



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 6-December 15, 2023
Term B
Monday-Thursday, 9am-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:* Test, Asynchronous Discussions
3. Identify ethical theories at play in their own and others' reasoning.
 - *Assessment:* Test, Contemporary Ethics Story Research Paper
4. Evaluate contemporary ethical issues.
 - *Assessment:* Contemporary Ethics Story Research Paper, Asynchronous Discussions
5. Plan safeguards for ethical practices in ministry.

- *Assessment:* Leadership Ethics Activity

Course Work

Required Textbooks

Grenz, Stanley J., *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: IVP Academic, 2000. ISBN: 978-0830815685.

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: 978-0801027550.

Further online readings made available on Populi.

**While students have the benefit of accessing many of 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

1. *Test – 20%*.

Students will complete a one (1) hour closed-book test on Populi that will a) evaluate the students' basic understanding of the field of ethics, b) their ability to identify widely used ethical theories as well as to critique those theories, and c) their understanding of the reasons for following an evangelical Christian approach to ethical being and decision-making. Students are to read the Introduction and Chapter 1 in Stanley J. Grenz, *The Moral Quest*. Class notes from the "Introductory Lecture on Ethics" should also be carefully reviewed in preparation.

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 Outcomes: #1, 2, 3.
- **Assignment Length:** one (1) hour.
- **Due date:** Tuesday, Nov. 14

2. *Asynchronous Discussions- 25%*.

The purpose of these **two** discussions is to give you an opportunity to engage with the rest of the class online in the exchange of ideas relating both to the theological and biblical foundation

for Christian ethics and consequent ethical practice in the contemporary world. These discussions will take place under the “Discussion” tab on Populi.

Discussion One—Week 2 (November 13-18)

- Read: **Stanley J. Grenz, *The Moral Quest***, Chapters 3 and 7, by **November 12 at 11:59PM**.
- Write a post of about 300-350 words explaining your understanding of how the Christian ethical tradition is based upon the Bible and how we are to use the Bible in navigating the complex challenges of our time. When quoting or rewording any of Stanley Grenz’s ideas, please be sure to put the page number in parentheses following your statement.
- You should make your original post at the latest by **Thursday, November 16 at 11:59PM**. By **Saturday, November 18 at 11:59PM**, you should respond to the posts of two other students—75 to 100 words for each of those responses is adequate. However, it is important to engage with your fellow students' posts so that you do not merely say that you like what has been written, or that you found it interesting. If you agree, please give a reason(s) but feel free to challenge their proposal and ask a further question(s).

Discussion Two—Week 4 (November 27-December 2)

- Read: **Scott B. Rae, *Moral Choices***, Chapters 5, 6 and 8 by **November 26 at 11:59PM**.
- Write a post of about 300-350 words explaining why the debate over “the edges of life” (Ramsay) is so heated, how the abortion and euthanasia debates are similar, and whether there is any hope of some kind of middle ground. When quoting or re-wording any of Scott Rae’s ideas, please be sure to put the page number in parentheses following your statement.
- You should make your original post at the latest by **Thursday, November 30 at 11:59PM**. By **Saturday, December 2 at 11:59PM**, you should respond to the posts of two other students—75 to 100 words for each of those responses is adequate. However, it is important to engage with your fellow students' posts so that you do not merely say that you like what has been written, or that you found it interesting. If you agree, please give a reason(s) but feel free to challenge their proposal and ask a further question(s).
- To complete this assignment, students will follow these guidelines:
 - Appear to include citations in parenthesis when paraphrasing, summarizing, or quoting from other sources.
 - Cite Grenz in Discussion 1 and Rae in Discussion 2, putting the page number in parentheses.
 - Complete the number of posts as described above.
- Related learning outcome(s): #2 and 4.
- **Assignment length:** 2 original posts of 300-350 words; 4 response posts of 75-100 words.
- **Due date:** Nov 12, Nov 16, Nov 18; Nov 26, Nov 30, Dec 2

3. *Leadership Ethics Activity*—25%.

This assignment helps you plan and prepare for the ethical challenges of ministry. In preparation,

- a. Read **Chapters 4, 5, 7, and pages 78-88** in *Ministerial Ethics*. Confirm on Populi that you have completed this reading by **Wednesday, November 15 at 11:59PM**.
- b. Engage in discussion about the reading with **two pastors** and get feedback from those pastors regarding:

- What ethical issues would be most challenging for people in ministry today
- What methods people might utilize to overcome the challenges identified.
- What strategies might be considered to avoid sexual misconduct.

Students are welcome to conduct these interviews in pairs, although each student must report separately without consultation.

- c. Engage in an **in-class discussion** regarding the topic and confirm on Populi that you have completed the discussion with two pastors by **Monday, November 20 at 11:59PM**.
- d. Record a 5–6-minute video and upload it to a content-hosting site like YouTube. You can set the video as private and submit the link via Populi. For your video:
 - Indicate the names of the two pastors that you discussed this assignment with.
 - No introduction or conclusion is necessary.
 - Draw on and cite your reading, the discussions you had with those pastors, and the class lecture material.
 - Identify and explain:
 - i. 3 issues you think are most challenging for people in ministry, and
 - ii. Safeguards you plan to put into 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.

- To complete this assignment, students will follow these guidelines:
 - Confirm you've done the reading and discussions by the due dates indicated above.
 - Indicate the name of the two pastors interviewed in the video.
 - Include an outline of the main points discussed, citing the reading, discussions, and class lecture material in footnotes and in the text of your video. Your outline should also include a bibliography.
 - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
- Related Learning Outcome: #5
- **Assignment Length:** 5-6 minutes.
- **Due date:** Thursday, Nov. 23.

4. *Contemporary Ethics Story Research Paper*- 30%.

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:

- a) *Introduction*. The thesis statement should clearly state the student's position on the issue.
- b) *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 implicit (about 1 page).
- c) *Context Analysis* (3 pages): Critically interact with the issue and the perspective presented in the article (this should be most 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 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.
 - Demonstrate Christian moral (i.e., biblical and theological) reasoning.
- d) *Conclusion*. Summarize the analysis and restate the thesis.
- To complete this assignment, students will follow these guidelines:
 - Attach the article to which the paper is responding (e.g., a scanned PDF or web link).
 - Record the word count for the paper on the title page.
 - Use and cite a minimum of four (4) academic sources, in addition to the news article.
 - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.
 - Follow the outline of Parts A-D as outlined in the syllabus.
 - Include a thesis statement that clearly states the student's position on the issue.
 - Include a conclusion that summarizes the analysis and restates the thesis.
 - Related Learning Outcomes: #1, 3, 4.
 - **Assignment Length:** 5 pages / 1500 words (+/- 10%), not including footnotes and bibliography. Papers that fall outside of the length requirements for an assignment may not be assessed.
 - **Due date:** Monday, December 4.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD

recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the **same and different** assignment due dates as in-class students. Adjusted due dates are as follows:
 - **Test:** due November 20 at 11:59PM. You should watch the Week 2 Lectures and the in-class Practice Quizzes before doing the test.
 - **Leadership Ethics Activity:** Populi confirmation and video both due November 27 at 11:59PM. You should watch the Week 3 Lectures before completing this assignment so you can watch the in-class discussion.
 - **Contemporary Ethics Story Research Paper:** due December 7 at 11:59PM.
- VOD students will submit 5 reports, each of which 1) affirms they have watched the required recording for the course, 2) summarizes one thing they learned from each section of the course (e.g., each topic indicated in the course timeline below) that will help them reach the course learning outcomes, and 3) articulates at least one question they had after watching the class recording. These reports will be submitted in either written or video format on Populi.
- VOD students are also required to meet with the Professor online sometime before the end of the course (December 15, 2023) for 20 minutes to discuss their engagement with the class (e.g., their progress and/or their questions and/or their ideas and/or their reflections on course content).
- Due Dates for Lectures and Reports (though submitting these earlier is encouraged)
 - Week 1 Lectures & Report: Due November 13
 - Week 2 Lectures & Report: Due November 20
 - Week 3 Lectures & Report: Due November 27
 - Week 4 Lectures & Report: Due December 4
 - Week 5 Lectures & Report: Due December 11
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked 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)

			Weighting
Classroom time	30 hrs		n/a
1. Test	10 hrs	Nov. 14	20%
2. Asynchronous Discussions	21 hrs	See above	25%
3. Leadership Ethics Activity	15 hrs	Nov. 23	25%
4. Contemporary Ethics Story Research Paper	15 hrs	Dec. 4	30%
Total =	91 hrs		

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Tentative Class Schedule

Date	Topic	Readings/Assignments
Nov 6	Introduction (writing due dates in calendar)	
Nov 7	General introduction lectures on ethics	
Nov 8	Historical and contemporary approaches to ethics	
Nov 9	Foundation of Christian ethics	
Nov 10		
Nov 11		
Nov 12		Grenz Reading due
Nov 13	Foundation of Christian ethics (cont'd)	
Nov 14	Jesus Christ and Christian ethics	Test due
Nov 15	The Holy Spirit and Christian ethics	<i>Ministerial Ethics</i> Reading due
Nov 16	The Church and Christian ethics	Discussion 1 Original Post due
Nov 17		
Nov 18		Discussion 1 Response Posts due
Nov 19		
Nov 20	Library Orientation Session	Discussions with 2 Pastors due
Nov 21	Marriage and Sexual Ethics	
Nov 22	Abortion, euthanasia, and personhood	
Nov 23	Medical research and technology	Leadership Ethics Activity due
Nov 24		
Nov 25		
Nov 26		Rae Reading due
Nov 27	Society, family, and friendship	Test Revisions due
Nov 28	Government and war	
Nov 29	Ministry and Ethics	
Nov 30	Power and politics	Discussion 2 Original Post due
Dec 1		
Dec 2		Discussion 2 Response Posts due
Dec 3		
Dec 4	Pastoral leadership personal priorities and choices	Contemporary Ethics Story Research Paper due
Dec 5	Relationships and communication with congregation and colleagues	
Dec 6	Counselling ethics	
Dec 7	Today's unique ethical challenges and hope for the future	
Dec 8		

- First submissions of assignments will not be accepted after **Friday, December 8.**

Monday, November 27**	Resubmission of <i>Test</i> due (as necessary)
Monday, December 11	Resubmission of <i>Asynchronous Discussions</i> due (as necessary)

	Resubmission of <i>Leadership Ethics Activity</i> due (as necessary)
Tuesday, December 12	Resubmission of <i>Contemporary Ethics Story Research Paper</i> due (as necessary)
Wednesday, December 13	Secondary resubmissions (as necessary)
Thursday, December 14 & Friday, December 15	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Friday, December 15**.

Academic Policies

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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a

student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
				A-	3.7
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health

conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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*](#)

[*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.
- Holmes, Arthur. F. *Ethics: Approaching Moral Decisions*. 2nd ed. Contours of Christian Philosophy. Downers Grove, IL: InterVarsity, 2007.
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- Kaiser, Walter C, Jr. *What Does the Lord Require? A Guide for Preaching and Teaching Biblical Ethics*. Grand Rapids: Baker Academic, 2009.
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- 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.
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- 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.
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