




G230 Ethics and Morality

3 credits. Prerequisites: G143 Worldviews and Contemporary Culture

 Saskatoon Campus **'A'** Livestream  Video on Demand

September 8-12, 2025
Module A
Monday-Friday, 9am-4pm SK (11am-6pm ET)

Ewen Butler, Ph.D
ewen@ewenbutler.ca

Please note: Although this course does not require reading before the module, it is recommended that you begin the reading for Assignment 2, Discussion One before or during the module.

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 and MCS's Missions

As part of Horizon and MCS's missions 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.

Core Competencies 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, Leadership Ethics Activity, Asynchronous Discussion
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 Readings

Grenz, Stanley J., *The Moral Quest: Foundations of Christian Ethics*. Downers Grove, IVP Academic, 2000. ISBN: 9780830815685.

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

Rae, Scott B. *Moral Choices: An Introduction to Ethics*. 4th edition. Grand Rapids: Zondervan, 2018. ISBN: 9780310536420.

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

Trull, Joe E., and James E. Carter. *Ministerial Ethics: Moral Formation for Church Leaders*. 2nd edition. Grand Rapids: Baker Academic, 2004. ISBN: 9780801027550.

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

**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

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:** Monday, September 15.

2. *Asynchronous Discussions* – 25%

The purpose of these **two** discussions, on Populi, 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 15-20.

Read: **Stanley J. Grenz, *The Moral Quest***, Chapters 3 and 7 by **September 14**.

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 17 at 11:59PM**. By **Saturday, September 20 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 also to challenge their proposal and ask further question(s).

Discussion Two—Week 4, September 29-October 4.

Read: **Scott B. Rae, *Moral Choices***, Chapters 5, 6 and 8 by **September 28**.

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 rewording 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 1 at 11:59PM**. By **Saturday, October 4 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).

- Related learning outcomes: #2, 4
- **Assignment length:** see above.
- **Due date:** see above.

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** (under the heading “In Relation to Sex”) in ***Ministerial Ethics***. Write a note under the Leadership Ethics Activity assignment on Populi, indicating that you have read the material by **Monday, September 22 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 might people 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** on your experience with the interview (about 2 pages). For your paper:

- Indicate the names of the two pastors with whom you discussed this assignment.
 - 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 and ministry contexts. Include a paragraph stating what measures you plan to take to avoid sexual misconduct.
- Related learning outcomes: #2, 5.
 - **Assignment length:** 600-700 words.
 - **Due date:** Monday, October 6.

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 responsibly. (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 be required to be revised.
 - 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 15.

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.
 - **Test – due October 4.**
 - Asynchronous Discussions – see due dates above.
 - Leadership Ethics Activity – due October 6.
 - Contemporary Ethics Story Research Paper - due October 15.
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due September 12.
 - Day 2 Lectures and Report due September 17.
 - Day 3 Lectures and Report due September 22.
 - Day 4 Lectures and Report due September 27.
 - Day 5 Lectures and Report due October 2.
- According to the schedule above, VOD students will submit a 2-3-minute Padlet report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains 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 as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs		Assignment Weighting
1. Test	10 hrs	Sept. 15	20%
2. Asynchronous Discussions	15 hrs	See above	25%
3. Leadership Ethics Activity	15 hrs	Oct. 6	25%
4. Contemporary Ethics Story Research Paper	15 hrs	Oct. 15	30%
Total =	85 hrs		

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

Assessment Rubrics

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

Course Outline

<i>Date</i>	<i>Topics</i>
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 & 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

- Revision week is October 20-24. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after October 24, 2025.

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.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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 and MCS's 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. Assignments that do not meet competency will receive a 0. 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 and MCS 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
M	Meeting expectations	Student demonstrated good 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 Horizon and MCS. 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 one or more 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.

Horizon and MCS have 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 [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, 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 Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

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 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 and MCS encourage 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.
- 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.
- Dearborn, Tim and Lee, Hak Joon (eds.). *[Discerning Ethics: Diverse Christian Responses to Divisive Moral Issues](#)*. IVP Academic, 2020.
- 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.
- 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.

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](#).