



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

G230 Ethics and Morality

3 credits. Prerequisites: G143 Worldviews and Contemporary Culture.

 On Campus  "A" Live-Stream  Video on Demand

November 8 – December 17, 2021
Term B
Monday – Thursday, 9:00 – 10:30am

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Course 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 for Christian life and ministry, this course helps students develop an evangelical Christian worldview as it pertains to ethical decision making. Therefore, the primary area of competency development that applies to this course is:

- *Contextual Awareness* is 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, Contemporary Ethics Story Research Paper
2. Articulate an evangelical Christian approach to ethical decision making.
 - *Assessment:* Ministry Ethics Commentary, Bonhoeffer Paper
3. Identify ethical theories at play in their own and other's reasoning.
 - *Assessment:* Test, Contemporary Ethics Story Research Paper
4. Evaluate contemporary ethical issues.
 - *Assessment:* Contemporary Ethics Story Research Paper
5. Plan safeguards for ethical practices in ministry.
 - *Assessment:* Ministry Ethics Commentary

Course Work

Required Readings

Green, Clifford J., and Michael DeJonge, eds. *The Bonhoeffer Reader*. Minneapolis: Fortress, 2013. ISBN: 9780800699451.

Further online readings made available on Populi.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *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. *Test*

Students will complete a one (1) hour closed-book test on Populi that relates to ethical theories. Students should review the class notes from the "Introductory Lecture on Ethics" in preparation. They should be prepared to: identify various ethical theories by a) defining them and b) identifying their use in examples of ethical reasoning, including the student's own, as well as to c) critique these ethical theories in 2-3 sentences.

To prepare for the test, students will complete three practice quizzes during class. These in-class quizzes are meant to be learning experiences, not evaluations of prior knowledge; therefore, each quiz is open book, and the student should use their notes and/or textbook to help them complete each quiz. The test itself will be closed book.

- Related learning outcome(s): #1, 3.
- **Assignment Length:** one (1) hour.
- **Due date:** Tues 16 Nov

2. *Ministry Ethics Commentary*

Denominations sometimes develop a statement of ethics for ministers. Students will have opportunity to read and discuss one of these statements in class with a group. They will then write and submit a group commentary of 4 pages / ~1200 words on the statement. A commentary does not have the structure of a paper; rather, comments are either interspersed between lines from the original text or placed under headings from the original text. See the following examples:

1. *The minister should be ever conscious of their high and sacred calling. (2 Tim 4:1-5)*
The minister of Jesus Christ should... (2-3 sentences)

2. *The minister should give diligent attention to the personal practice of biblical disciplines (1 Tim 6:11-12), and to the personal development of the fruit of the Spirit. (Gal 5:22-23)*

Biblical disciplines, such as ..., shape the person of the minister toward... (2-3 sentences)
— PAOC Ministerial Code of Ethics

1. *Christlikeness principle*

At the centre of Christian ministry is Christ himself... (5-6 sentences)

2. *Relationship principle*

Ministers are related to God and to others... (5-6 sentences)

— C&MA Call to Excellence

The students should, through the process of commenting on the chosen denominational statement, articulate an evangelical Christian approach to ethical decision making and plan safeguards for ethical practices in ministry.

- Related learning outcome(s): #2, 5.
- **Assignment Length:** 4 pages / approx. 1200 words.
- **Due date:** Fri 26 Nov

3. *Contemporary Ethics Story Research Paper*

Students will write a 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 chosen article should not simply report but should offer some discernable opinion or perspective on the issue. The structure of the paper should be as follows:

- Introduction. The thesis statement should clearly state the student's position on the issue.
- Context Description (about 1 page):
 - Briefly summarize the content of the article (1 paragraph).
 - Identify the ethical issue from the source that the paper will address.
 - Describe the ethical position advocated in the article as well as the ethical theory or theories that the article uses to support its position, whether explicit or, more likely, implicit (about 1 page).
- Context Analysis (3 pages): Critically interact with the issue and the perspective presented in the article (this should be the majority of the paper). This section of the paper should:
 - Present and respond to alternative perspectives fairly.
 - Critique the ethical position identified in the article, *as well as* the theory or theories behind it. As the student engages those who (dis)agree with them, they should note what ethical theory the latter are utilizing, and critique the *theory*, where appropriate.
 - Defend your chosen position in a responsible manner. (*Do not* argue about whether or not something should be legal—that is a separate issue. For example, adultery is unethical, but not illegal).
 - Demonstrate an awareness of and responsible engagement with the ethical, biblical, and theological issues involved.
 - Explicitly practice Christian moral (i.e., biblical and theological) reasoning.
- Conclusion. Summarize the analysis and restate the thesis.

In addition, for the paper:

- Attach the article to which the paper is responding (e.g., a scanned PDF or web link).
- The paper should be 1500 words (+/- 10% = 1350-1650 words) in length, not including footnotes and bibliography. Papers that fall outside of the length requirements for an assignment may not be assessed.
- Record the word count for the paper on the title page.
- Use a minimum of four (4) academic sources, in addition to the news article.
 - **Related learning outcomes:** #1, 3, 4.
 - **Assignment Length:** 5 pages / 1500 words (+/- 10%).
 - **Due date:** Fri 3 Dec.

4. *Bonhoeffer Paper*

Through the course, students will become acquainted with the life and writings of Dietrich Bonhoeffer (1906-1945), among the most important Christian ethicists of the twentieth century. They will watch and discuss a documentary on his life and thought, and discuss important ideas from his works during lectures. Finally, they will write a paper on Bonhoeffer's theological ethics. In preparation for this paper, students must read the following selections, all but one found in *The Bonhoeffer Reader*:

- 19. "Christ and Peace" (352-56) on peace between individuals and nations
- 29. *Discipleship* (469-79, 485-503, 510-13) on following Jesus' call and command
- 30. *Life Together* (514-21, 552-61) on Christian community
- 33. "Christ, Reality, and Good. Christ, Church and World" (594-612) on the distinctiveness of Christian ethics
- "Natural Life," selection from *Ethics* (Populi*) on natural rights
- 36. "History and Good [2]" (636-41, 659-63) on concrete, responsible action
- 38. "The Concrete Commandment and the Divine Mandates" (685-98) on the command of Jesus in relation to the Church
- 39. "Theological Position Paper on State and Church" (699-716) on government

Also in preparation for this paper, students must undertake the practice of meditating on scripture in line with the model provided by Bonhoeffer for his seminary students. One of Bonhoeffer's key ethical claims is that we must always hear the Word of God anew in order to obey it. First, read Bonhoeffer's "Guide to Scripture Meditation" on Populi. Then meditate according to Bonhoeffer's instructions on the following passages. It is important, as Bonhoeffer emphasizes, that all of us together meditate on the same passages for half an hour before work (8:20-8:50am Mon-Thurs, if possible):

- | | |
|----------------|--------------------|
| • 8-11 Nov | Deuteronomy 6:4-12 |
| • 15-18 Nov | Psalm 1 |
| • 22-25 Nov | Psalm 119:1-16 |
| • 29 Nov-2 Dec | Matthew 5:1-12 |
| • 6-9 Dec | Romans 8:1-17 |

Students will sign a Reading & Practice Report certifying that they have completed *all* the required readings and have been faithful in *all* the required practices.

The structure of the paper should be as follows:

- a) Introduction (1 paragraph).
- b) Description of Bonhoeffer’s ethics (about 4 pages).
 - Give an extensive and accurate account of Bonhoeffer’s evangelical Christian approach to ethics.
 - Draw on *all* eight (8) of the required readings listed above.
- c) Reflection on Bonhoeffer’s communal practice of scriptural meditation (about 1.5 pages).
 - Reflect on your experience of ministry formation according to Bonhoeffer’s requirements for his seminary students.
 - Reflect on how your practice of scriptural meditation relates to Bonhoeffer’s ethics as you described it in the first part of the paper.
- d) Assess at least three (3) ways in which studying Bonhoeffer has changed – altered, strengthened, and/or challenged – the way you think about ethics (about 1.5 pages). Make use of the short in-class essay from the first day of the class to compare.
- e) Conclusion (1 paragraph).

Students must include copies of (i) the completed Reading & Practice Report and (ii) the in-class ethics essay with their submission.

- **Related learning outcomes:** #2.
- **Assignment Length:** 7-8 pages / 2000 words (+/- 10%).
- **Due date:** Fri 10 Dec

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have *the same* assignment due dates as in-class students.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
- By Monday at 11:59pm each week, VOD students will submit to FlipGrid a 2-3 minute video that 1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

	<i>Time (approx.)</i>	<i>Due Date</i>
Classroom time	30 hours	n/a
1. Test	6 hours	Tues 16 Nov
2. Ministry Ethics Commentary	6 hours	Fri 26 Nov

3. Contemporary Ethics Story Research Paper	14 hours	Fri 3 Dec
4. Bonhoeffer Paper	36 hours	Fri 10 Dec
TOTAL	92 hours	

Assessment Rubrics

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

Tentative Class Schedule

Date Topics Readings / Assignments Due

Mon 8 Nov	Introduction (including writing due dates in calendar)	
Tues 9 Nov	Introductory lecture on ethics	
Wed 10 Nov	Lecture on Christian ethics	
Thurs 11 Nov	— <i>No Class: Remembrance Day</i> —	
Fri 12 Nov		
Mon 15 Nov	<i>Bonhoeffer</i> (2003) documentary – part one	
Tues 16 Nov	<i>Bonhoeffer</i> (2003) documentary – part two	Test
Wed 17 Nov	Jesus Christ and Christian ethics	
Thurs 18 Nov	The Holy Spirit and Christian ethics	
Fri 19 Nov		
Mon 22 Nov	* Library orientation session *	
Tues 23 Nov	The Church and Christian ethics	
Wed 24 Nov	The Bible and Christian ethics	
Thurs 25 Nov	<i>Exercise:</i> Reflection on the Bible and Christian ethics	
Fri 26 Nov		Ministry Ethics Commentary
Mon 29 Nov	The Christian and Christian ethics	
Tues 30 Nov	Abortion, disability and human personhood	
Wed 1 Dec	Society, family and friendship	
Thurs 2 Dec	Government and war	
Fri 3 Dec		Contemporary Ethics Story
Mon 6 Dec	Animals and technology	
Tues 7 Dec	The end of life: euthanasia, suicide and martyrdom	
Wed 8 Dec	<i>Exercise:</i> Ministry Ethics Commentary group work	
Thurs 9 Dec	Course Review (+ course evaluation)	
Fri 10 Dec		Bonhoeffer Paper

➤ First submissions of assignments will not be accepted after **Friday, December 10.**

Revision Week (Dec 13-17)

Mon 13 Dec	Resubmission of Test and Ministry Ethics Commentary (as necessary)
Tues 14 Dec	Resubmission of Contemporary Ethics Story Research Paper (as necessary)

Wed 15 Dec Resubmission of Bonhoeffer Paper (as necessary)
 Thurs 16 Dec Secondary resubmissions (as necessary)
 Fri 17 Dec Further resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Friday, December 17.**

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines. Please submit assignments in Word (.doc or .docx) format and resubmissions with Track Changes turned on.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor’s instructions and making significant progress toward achieving competency.

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 more than 40% of the	A+	4.0	90-100
			A	4.0	85-89

		learning outcomes and met requirements for all remaining learning outcomes.	A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three

days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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.

For denominational stances on various ethical issues, see:

[Assemblies of God \(USA\) Position Papers](#)

[Christian and Missionary Alliance in Canada Manual](#)

[Church of God Doctrine and Polity Papers](#)

[Mennonite Brethren Faith and Life Resources](#)

[Christian Ethics Virtual Reading Room](#)

Selected Ethics Journals¹

[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.

Brock, Brian. [Singing the Ethos of God: On the Place of Christian Ethics in Scripture](#). Grand Rapids: Eerdmans, 2007.

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 Hauerwas Reader*. Edited by John Berkman and Michael Cartwright. Durham/London: Duke University Press, 2001.

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

¹ 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](#).

- 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.
- 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.
- O'Donovan, Oliver. *Resurrection and 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., and R. Robert Creech. *Ethics for Christian Ministry: Moral Formation for Twenty-First Century Leaders*. Grand Rapids: Baker Academic, 2017.
- 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.
- Gula, Richard M. *Ethics in Pastoral Ministry*. Mahwah, NJ: Paulist, 1996.
- Hill, Alexander. *Just Business: Christian Ethics for the Marketplace*. Rev. ed. Downers Grove, IL: InterVarsity, 2008.
- Hollinger, Dennis P. *The Meaning of Sex: Christian Ethics and the Moral Life*. Grand Rapids: Baker Academic, 2009.
- 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.
- 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.
- Rae, Scott B., and Kenman L. Wong. *Beyond Integrity: A Judeo-Christian Approach to Business Ethics*. 2nd ed. Grand Rapids: Zondervan, 2004.
- Sloane, Andrew. *At Home in a Strange Land: Using the Old Testament in Christian Ethics*. Peabody, MA: Hendrickson, 2008.
- 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.