



G230 Ethics and Morality

3 credits. Prerequisites: G143 Worldviews and Contemporary Culture

Mississauga Campus Livestream Video on Demand

September 14-October 23, 2026

Term A

Monday & Wednesday, 10am-1pm ET (8am-11am SK)

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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 and MCS's Missions

As part of Horizon's 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* as 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; Current Ethics Story Research Paper
2. Articulate an evangelical Christian approach to ethical decision making.
 - *Assessment:* Test; Ethics and Ministry Paper
3. Identify ethical theories at play in their own and other's reasoning.
 - *Assessment:* Test; Case Studies; Current Ethics Story Research Paper
4. Evaluate contemporary ethical issues.
 - *Assessment:* Case Studies; Current Ethics Story Research Paper
5. Plan safeguards for ethical practices in ministry.
 - *Assessment:* Ethics and Ministry Paper

Course Work

Required Readings

Rae, Scott B. *Moral Choices: An Introduction to Ethics*. 5th edition. Grand Rapids: Zondervan, 2026. (ISBN: 9780310180418 or ISBN: 9780310180425)

[DTL](#)

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

[DTL](#)

****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 your basic understanding of the field of ethics, b) your ability to identify widely used ethical theories as well as to critique those theories, and c) your understanding of the reasons for following an evangelical Christian approach to ethical being and decision-making.

To prepare for the test, you 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 you should use their notes and/or textbook to help you 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 23.

2. Case Studies – 25%

This assignment assesses both your ability to evaluate contemporary ethical issues and your self-awareness of the ethical theories that you are engaging as you make your arguments. You will **discuss four case studies** on Populi. This assignment has three aspects:

- 1) In preparation for discussing each of the case studies you will **read four chapters** in *Moral Choices* (total=about 100 pages of reading). Each chapter in the textbook has **review questions** at the end (for example, see pages 147-149). After you complete your chapter reading, you will answer the relevant review questions (do not submit your answers):
 - Ch 10 – Questions 7, 9, 11, 12, 16
 - Ch 4 – Questions 6, 8, 9, 13, 15
 - Ch 5 – Questions 7, 10, 11, 13, 17

○ Ch 6 – Questions 18, 21, 23, 27

- 2) For **two** of the chapter readings (chapters 4, 5, 6, or 10), you will write a 300–400-word **post** regarding an ethical case study (sign-up on Populi). In your posts, please:
- Note which case study you are responding to.
 - Answer the questions that are listed in the textbook after the case study.
 - Draw on and cite your textbook reading and class discussions. When you refer to something specific from the textbook, please note the page number in parentheses.
 - Identify which ethical theories you are engaging in as you answer the questions. You can do this simply by including the name of the theory in brackets at the end of any sentence(s) where you are making an ethical argument.

As the poster, you will respond to two other students' responses to your own posts (i.e., responding to responders). 75-100 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). It is recommended that you compose your post in a word processor, save it, and then paste to the dialog box so that you do not lose your work.

- 3) For each of the other **two** chapter readings where you do not post, you will **respond** to another student's post (you are welcome, but not required, to respond to more). You have much freedom in how you respond to other students, but please *do not* simply highlight something that you found "interesting," or say that you "like" a student's post. When you respond to students you might consider a) asking them questions regarding their response, b) challenging them on their proposals, c) building on what another student has already said, or d) answering another student's question. When you respond be sure to:
- Draw on and cite your textbook reading and class discussions. When you refer to something specific from the textbook, please note the page number in parentheses.
 - Identify which ethical theories you are engaging in as you answer the questions. You can do this simply by including the name of the theory in brackets at the end of any sentence(s) where you are making an ethical argument.

Each of your responses should be about 75-100 words (*no more than 200 words*).

In summary, you will be creating posts for two different chapters, two responses to responders of each of those posts, and a response for each of the remaining two chapters (a total of 2 posts and 6 responses). Online discussion depends on timely posts. Please plan to set your own deadlines well in advance of the deadlines. **At the very latest**, your posts and responses need to be online by this schedule:

- Ch 10 (Study 10.1 or 10.2)-**post by Sep 28, response by Sep 29**
- Ch 4 (Study 4.2)- **post by Oct 2, response by Oct 3**
- Ch 6 (Study 6.1 or 6.4)- **post by Oct 2, response by Oct 3**
- Ch 5 (Study 5.4)- **post by Oct 5, response by Oct 6**
- Related learning outcomes: #3, 4.
- **Assignment length:** 300-400 words (posts) or 75-100 words (responses).
- **Due dates:** See above.

3. *Ethics and Ministry Paper* – 25%

This assignment helps you plan and prepare for the ethical challenges of ministry. For this assignment you will:

- a) First, read **chapters 4, 5, and 7 and then pages 78-88 (under the heading “In Relation to Sex”) in the book *Ministerial Ethics*** (=80 pages total).
- b) After completing the reading, you will engage in discussion about the reading with **two pastors** (they do *not* need to read the book). You should discuss and get feedback from the pastors regarding:
 - What surprised you in the reading and lectures.
 - What ethical issues you (the student) think would be most challenging for people in ministry.
 - Discuss possible things people can do to overcome the challenges you identified.
 - Discuss realistic things that people can do in order to avoid sexual misconduct.
- c) Next, you will engage in an **in-class discussion** regarding the topic. For VOD students, you can interact with this discussion on your Padlet Report for this week.
- d) Finally, you will write a 600–700-word **reflection paper** (about 2 pages). For your paper:
 - In the title page, 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, and the class lecture material.
 - Identify and explain:
 - 3 issues you think are most challenging for people in ministry, and
 - what safeguards you will put in 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: #2, 5.
 - **Assignment length:** 600-700 words.
 - **Due date:** October 9

4. *Current 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):
 - a. Briefly summarize the content of the article (1 paragraph).
 - b. Identify the ethical issue from the source that the paper will address.
 - c. 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* (4-5 pages): Critically interact with the issue and the perspective presented in the article (this should be the majority of your paper). This section of your paper should:

- Defend your position in a responsible manner. Do *not* argue about whether or not something should be legal—that is a different question than whether or not something is ethical (e.g., adultery is unethical, but not illegal).
- Demonstrate an awareness of and responsible engagement with the ethical, biblical, and theological issues involved.
- Also aim to provide arguments that would be persuasive to a secular audience (that is, without explicit reliance on Scripture).
- Indicate which ethical theories you are utilizing as you build your argument.
- As you engage those who disagree/agree with you should note what ethical theory they are utilizing.
- Present and respond to alternative perspectives fairly.

d) Conclusion

In addition, for your paper:

- a) Attach a copy of the article you are responding to (a scanned pdf or web link).
 - b) The paper should be 2000 words (+/- 10% = 1800-2200 words) in length, not including your footnotes and bibliography (include both of these with your paper). Papers that fall outside of the length requirements for an assignment may result in a grade reduction.
 - c) Record the word count for your papers after your conclusions.
 - d) Use a *minimum* of 5 [scholarly¹ sources](#), including at least one journal article² (dictionary definitions do not count as sources). There will be a library orientation session in Week 2 to help you source scholarly resources.
- Related learning outcomes: #1, 3 and 4.
 - **Assignment length:** 2000 words (+/- 10%)
 - **Due date:** October 16

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 assignment due dates as in-class students.
- By Saturday at 11:59PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video 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.

¹ “Scholarly” sources generally include articles published in academic journals and academic books (a book is often not ‘academic’ if it does not have footnotes or endnotes). You are welcome to use magazine articles and [web pages](#), but these will often not count as scholarly sources. The necessity of using ‘scholarly’ sources means that you will likely want to plan to access an academic library. Some larger cities will have a small supply of academic books in their public library systems.

² There are a number of excellent databases available for searching the contents of many journals at one time. If you request a password from the [Horizon librarian](#), you can access many journals online through the electronic search databases once you login to the [Digital Theological Library page](#). An internet search can help you as well (although this would not be as helpful).

- VOD students are also required to meet with the Professor online sometime before the end of the course (October 23, 2026) 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 (Mon & Wed) Lectures & Report: Due September 19
- Week 2 (Mon & Wed) Lectures & Report: Due September 26
- Week 3 (Mon & Wed) Lectures & Report: Due October 3
- Week 4 (Mon & Wed) Lectures & Report: Due October 10
- Week 5 (Mon & Wed) Lectures & Report: Due October 17
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Weighting
1. Test	10 hrs	Sep 23	20%
2. Case Studies	15 hrs	<i>various</i>	25%
3. Ethics and Ministry Paper	15 hrs	Oct 9	25%
4. Current Ethics Story Research Paper	20 hrs	Oct 16	30%
Total =		90 hrs	

All assignments are due at 8pm **ET time** unless otherwise indicated.

Assessment Rubrics

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

Tentative Class Schedule

ME = ch 4, 5, and 7 and then pages 78-88 in *Ministerial Ethics* by Trull and Carter

MC = *Moral Choices* by Rae

CP = Case Study Posts (you will complete only 2; note response deadlines above)

Date	Topics	Reading	Assignments Due
Mon 14 Sept	Intro to the Course (& write due dates in calendar)		
Wed 16 Sept	Approaches to Ethics	MC 2	Practice Quiz 1
Mon 21 Sept	Foundations of Christian Ethics	MC 3	Practice Quiz 2
Wed 23 Sept	Foundations of Christian Ethics (cont.) Ethics and Ministry	ME	Practice Quiz 3, Test
Mon 28 Sept	Marriage and Sexual Ethics Gender, Transgenderism, and Ethics	MC 10, 14	CP 10
Wed 30 Sept	Abortion, Euthanasia and Personhood	MC 4, 6	
Fri 2 Oct	n/a		CP 4, 6

Mon 5 Oct	Medical Research and Technology	MC 5	CP 5
Wed 7 Oct	War and Violence	MC 9, 11	
	Creation Care and Environmental Ethics		
<i>Fri 9 Oct</i>	n/a		Ethics and Ministry Paper
Mon 12 Oct	—No Class: Thanksgiving—		
Wed 14 Oct	Race, Racism and Ethics	MC 13, 15	
	Immigration, Refugees, and Border Control		
<i>Fri 16 Oct</i>	n/a		Current Ethics Story Research Paper

- Revision week is October 19-23. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: *October 23, 2026*.

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. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
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
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	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. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

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*](#)

*Selected Ethics Journals*³

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.

³ Full text is available for many journals through the "ATLA Serials" database once you log in to the [DTL](#)—request a password from [our librarian](#).

- 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 McCCloughry, with a new chapter by John Wyatt. Grand Rapids: Zondervan, 2011.
- Trull, Joe E., and R. Robert Creech. *Ethics for Christian Ministry: Moral Formation for Twenty- First Century Leaders*. Grand Rapids: Baker Academic, 2017.
- Verhey, Allen. *Remembering Jesus: Christian Community, Scripture, and the Moral Life*. Grand Rapids: Eerdmans, 2005.
- Wells, Samuel, and Ben Quash. *Introducing Christian Ethics*. Malden, MA: Wiley-Blackwell, 2010.
- Wilkins, Steve. *Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong*. 2nd ed. Downers Grove, IL: InterVarsity, 2011.

Specific Issues

- Adeney-Risakotta, Bernard T. *Strange Virtues: Ethics in a Multicultural World*. Downers Grove, IL: InterVarsity, 1995.
- Beckwith, Francis. *Defending Life: A Moral and Legal Case against Abortion Choice*. New York: Cambridge University Press, 2007.

- Blomberg, Craig L. *Neither Poverty nor Riches: A Biblical Theology of Material Possessions*. Grand Rapids: Eerdmans, 1999.
- Charles, J. Daryl. *Between Pacifism and Jihad: Just War and Christian Tradition*. Downers Grove, IL: InterVarsity, 2005.
- Clouse, Robert G., ed. *War: Four Christian Views*. 2nd ed. Downers Grove, IL: InterVarsity, 1991.
- Deane-Drummond, Celia E. *The Ethics of Nature*. Oxford: Blackwell, 2004.
- Engelhardt, H. Tristram, Jr. *The Foundations of Christian Bioethics*. Exton: Swets & Zeitlinger, 2000.
- Grenz, Stanley J. *Sexual Ethics: An Evangelical Perspective*. Louisville: Westminster John Knox, 1990.
- Gula, Richard M. *Ethics in Pastoral Ministry*. Mahwah, NJ: Paulist, 1996.
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- 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.
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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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- 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.