement of completion)
- Week 7 Lesson 7-8
Practice quiz 2 (in lesson 8)
Lesson 9
Read *MC* ch 5
Case study in Lesson 9
Due June 11 Lessons 7-9 (submit statement of completion)
- Week 8 Lesson 10
Read *MC* ch 6
Case study in Lesson 10
Practice quiz 3 (in lesson 10)
- Week 9 Lesson 11
Read *MC* ch 8
Case study in Lesson 11
Test 2 (in lesson 11)

Week 10 Lesson 12
 Read *MC* ch 10
 Case study in Lesson 12
 Due June 30 Lessons 10-12 (submit statement of completion)

Week 11-13 ***Due July 22 Contemporary Ethics Story Research Paper***

→end Submit any remaining revisions as necessary
 (revisions will take place throughout the course)

- No resubmissions of assignments will be accepted after July 31, 2020.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form](#) online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Internet

You can search for books on the [Google books](#) webpage, which often provides access of up to 75% of a book's content.

[Assemblies of God \(USA\) Position Papers](#) (concerning various ethical and theological issues).

[Christian Ethics Virtual Reading Room](#)

[PAOC Ministerial Code of Ethics](#)

[PAOC Statement of Fundamental and Essential Truths](#)

Selected Ethics Journals³

Journal of Religious Ethics

Journal of the Society of Christian Ethics

Studies in Christian Ethics

General Books

Atkinson, David J., and David H. Field, ed. *New Dictionary of Christian Ethics and Pastoral Theology*. Downers Grove, IL: InterVarsity, 1995.

Davis, John Jefferson. *Evangelical Ethics: Issues Facing the Church Today*. 3rd ed. Phillipsburg, NJ: P & R Publishing, 2004.

Fedler, Kyle D. *Exploring Christian Ethics: Biblical Foundations for Morality*. Louisville, KY: Westminster John Knox Press, 2006.

Gill, Robin, ed. *The Cambridge Companion to Christian Ethics*. 2nd ed. Cambridge: Cambridge University Press, 2012.

Hays, Richard B. *The Moral Vision of the New Testament: A Contemporary Introduction to New Testament Ethics*. New York: HarperCollins, 1996.

Geisler, Norman L. *Christian Ethics: Contemporary Issues and Options*. 2nd ed. Grand Rapids: Eerdmans, 2010.

Hauerwas, Stanley. *The Peaceable Kingdom: A Primer in Christian Ethics*. Notre Dame: University of Notre Dame Press, 1983.

Hollinger, Dennis P. *Choosing the Good: Christian Ethics in a Complex World*. Grand Rapids: Baker Academic, 2002.

Holmes, Arthur. F. *Ethics: Approaching Moral Decisions*. 2nd ed. Contours of Christian Philosophy. Downers Grove, IL: InterVarsity, 2007.

Kaiser, Walter C, Jr. *What Does the Lord Require? A Guide for Preaching and Teaching Biblical Ethics*. Grand Rapids: Baker Academic, 2009.

³ Full text is available for many journals through the "ATLA Serials" database once you log in to the [STU Library page](#)—request a password from [our librarian](#).

- McQuilkin, Robertson, and Paul Copan. *An Introduction to Biblical Ethics: Walking in the Way of Wisdom*. 3rd edition. Downers Grove: IVP Academic, 2014.
- Meilaender, Gilbert, and William Werpehowski. *The Oxford Handbook of Theological Ethics*. Oxford: Oxford University Press, 2007.
- Messer, Neil. *SCM Studyguide to Christian Ethics*. London: SCM Press, 2006.
- O'Donovan, Oliver. *Resurrection and the Moral Order: An Outline for Evangelical Ethics*. 2nd ed. Grand Rapids: Eerdmans, 1994.
- Pojman, Louis P., and James Fieser. *Ethics: Discovering Right and Wrong*. 7th ed. Boston: Wadsworth, 2012.
- Reuschling, Wyndy Corbin. *Reviving Evangelical Ethics: The Promises and Pitfalls of Classic Models of Morality*. Grand Rapids: Brazos, 2008.
- Sider, Ronald J. *The Scandal of the Evangelical Conscience: Why are Christians Living Just Like the Rest of the World?* Grand Rapids: Baker, 2005.
- Stassen, Glen H., and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove, IL: InterVarsity, 2003.
- Stott, John R. W. *Issues Facing Christians Today*. 4th ed. Revised and Updated by Roy McCloughry, with a new chapter by John Wyatt. Grand Rapids: Zondervan, 2011.
- Trull, Joe E. *Walking in the Way: An Introduction to Christian Ethics*. Nashville, TN: Broadman and Holman, 1997.
- Verhey, Allen. *Remembering Jesus: Christian Community, Scripture, and the Moral Life*. Grand Rapids: Eerdmans, 2005.
- Wells, Samuel, and Ben Quash. *Introducing Christian Ethics*. Malden, MA: Wiley-Blackwell, 2010.
- Wilkins, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*. 2nd ed. Downers Grove, IL: InterVarsity, 2011.

Specific Issues

- Adeney-Risakotta, Bernard T. *Strange Virtues: Ethics in a Multicultural World*. Downers Grove, IL: InterVarsity, 1995.
- Beckwith, Francis. *Defending Life: A Moral and Legal Case against Abortion Choice*. New York: Cambridge University Press, 2007.
- Blomberg, Craig L. *Neither Poverty nor Riches: A Biblical Theology of Material Possessions*. Grand Rapids: Eerdmans, 1999.
- Charles, J. Daryl. *Between Pacifism and Jihad: Just War and Christian Tradition*. Downers Grove, IL: InterVarsity, 2005.
- Clouse, Robert G., ed. *War: Four Christian Views*. 2nd ed. Downers Grove, IL: InterVarsity, 1991.
- Deane-Drummond, Celia E. *The Ethics of Nature*. Oxford: Blackwell, 2004.

- Engelhardt, H. Tristram, Jr. *The Foundations of Christian Bioethics*. Exton: Swets & Zeitlinger, 2000.
- Grenz, Stanley J. *Sexual Ethics: An Evangelical Perspective*. Louisville: Westminster John Knox, 1990.
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- Hill, Alexander. *Just Business: Christian Ethics for the Marketplace*. Rev. ed. Downers Grove, IL: InterVarsity, 2008.
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- Hunsinger, George. *Torture is a Moral Issue: Christians, Jews, Muslims, and People of Conscience Speak Out*. Grand Rapids: Eerdmans, 2008.
- Kunhiyop, Samuel Waje. *African Christian Ethics*. Grand Rapids: Zondervan, 2008.
- McQuilkin, Robertson, and Paul Copan. *An Introduction to Biblical Ethics: Walking in the Way of Wisdom*. 3rd edition. Downers Grove: IVP Academic, 2014.
- Megoran, Nick Solly. *The War on Terror: How Should Christians Respond?* Downers Grove, IL: InterVarsity, 2007.
- Peterson, James C. *Genetic Turning Points: The Ethics of Human Genetic Intervention*. Grand Rapids: Eerdmans, 2001.
- Rae, Scott B., and Paul M. Cox. *Bioethics: A Christian Approach in a Pluralistic Age*. Grand Rapids: Eerdmans, 1999.
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- Stapleford, John E. *Bulls, Bears and Golden Calves: Applying Christian Ethics in Economics*. 2nd ed. Downers Grove, IL: InterVarsity, 2009.
- VanDrunen, David. *Bioethics and the Christian Life: A Guide to Making Difficult Decisions*. Wheaton, IL: Crossway, 2009.
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- Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, IL: InterVarsity, 2004.