



Master of Divinity, Master of Ministry and Related Programs

PE501D
Introduction to Christian
Ethics

Semester 2, 2017

Malyon College
is an approved institution of the
Australian College of Theology

PE501D is offered by Malyon College as part of the Master of Divinity, Master of Ministry and Related Programs, which are accredited awards of the Australian College of Theology (ACT) and authorized for distance and contact delivery by Malyon College.

MALYON COLLEGE

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

UNIT DETAILS

Unit Description

Please accept my warmest welcome to the PE501D Introduction to Christian Ethics unit! I am keen to do anything I can to help make this a positive, informative and transforming experience for you. Please do not hesitate to let me know if I may be of assistance in any way (contact details below on page 7).

PE501D Introduction to Christian Ethics is an elective unit in the department of Christian Thought. As the name implies, it aims at giving students an introduction to field of Christian ethics by means of an examination of the ethics of the Old and New Testaments, a survey of a variety of ethical systems and approaches, and the application of biblical principles to a selection of contemporary ethical issues.

In a world which is progressively more and more devoid of any ethical standards and commitments, and yet which is paradoxically faced with more and more ethical dilemmas, it is more important than ever that Christian leaders be equipped to work through ethical issues from biblical, theological and social perspectives. It is my hope that this unit will assist you in this task, and help equip you to make considered, informed and relevant contributions to ethical debate.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None.

Exclusions

None.

Unit Content

The unit comprises the following sections and sub-sections:

Section A: Biblical Ethics

1. Using the Bible in Ethics:
 - a. Methodological issues raised in moving from the Bible to modern ethical issues
 - b. A brief survey of how the Bible has been used in ethics
2. Old Testament Ethics:
 - a. Framework: creation, sin, covenant, prophecy and wisdom
 - b. Ethical themes in the Old Testament

3. New Testament Ethics:
 - a. Sermon on the Mount, Pauline ethics, 1 Peter, James
 - b. Ethical themes: Kingdom and eschatology, righteousness/justice, love command

Section B: Philosophical Ethics

1. Introducing Ethics as a discipline: its nature and function
2. Types of Ethical Theories
 - a. Theories of Obligation: deontological and teleological
 - b. Theories of Virtue: traits, character, motivation, disposition
 - c. The relationship between obligation and virtue

Section C: Ethical Issues

Divorce and remarriage
Sexual morality: fidelity, adultery, homosexuality
Sexism and racism
Wealth and poverty
Cohabitation

Learning Outcomes

On completion of this unit, students will:

A. Know and understand:

- a) The framework and themes of biblical ethics
- b) The key questions, theories and tools of philosophical ethics
- c) The various historical traditions of theological ethics
- d) Selected contemporary ethical issues
- e) Historic and contemporary approaches to ethical issues

B. Be able to:

- a) Analyse the use of the Bible in ethics
- b) Compare and contrast the methods of philosophical and ethical thinking
- c) Critique the types of ethical theories
- d) Present a critical evidence-based argument or perspective
- e) Evaluate historical and contemporary approaches to ethical issues

C. Be in a position to:

- a) Integrate perspectives from philosophical and theological ethics into biblical interpretation and Christian thinking
- b) Use philosophical and theological ethics for personal understanding and in ministry contexts
- c) Examine current issues in contemporary Christianity and society with reference to theological and philosophical ethics

Workload Requirement

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
 - a. Lectures – 3 hours per week;
 - b. Preparation – 2 hours per week;
 - c. Assignments – 5 hours per week.
2. Distance students:
 - a. Home study; including forums and revisions – 5 hours per week;
 - b. Assignments – 5 hours per week.

PE501D Moodle Page

You should access the Learning Guides on the unit Moodle page for guidance through your studies for the semester.

Assessment Requirements

You will need to complete the following assessment requirements:

1. Weekly forum posts (20%)
2. Major essay on biblical ethics (3000 words; 50%)
3. Minor essay on an ethical issue (1700 words; 30%)

Contact students will be expected to attend all lectures; while the forum posts are the distance student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.

Students who fail to attend lectures or complete forum posts satisfactorily may be failed.

Required Resources

In order to complete the unit, you will be required to have access to the following resource:

Fedler, Kyle D. 2006. *Exploring Christian Ethics: Biblical Foundations for Morality*. Louisville: Westminster John Knox Press.

NOTE: This is an essential resource, and you will not be able to complete the unit successfully without it. It constitutes the substance of Section A, "Biblical Ethics", and Section B, "Philosophical Ethics", of the unit, and for these sections the Learning Guides are intended to facilitate your engagement with Fedler's book and related Moodle resources. Furthermore, the compulsory weekly forum posts will be based on your interaction with the relevant chapters of Fedler's book and/or related Moodle resources.

You can get hold of Fedler's book most easily as an Amazon Kindle ebook (within a minute!); alternatively, online stores such as Amazon or The Book Depository offer good service if you want the hard copy (you'll have it within a couple of weeks of ordering it). We have several copies in the library. At the time of writing, unfortunately neither Koorong nor Word had stock.

In addition, you'll find further learning resources on Moodle, our Online Learning Centre. Some of these resources will supplement Fedler for philosophical and biblical ethics. Moodle resources will be more extensive for Section C, "Ethical Issues", since Fedler's book does not touch on these directly.

Lecture Schedule; Semester 2, 2017

Note: You should consult each week's Module Learning Guide for additional required resources and readings which are posted on this unit's Moodle page.

Module	Date	Topic	Reading
1	17/7	Exploring Christian Ethics	Fedler, "Preface" (pp ix-xi) and Chapter 1 (pp 3-13)
2	24/7	What Should We <i>Do</i> ? Approaches to Ethical Decision Making: Egoism, Deontology, and Utilitarianism	Fedler, Chapter 2 (pp 14-32)
3	31/7	How Should We <i>BE</i> ? Virtue, Character, and Responsibility	Fedler, Chapter 3 (pp 33-48)
4	7/8	The Use of Scripture and Other Sources of Christian Guidance	Fedler, Chapter 4 (pp 51-66)
5	14/8	God, Humans and Creation in Genesis 1-3	Fedler, Chapter 5 (pp 67-88)
6	21/8	The Mosaic Covenant: New Guidelines for a New People	Fedler, Chapter 6 (pp 89-116)
7	28/8	Prophets: Spokespersons for God and Troublers of Israel	Fedler, Chapter 7 (pp 117-137)
8	4/9	Discipleship and the Teachings of Jesus	Fedler, Chapter 8 (pp 138-172)
9	11/9	Imitation and the Life of Jesus	Fedler, Chapter 9 (pp 173-188)
	18/9	STUDY WEEK 1	
	25/9	STUDY WEEK 2	
10	2/10	The Ethics of Paul: Grace and New Creation	Fedler, Chapter 10 (pp 189-205) and Epilogue (pp 207-210)
11	9/10	Divorce and remarriage; sexual morality; homosexuality	Resources on Moodle
12	16/10	Sexism and racism	Resources on Moodle
13	23/10	Wealth and poverty	Resources on Moodle
	30/10	STUDY WEEK 3	

UNIT LECTURER

The unit PE501D is taught by Rev Dr D L Morcom. My first name is Donald, but everyone calls me by my initial "D"; I hope you will feel free to do the same.

I was born in Brisbane but spent most of my childhood and youth and much of my adulthood in South Africa, where my parents served as missionaries. I have been a passionate Christ-follower for as long as I can remember. My professional background was in the printing industry and in Christian publishing. I studied at the Baptist Theological College of Southern Africa (LThHons) and at the University of South Africa (BA). After serving as pastor of two Baptist churches in the Johannesburg area, I studied at the Southern Baptist Theological Seminary in Louisville, Kentucky in the United States (MDiv, PhD). I was then appointed lecturer and later Principal of the Baptist Theological College in Johannesburg, where I taught for thirteen and a half years. I returned to Australia with my family at the beginning of 2002. After three years of pastoral ministry, at the beginning of 2005 I was appointed to Malyon College where I presently serve as lecturer.



I am married to Jackie, and we have three adult children (Michelle, Bryan and Joanne), four grandchildren (so far!) and an energetic golden Labrador.

Contact details:

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UNIT ASSESSMENT

Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.
4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.
5. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
 - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
 - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
 - a. Body of assignment:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Graduate Diploma and Master's students at the foundational graduate degree 500-level should note that grades are awarded on the following criteria:

Units at a foundational level introduce graduate students to the introductory features, broad scope and principles of a discipline or topic. The study of primary sources and the principles underlying their analysis are introduced, especially in Biblical Studies and Church History and where relevant in other fields of study. The foundation for the critical evaluation of ideas is established.

Pass

- ✓ Demonstrates an engagement with primary sources
- ✓ Has begun to grasp the foundational features of the discipline.
- ✓ Is beginning to engage with a range of scholarly viewpoints.

Credit

- ✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

Distinction

- ✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

High Distinction

- ✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

ASSESSMENT REQUIREMENTS

Requirement 1: Weekly Forum Posts (compulsory for online students) (20%)

At the end of each weekly Module Learning Guide, all thirteen of them, you will find a reflection topic or a question which is related to some aspect of the material. For each of these, please post on the Moodle forum for that week a **brief but meaningful response** not later than the Monday of the following week. (So, for example, your forum posting for Module 1, which commences on Monday 17 July 2017, is due not later than Monday 24 July 2017, and so on). For distance/online students, these forums are a compulsory component of the assessment, and are intended to make up in some way for the fact that you do not have the benefit of the classroom experience. There is also a mark value of 25% of the total mark for the unit attached to these forums, so you'll want to give careful attention to them

There is no formal word length for these forum postings; by "brief" I mean a paragraph or two, and by "meaningful" I mean that I want to see evidence that you have given at least some serious thought to the issues raised. Ideally, your response will contain a personal element: for example, how is the topic or question relevant to your own personal faith development, what new understanding have you gained, or how might you apply what you have learned to your present situation (ministry or otherwise)? No formal "research" is required beyond a considered engagement with the material contained in each Module; similarly no List of References or technical formatting is required. I do hope that you'll also interact with the contributions made by other students.

Length: "Brief" as defined above

References: None required

Due: A forum posting not later than the Monday of the week following each Module

Mark allocation: 20%

Requirement 2: Major Essay on Biblical Ethics (3000 words; 50%)

Write an essay of approximately 3000 words on **ONE** of the following topics. Your essay must display sustained reference to and engagement with the biblical text; show an awareness of how deontological, teleological and virtue ethical frameworks enhance understanding of the chosen topic; and discuss the implications and application of the insights gained from your research to contemporary life and ministry. Essays must conform with Malyon standards of style, format and presentation.

- a) The foundation of Old Testament ethics in the character of God.
- b) Is the fourth commandment still relevant today? Substantiate your response thoroughly.
- c) Justice and human rights in “The Book of the Covenant” (Ex 20:22-23:19).
- d) Ethics in “The Code of Holiness” (Lev 17 – 26).
- e) Ethics in the book of Amos.
- f) Ethics in the book of Hosea.
- g) The ethics of the book of Proverbs.
- h) The ethics of the Kingdom in the teaching of Jesus.
- i) The ethics of Paul.
- j) The ethics of James.
- k) The ethics of 1 Peter.

The **key assessment criteria** for this requirement are as follows:

1. **Primary sources:** there is sustained reference to and engagement with relevant biblical texts; these texts are identified, selected, analysed and quoted as appropriate.
2. **Christian ethical “nous” or “savvy”:** there is clear evidence of a grasp of the foundational features of Christian ethics as a discipline, particularly as evidenced by appropriate biblical, theological and social perspectives.
3. **Use of sources:** there is clear evidence of the ability to understand the argument of, report empathetically on and critically evaluate both primary (biblical) and secondary sources.
4. **Topic:** the student understands clearly what the topic requires, identifies critical issues, and remains focussed on the topic.
5. **Argument:** the student formulates an appropriate hypothesis, structures and argues the essay in a logical manner, organises the material accordingly, and reaches well-substantiated conclusions.
6. **Application:** the student draws appropriate lessons from the substance of the essay and applies these lessons to contemporary ministry contexts.
7. **List of references:** the list of references is indicative of appropriate research.
8. **Form, style and presentation:** Malyon’s requirements for the writing of assignments have been adhered to (see the *Assignment Style Guide* on Moodle).

Length: 3000 words

References: sustained attention to the relevant biblical texts; at least TEN good-quality secondary sources

Due: Friday 29 September 2017, by electronic submission on Moodle

Mark allocation: 50%

Requirement 3: Minor Essay on an Ethical Issue (1700 words; 30%)

Choose any ONE of the ethical issues or clusters of issues listed in Section C “Ethical Issues” of the syllabus content (see page 4 above). Write an essay of approximately 1700 words on this issue, suggesting the main biblical, theoretical and practical factors involved in formulating a Christian response to the particular ethical issue you have chosen.

The **key assessment criteria** for this requirement are as follows:

1. **Topic:** the student understands clearly what the topic requires, identifies critical issues, and remains focussed on the topic.
2. **Ethical theory:** there is sustained evidence of a clear understanding and appropriate use of relevant philosophical-ethical terminology.
3. **Christian ethical “nous” or “savvy”:** there is clear evidence of a grasp of the foundational features of Christian ethics as a discipline, particularly as evidenced by an ability to evaluate and critique various philosophical-ethical positions from a biblical perspective.
4. **Use of sources:** there is clear evidence of the ability to understand the argument of, report empathetically on and critically evaluate both primary and secondary sources.
5. **Argument:** the student formulates an appropriate hypothesis, structures and argues the essay in a logical manner, organises the material accordingly, and reaches well-substantiated conclusions.
6. **Application:** the student demonstrates developing skills in ethical reasoning and decision making; the student formulates a mature Christian-ethical response to the particular issue chosen, with special reference to a ministry context.
7. **List of references:** the list of references is indicative of appropriate research.
8. **Form, style and presentation:** Malyon’s requirements for the writing of assignments have been adhered to (see the *Assignment Style Guide* on Moodle).

Length: 1700 words

References: At least EIGHT good quality references

Due: Friday 27 October 2017, by electronic submission on Moodle

Mark allocation: 30%

UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

Developing Christians of Influence

“Then I will give you shepherds after my own heart,
who will lead you with knowledge and understanding.”
(Jeremiah 3:15)

	1.	2.	3.	4.
Graduate Attribute 1: Personal Maturity – <i>‘Shepherds with God’s heart’</i>				
a. grows a deepening relationship with Jesus		✓		
b. is secure in God’s call with a desire and ability to learn and grow			✓	
c. is self-aware and maintains self-care			✓	
d. seeks and builds healthy relationships	✓			
e. is committed to living with integrity and prayerful dependence on God	✓			
Graduate Attribute 2: Theological Maturity – <i>‘Knowledge and understanding of God’s heart’</i>				
a. knows and trusts the Bible	✓			
b. understands the context of diverse theological ideas	✓			
c. forms a personal theology which is both biblical and thoughtful	✓			
d. reflects theologically and applies the Bible to real life	✓			
e. is committed to helping others know God’s grace and truth and live God’s way	✓			
Graduate Attribute 3: Ministry Maturity – <i>‘Knowledgeable and wise shepherds’</i>				
a. is able to have a godly influence over others		✓		
b. possesses skills needed for chosen ministry path		✓		
c. understands cultures and contexts and is able to minister in a range of contexts		✓		
d. is able to work with and lead a team				✓
e. is committed to serving, evangelising and mentoring others			✓	
1. A major thrust of this unit		2. A contribution that this unit should make		
3. A possible function of this unit, but not targeted		4. An unlikely product of this unit		

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.

RECOMMENDED READINGS

The list below provides you with references that relate to the unit material and topics under consideration.

GENERAL REFERENCES

- Atkinson, D J, and D H Field (eds). 1995. *New Dictionary of Ethics and Pastoral Theology*. Downers Grove: IVP.
- Attfield, Robin. 2012. *Ethics: An Overview*. London: Bloomsbury Academic.
- Banner, M. 1999. *Christian Ethics and Contemporary Moral Problems*. Cambridge : Cambridge University Press.
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- Cahn, Steven M, and Peter Markie. 2012. *Ethics: History, Theory, and Contemporary Issues*. New York: Oxford University Press.
- Colwell, John E. 2001. *Living the Christian Story: The Distinctiveness of Christian Ethics*. Edinburgh: T & T Clark.
- Davis, John Jefferson. 2004. *Evangelical Ethics: Issues Facing the Church Today*. Phillipsburg: P & R Publishing.
- de la Torre, Miguel A. 2014. *Doing Christian Ethics from the Margins*. 2nd edition. Maryknoll: Orbis.
- Fedler, Kyle D. 2006. *Exploring Christian Ethics: Biblical Foundations for Morality*. Louisville: Westminster John Knox Press.
- Frame, John M. 2008. *The Doctrine of the Christian Life. A Theology of Lordship*. Phillipsburg: P&R Publishing.
- Gill, Robin. 2012. *The Cambridge Companion to Christian Ethics*. 2nd edition. Cambridge: Cambridge University Press.
- Green, Joel B *et al* (eds). 2011. *Dictionary of Scripture and Ethics*. Grand Rapids: Baker.
- Grenz, Stanley J. 1997. *The Moral Quest: Foundations of Christian Ethics*. Downers Grove: IVP.
- Gushee, David P, and Glen H Stassen. 2016. *Kingdom Ethics: Following Jesus in Contemporary Context*. 2nd ed. Grand Rapids: Eerdmans.
- Hauerwas, Stanley. 1983. *The Peaceable Kingdom: A Primer in Christian Ethics*. 2nd edition. Notre Dame: University of Notre Dame Press.
- Jung, Patricia Beattie, and L Shannon Jung. 2013. *Moral Issues and Christian Responses*. 8th edition. Minneapolis: Fortress Press.
- Lovin, Robin W. 2011. *An Introduction to Christian Ethics: Goals, Duties, and Virtues*. Nashville: Abingdon.
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- McClendon, James W. 2012. *Systematic Theology*. Volume 1: *Ethics*. Revised edition. Waco: Baylor University Press.
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- Rae, Scott B. 2009. *Moral Choices: An Introduction to Ethics*. 3rd edition. Grand Rapids: Zondervan.
- Smedes, Lewis B. 1983. *Mere Morality: What God Expects from Ordinary People*. Grand Rapids: Eerdmans.
- Stivers, Laura A, Christine E Gudorf, and James B Martin-Schramm. 2012. *Christian Ethics: A Case Method Approach*. 4th edition. Maryknoll: Orbis.
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- Wadell, Paul. J 2007. *Happiness and the Christian Moral Life: An Introduction to Christian Ethics*. Lanham: Rowman & Littlefield.
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- Wells, Samuel. 2004. *Improvisation: The Drama of Christian Ethics*. London: SPCK.
- Wells, Samuel, and Ben Quash. 2010. *Introducing Christian Ethics*. Malden: Wiley-Blackwell.
- Wells, Samuel (ed). 2010. *Christian Ethics: An Introductory Reader*. Oxford: Wiley-Blackwell.
- Wogaman, J Philip. 2011. *Christian Ethics: A Historical Introduction*. 2nd edition. Louisville: Westminster John Knox.

READINGS AND CLASSICS

- Bonhoeffer, Dietrich. 2005. *Ethics*. Dietrich Bonhoeffer Works, Volume 6. Philadelphia: Fortress Press.
- Finnis, J. 1980. *Natural Law and Natural Rights*. Oxford: Clarendon Press.
- Gill, Robin. 2014. *A Textbook of Christian Ethics*. 4th edition. London: Bloomsbury.
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- O'Donovan, Oliver. 1986. *Resurrection and Moral Order*. 2nd edition. Leicester: IVP.

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Wells, Samuel (ed). 2010. *Christian Ethics: An Introductory Reader*. Malden: Wile-Blackwell.

Wogaman, J Philip, and Douglas M Strong (eds). 1996. *Readings in Christian Ethics: A Historical Sourcebook*. Louisville: Westminster John Knox.

Yoder, John Howard. 1972. *The Politics of Jesus*. Grand Rapids: Eerdmans.

SECTION A: BIBLICAL ETHICS

Using the Bible

Brock, Brian. 2007. *Singing the Ethos of God: On the Place of Christian Ethics in Scripture*. Grand Rapids: Eerdmans.

Carroll R., M Daniel, and Darrell L Bock. 2010. "The Bible and Ethics." In Gerald McDermott (ed). *The Oxford Handbook of Evangelical Theology*. Oxford: Oxford University Press.

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Siker, J S. 1997. *Scripture and Ethics: Twentieth Century Portraits*. New York: Oxford University Press.

Singh, David Emmanuel, and Bernard C Farr (eds). 2013. *The Bible and Christian Ethics*. Eugene: Wipf & Stock.

Old Testament Ethics

Barton, John. 2003. *Understanding Old Testament Ethics*. Louisville: Westminster John Knox.

Middleton, J R. 2005. *The Liberating Image: The imago Dei in Genesis 1*. Grand Rapids: Brazos.

Sloane, Andrew. 2008. *At Home in a Strange Land: Using the Old Testament in Christian Ethics*. Peabody: Hendrickson.

Wenham, G J. 2000. *Story as Torah*. Edinburgh: T & T Clark.

Wright, Christopher J H. 2004. *Old Testament Ethics for the People of God*. Leicester: IVP.

New Testament Ethics

Burridge, Richard A. 2007. *Imitating Jesus: An Inclusive Approach to New Testament Ethics*. Grand Rapids: Eerdmans.

- Foster, Richard J. 1998. *Streams of Living Water: Celebrating the Great Traditions of Christian Faith*. San Francisco: HarperSanFrancisco.
- Hays, Richard B. 1996. *The Moral Vision of the New Testament*. San Francisco: HarperSanFrancisco.
- Longenecker, Richard N. 1984. *New Testament Social Ethics for Today*. Grand Rapids: Eerdmans.
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- Verhey, A. 1984. *The Great Reversal: Ethics and the New Testament*. Grand Rapids: Eerdmans.

SECTION B: PHILOSOPHICAL ETHICS

- Geisler, Norman. 2002. *Christian Ethics*. Grand Rapids: Baker.
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ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT's home page (www.actheology.edu.au):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.