

LS5102/TS5102

Wise and Ethical Leadership

3 credits. Prerequisites: none.

 On Campus, Saskatoon  Livestream  Video on Demand



September 8—12, 2025

Module

Monday—Friday, 9am-4pm SK

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Please note:

It is strongly suggested that you read the McIntosh and Rima book before the course begins.

Course Goals

Course Description

This course surveys dominant theories in secular ethics, with an emphasis on the development of an evangelical Christian approach, followed by a discussion of current moral issues. Students' own moral reasoning will develop in conversation with influential Christian leaders.

Relationship to Horizon's Mission

Horizon's mission is: *To advance God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry.* This course attends to the holistic ethical formation of the Christian Leader – heart, mind, soul, strength – particularly with respect to character empowered and shaped by the Spirit (Gal 5:22-25).

Course Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy* and *Contextual Awareness*, students will

1. Identify various ethical theories at play in their own and others' reasoning.
 - *Assessment:* Research Paper on an Ethical Issue.
2. Critique ethical theories and articulate the centrality of Jesus Christ to Christian ethics.
 - *Assessment:* Reflection Paper on Leadership and Ministry, Biblical/Theological Ethics Paper, Research Paper on an Ethical Issue.
3. Synthesize the interrelation of Scripture, theological reasoning, and cultural understanding in a Christian approach to ethics.
 - *Assessment:* Biblical/Theological Ethics Paper, Research Paper on an Ethical Issue

4. Articulate an evangelical Christian approach to leadership ethics.
 - *Assessment:* Reflection Paper on Leadership and Ministry, Biblical/Theological Ethics Paper, Contemporary Case Reflection & Analysis, Research Paper on an Ethical Issue.
5. Apply formative practices to their own lives that form Christ and embody the gospel.
 - *Assessment:* Contemporary Case Reflection & Analysis, Research Paper on an Ethical Issue.

Course Work

Required Readings

McIntosh, Gary L. and Rima, Samuel D., *Overcoming the Dark Side of Leadership: How to Become an Effective Leader in Confronting Potential Failures*. Revised Edition. Grand Rapids: Baker, 2007. ISBN: 978-0801068355.

DTL: <https://thedtl.on.worldcat.org/oclc/727647199>.

Perry, Aaron, *Biblical Theology for Ethical Leadership: Leaders from Beginning to End*. Cham, Switzerland: Palgrave MacMillan, 2018. ISBN: 978-3030091347.

DTL: <https://thedtl.on.worldcat.org/oclc/1029352579>.

Recommended

Root, Andrew. *Bonhoeffer As Youth Worker: A Theological Vision for Discipleship and Life Together*. Grand Rapids, MI: Baker Academic, 2014. ISBN: 9780801049057.

Turner, Philip. *Christian Ethics and the Church: Ecclesial Foundations for Moral Thought and Practice*. Grand Rapids, MI: Baker, Academic, 2015. ISBN: 9780801097072.

Further online readings made available on Populi if needed.

**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.

Course Assignments and Activities

Note: It is strongly suggested that you read the McIntosh and Rima book before the course begins.

1. Reflection Paper on Leadership and Ministry (25%).

Students are to write a reflection paper on the nature, purpose, and character of leadership in ministry from a Christian ethical perspective. “Ministry” can be defined broadly as relating to a pastoral or leadership setting within a church or to a parachurch or Christian charitable organization setting. In highlighting the ethical challenges of leadership, your paper should be informed by a careful reading of McIntosh and Rima,

which should be referenced somewhere in your paper and documented appropriately.

As part of your paper, compare and contrast your articulation of Christian leadership with one of the following: (a) your personal experience or observation of leadership in the local church (or a parachurch ministry setting); (b) your personal experience or observation of secular leadership practices (in business or another vocational setting); OR (c) your observations and reflections on the general way leadership has been practiced from an ethical perspective in evangelical and Pentecostal churches.

- Related learning outcome(s): #2, 4.
- **Assignment length:** 5-6 pages/ 1500-1750 words
- **Due date:** Monday, September 22.

2. *Biblical/Theological Ethics Paper. (25%).*

Following a thorough read of Aaron Perry's book *Biblical Theology for Ethical Leadership*, write an analysis of his work (5-6 pages) that focuses on the strength of his connection between ethics and Bible/theology. First, be sure to identify his key concepts and arguments. Second, discuss the merits and any weaknesses of Perry's work in establishing a foundation for ethical leadership. Finally, provide a brief reflection on the significance/relevance of this approach in the current cultural climate.

- Related learning outcome(s): # 2, 3, 4.
- **Assignment length:** 5-6 pages/1500-1750 words
- **Due date:** Thursday, October 9.

3. *Contemporary Case Reflection & Analysis (15%).*

Listen carefully to the following podcast (an *Unbelievable Podcast* episode discussing the Ravi Zacharias scandal), taking notes and writing down your reflections as you listen:

Link (you can also download the episode on your device if you wish):

<https://www.youtube.com/watch?v=Q8347pPgQ5g>

Alternately, you may listen to this episode on the same issue:

<https://www.youtube.com/watch?v=S7DZHowyK7Y>

Create and submit an analytical short video along with your notes in outline form on the issue of scandals in church leadership, using the Zacharias scandal as the case that focuses your reflection. Draw on the podcast episode and on course content (a) to discuss the problem theologically and ethically; and (b) to suggest formative practices and healthy structures (governance, accountability, etc.) that can help the church to flourish ethically and thus bear faithful witness to Jesus in its embodied life and practices.

Alternatively, with the permission of the instructor, you may choose another recent high-profile scandal within Christian ministry. The same expectations and format for the assignment would apply in such a case.

Upload your video to a content-hosting site like YouTube and then submit the link on

Populi. You can set the video to “private” so only your professor can see it once you provide the link.

- Related learning outcome(s): # 4, 5.
- **Video length:** 5-10 minutes
- **Due date:** Monday, October 20.

4. *Research Paper on an Ethical Issue (35%).*

Write a research paper on a contemporary ethical topic involving leadership and ministry. The paper should be double-spaced, 12 pt. Times New Roman, approximately 12 pages in length, and submitted in Word format.

The following steps should be considered:

1. Describe a situation that you (or your church or organization) directly experienced (or is navigating) that called (calls) for an ethical decision or response OR describe a current issue in the culture that requires wise church leadership. Describe the full complexity of the situation/issue with accuracy. This will help to ensure that your analysis is fair, insightful, clear, and concrete.
2. Write a clear thesis statement in response to the situation just described. A thesis statement is not simply a topic or an area of exploration, but an assertion that you will argue and defend. It is a specific position that you will take in your paper regarding the issue described.
3. Use the body of your essay to demonstrate your view coherently, convincingly drawing upon 8-10 scholarly, relevant, and reliable sources, including the course materials and other works as needed. Stating and evaluating alternative positions along the way with fairness will demonstrate your awareness of the complexity of the topic, enrich the depth of your own thinking, and hence strengthen your essay.

Please consult the Grading Rubric provided for this assignment, which will be uploaded to Populi.

- Related learning outcome(s): # 1-5.
- **Assignment length:** 10 pages/ 3000 words
- **Due date:** Monday, November 3.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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.
 - Reflection Paper on Leadership and Ministry – due October 6.

- Biblical/Theological Ethics Paper – due October 13.
- Contemporary Reflection & Analysis – due October 20
- Research Paper on an Ethical Issue – due November 3
- Students will watch the lectures according to the following schedule (though submitting these earlier is encouraged):
 - Day 1 Lectures & Padlet Report: Due September 12
 - Day 2 Lectures & Padlet Report: Due September 17
 - Day 3 Lectures & Padlet Report: Due September 22
 - Day 4 Lectures & Padlet Report: Due September 27
 - Day 5 Lectures & Padlet Report: Due October 1
- According to the schedule above, VOD students will submit 5 Padlet 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.
- VOD students are also required to meet with the Professor online sometime before the end of the course (**November 3, 2025**) 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).
- 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 they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Classroom time	30 hrs	n/a	
1. Reflection Paper on Leadership and Ministry	15 hrs	Sept. 22	25%
2. Biblical/Theological Ethics Paper	21 hrs	Oct. 9	25%
3. Contemporary Case Reflection and Analysis	10 hrs	Oct. 20	15%
4. Research Paper on an Ethical Issue	35 hrs	Nov. 3	35%
Total	111 hrs		

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

Tentative Class Schedule

- Mon. 8 Sept. AM Introduction (including writing due dates in calendar)
Introductory lecture/discussion on ethics
- Mon. 8 Sept. PM Historical and contemporary approaches to ethics
Foundation of Christian Ethics (Part One)

- Tues. 9 Sept. AM Foundation of Christian ethics (Part Two)
Jesus Christ and Christian Ethics
- Tues. 9 Sept. PM The Holy Spirit and Christian Ethics
The Church and Christian Ethics
- Wed. 10 Sept. AM * Library orientation session *
Chapel, 10:15am-11:30am SK
- Wed. 10 Sept. PM Marriage and Sexual Ethics (transgenderism, homosexuality, and gender identity)
Abortion, euthanasia, and personhood
Medical research and technology
- Thur. 11 Sept. AM Society: health care, public education, violence against women, climate, poverty, equality, racism, family, disability, hospitality, immigration, media and entertainment and environmental ethics
- Thur. 11 Sept. PM Government: economics, war, peace, justice, and nonviolence
Power, politics and nationalism
Ministry and ethics
- Fri. 12 Sept. AM Pastoral leadership, personal priorities and choices
Relationships and communication with congregations and colleagues.
- Fri. 12 Sept. PM Counselling ethics
Today's unique ethical challenges
Hope for the future

Assignments will not be accepted after **Monday, November 3.**

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs,

and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 full 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*](#)

*Journals*¹

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.
- 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 McCleughry, 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.
- Turner, Philip. *Christian Ethics and the Church: Ecclesial Foundations for Moral Thought and Practice*. Grand Rapids, MI: Baker Academic, 2015.
- 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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- Hollinger, Dennis P. *The Meaning of Sex: Christian Ethics and the Moral Life*. Grand Rapids: Baker Academic, 2009.
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- Megoran, Nick Solly. *The War on Terror: How Should Christians Respond?* Downers Grove, IL: InterVarsity, 2007.
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- Rae, Scott B., and Paul M. Cox. *Bioethics: A Christian Approach in a Pluralistic Age*. Grand Rapids: Eerdmans, 1999.
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- 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.

Verhey, Allen. *Reading the Bible in the Strange World of Medicine*. Grand Rapids: Eerdmans, 2003.

Yoder, John Howard. *Christian Attitudes to War, Peace, and Revolution*. Edited by Theodore J. Koontz and Andy Alexis-Baker. Grand Rapids: Brazos, 2009.

Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove, IL: InterVarsity, 2004.