



## G230 Ethics and Morality

3 credits. Prerequisites: G143 Worldviews and Contemporary Culture.

👤 Mississauga Campus 'A' Live-Stream 📺 Video on Demand

September 16—October 17, 2024

Term A

Monday and Wednesday, 10:00 AM -1:00 PM (ET)

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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 MCS-Horizon's Mission

MCS's mission is: Creating a learning community that provides programs and services that equip Pentecostal leaders for ministry. 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:* Leadership Ethics Activity, 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*. IVP Academic, 2000. (ISBN-10: 0830815686)

DTL: <https://thedtl.on.worldcat.org/oclc/37361692>

Rae, Scott B. *Moral Choices: An Introduction to Ethics*. 4<sup>th</sup> ed. Grand Rapids: Zondervan, 2009. (ISBN: 0310291097 or ISBN-13: 978-0310291091)

DTL: <https://thedtl.on.worldcat.org/oclc/1064682965>

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

DTL: <https://thedtl.on.worldcat.org/oclc/53019288>

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

### 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 d) 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: Wednesday, September 25.**

## **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.

### **Discussion One—Week 2, September 23-28.**

Read: **Stanley J. Grenz, *The Moral Quest***, Chapters 3 and 7 by **September 22**.

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 **Wednesday, September 25 at 12:00 midnight**. By **Saturday, September 28 at 12:00 midnight**, 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, October 7-12.**

Read: **Scott B. Rae, *Moral Choices***, Chapters 5, 6 and 8 by **October 6**.

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 **Wednesday, October 9 at 12:00 midnight**. By **Saturday, October 12 at 12:00 midnight**, 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).

- *Related Learning Outcomes: 2, 4*

## **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***. Contact the professor by email, indicating that you have read the material by **Monday, September 30 at 12 midnight**.
- 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.

Write a 600–700-word **reflection paper** (about 2 pages) For your paper:

- 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 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.
    - *Related Learning Outcome: 5*
    - **Assignment Length:** 600-700 words.
    - **Due date: Thursday, October 3.**

#### **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 and Christian charity.
- d) *Conclusion*. Summarize the analysis and restate the thesis.

In addition, for the paper:

- a) Attach the article to which the paper is responding (e.g., a scanned PDF or web link).
- b) The paper should be 1500 words (+/- 10% = 1350-1650 words) in length, not including footnotes and bibliography. Papers submitted that fall outside of the length requirements for an assignment may result in a grade reduction.
- c) Record the word count for the paper on the title page.
- d) 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: Wednesday, October 16.**

### **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 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 Saturday at 11:59 pm each week, VOD students will submit a 2-3 minute video report where they will 1) affirm they have watched the required recording for the last seven days, 2) summarize one thing they learned that week that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class recording. Videos may be shared with students in class.
- VOD students are also required to meet with the Professor online sometime before the end of the course (October 25, 2024) 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 September 21
  - Week 2 Lectures & Report: Due September 28
  - Week 3 Lectures & Report: Due October 5
  - Week 4 Lectures & Report: Due October 12
  - Week 5 Lectures & Report: Due October 18\*(Friday)
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether they demonstrate thoughtful engagement with the lecture content and in-class activities.

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs		Weighting n/a
1. Test	10 hrs	Sept. 25	
2. Asynchronous Discussions	15 hrs	Sept. 28, Oct. 12	20%
3. Leadership Ethics Activity	15 hrs	Oct. 3	25%
4. Contemporary Ethics Story Research Paper	15 hrs	Oct. 16	25%
			30%
Total =	85 hrs		

- First submissions of assignments will not be accepted after October 18, 2024.

**Revision Week Oct 21 to Oct 25, 2024.**

Date	Revisions Due
Monday, October 21, 2024	Resubmissions
Tuesday, October 22, 2024	Resubmissions
Wednesday, October 23, 2024	Resubmissions
Thursday, October 24, 2024	Secondary Resubmissions
Friday, October 25, 2024	Additional Resubmissions

- No resubmission of assignments will be accepted after October 25, 2024

**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 / <i>Assignments</i> Due
Mon 16 Sept.	Introduction (including writing due dates in calendar) General introduction lecture/discussion on ethics	
Wed 18 Sept.	Historical and contemporary approaches to ethics Foundation of Christian ethics (Part One)	
Mon 23 Sept.	Foundation of Christian ethics (Part Two) Jesus Christ and Christian ethics	
Wed 25 Sept.	The Holy Spirit and Christian ethics The Church and Christian ethics	<b>Test</b> <b>(Wed., Sept. 25)</b>

Mon 30 Sept.	* Library orientation session * Marriage and Sexual Ethics	<i>Asynchronous Discussion (Sat. Sept. 28)</i>
Wed 2 Oct.	Abortion, euthanasia, and personhood Medical research and technology	<i>Leadership Ethics Activity (Thurs. Oct. 3)</i>
Mon 7 Oct.	Society, family, and friendship Government and war	
Wed 9 Oct.	Ministry and Ethics Power and politics Pastoral leadership personal priorities/choices	<i>Asynchronous Discussion (Sat. Oct. 12)</i>
Mon 14 Oct.	THANKSGIVING DAY	
Wed 16 Oct	Relationships and communication with congregation and colleagues Counselling ethics Unique ethical challenges and hope for the future	<i>Contemporary Ethics Story Research Paper (Wed., Oct. 16)</i>

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [MCS-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 Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student’s program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

### 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.

### MCS-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.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all 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 MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM			C+	2.3	67-69
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	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> 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

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto: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 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 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**

MCS-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 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.
- 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.
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- 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.

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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.
- 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.
- 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.

<sup>1</sup> 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](#).