



Queensland
Theological College



PE301D/501D

Introduction to Christian Ethics

Online Learning Mode

Unit Outline

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Introduction to Christian Ethics**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2017

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.acttheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (see also the QTC Student Handbook) All essays should comply with these standards.

Information about this unit

Unit description

This unit will consider the key elements of biblical and theological ethics, including various hermeneutical issues which commonly arise as Christians and churches seek to frame their approaches to ethical matters. The major non-Christian approaches to ethics will be briefly surveyed, in the form of introductory philosophical ethics. The final six weeks of the Semester will be devoted to the consideration of a number of important ethical issues. Regrettably, in one Semester we cannot cover even all of the major issues of interest to students, let alone others that are relatively common in some contexts. However the approach modelled in the issues we will consider in this unit are transferrable to other ethical questions.

Learning Outcomes

On completion of this unit, students will:

Know and understand:

1. The framework and themes of biblical ethics
2. The key questions, theories and tools of philosophical ethics
3. The various historical traditions of theological ethics
4. Selected contemporary ethical issues

Be able to:

1. Use the Bible in ethics
2. Apply the methods of philosophical and ethical thinking
3. Discuss the types of ethical theories
4. Present an analytical evidence-based argument or perspective

Be in a position to:

1. Integrate perspectives from philosophical and theological ethics into biblical interpretation and Christian thinking
2. Use philosophical and theological ethics for personal understanding and in ministry contexts
3. Examine current issues in contemporary Christianity and society with reference to theological and philosophical ethics

PE501 Learning Outcomes

On completion of this unit, students will:

Know and Understand:

1. The framework and themes of biblical ethics
2. The key questions, theories and tools of philosophical ethics
3. The various historical traditions of theological ethics
4. Selected contemporary ethical issues
5. Historic and contemporary approaches to ethical issues

Be able to:

1. Analyze the use of the Bible in ethics
2. Compare and contrast the methods of philosophical and ethical thinking
3. Critique the types of ethical theories
4. Present a critical evidence-based argument or perspective
5. Evaluate historic and contemporary approaches to ethical issues

Be in a position to:

1. Integrate perspectives from philosophical and theological ethics into biblical interpretation and Christian thinking
2. Use philosophical and theological ethics for personal understanding and in ministry contexts
3. Examine current issues in contemporary Christianity and society with reference to theological and philosophical ethics

How this Unit Contributes to the Course

Christian ethics concerns how we apply what has been learnt in the biblical units of your course to the question of living and functioning as Christians in the real (God-created and now fallen) world.

At QTC, all students studying a two, three or four year course include a unit on ethics within their studies. This is an ACT elective unit which is a strongly-recommended option for those taking other, shorter, courses at QTC. This unit is offered regularly at QTC in online mode, and it is anticipated that most students completing an online Diploma or Graduate Diploma with QTC will include this unit in their course, to assist them to live faithful lives in the world.

Pre-requisites and Co-requisites

There are no pre-requisites or co-requisites for this introductory unit. Students may not include both of PE301 and PE402, or PE501 and PE602, in their course of study due to the substantial overlap that exists between these two units.

How this unit is organized & what we expect of you

The unit is taught over a Semester comprised of 13 teaching weeks (with a mid-Semester break part-way through), followed by an assessment period. It is delivered online, requiring students to have regular access to a reliable internet connection and an internet-capable device suitable for downloading unit content and completing written unit assessments.

Weekly unit material will be delivered in a mixture of formats, predominantly audio recordings prepared specifically for online delivery, alongside written materials drawn from publications together with notes and other resources produced by the lecturer. Occasionally short video files will also be provided, however these will generally not be substantial so as to not require substantial downloads. All materials supplied by the lecturer will be made available through the QTC Moodle page for this unit; students will also participate in online discussions and activities through Moodle.

This unit is worth 4 credit points toward your qualification. At undergraduate level, a 4 credit-point unit is considered to require a total time commitment of 6–8 hours per week, and 7–9 hours graduate level. Students are required to complete all required activities and assessment tasks by the relevant due date.

Teaching staff

LECTURERS

Andrew Bain (Unit Coordinator)

E abain@qtc.edu.au

Robyn Bain (delivering section on bioethics)

E rbain@qtc.edu.au

Other Key Contacts

Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

E registrar@qtc.edu.au

Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

E registrar@qtc.edu.au

Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, to request a chapter of a book or article emailed to you, to request a book posted to you, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

E library@qtc.edu.au

Unit timetable: topics & teaching and learning activities

College Week	Lecture Topics
Week 1	Introduction to the Unit: How Does the World Do Ethics? Part 1: Theories of Ethics
Week 2	How Does the World Do Ethics? Part 2: Introduction to Philosophical Ethics
Week 3	How Does the Bible Do Ethics? Key Biblical Themes & Christian Ethics
Week 4	How Should Christians Do Ethics? Key Doctrines & Christian Ethics
Week 5	Reading the Bible for Christian Ethics, The New Testament & Ethics
Week 6	The Old Testament & Christian Ethics
Mid-Semester Break	
Week 7	Christian Ethics: Putting it All Together
Week 8	Families, Marriage, Children
Week 9	Singleness, Divorce & Remarriage
Week 10	Work & Leisure
Week 11	Wealth & Money
Week 12	Beginning of Life Issues
Week 13	End of Life issues
Assessment Weeks	

PE301D Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Portfolio of Tasks: Building Ethical Understanding</p> <p>2000 words</p> <p>40% of final grade</p> <p>Due Date: Friday 5 May 2016</p>	<p>Students shall prepare a portfolio comprising the following elements over the course of the first half of the Semester:</p> <ol style="list-style-type: none"> 1. A short definition of Christian ethics (up to 50 words) followed by a short explanation as to why the definition given has been chosen (150 words) – 200 words total, 5 marks out of 40. 2. An explanation of how a specific New Testament passage (of between 7 and 15 verses) can appropriately be applied to either Christian ethics in general or to a specific area or issue within Christian ethics – 600 words total, 10 marks out of 40. 3. An explanation of the contribution which ONE of the following biblical themes makes to Christian ethics: Creation OR Sin – 500 words total, 10 marks out of 40. 4. A summary of the utilitarian approach to philosophical ethics, including a brief discussion of why this approach may be attractive in some contexts today – 700 words total, 15 marks out of 40.

<p>Advice on an Ethical Issue, plus Explanation of Approach</p> <p>2500 words total</p> <p>(Advice on issue: 1500 words; Explanation: 1000 words)</p> <p>50% of final grade</p> <p>Due Date: Friday 16 June 2016</p>	<p>Students are to prepare a piece of written advice that could be provided to a group of Christians or an individual Christian person who is working through one of the following issues:</p> <ul style="list-style-type: none"> • Adultery; • Living with wealth: how Christians should approach the personal possession of substantial personal financial and/or material resources. <p>It is up to the student to decide the exact circumstances relating to the advice to be given on the above topics: but these circumstances should be clearly and briefly indicated in your assignment. For example, advice could be given regarding adultery to a victim(s) or perpetrator, or to a congregation or group of Christians grappling with the fact of adultery in their church or immediate context. Your advice should seek to present a biblical understanding of the issue in a way that is relevant to the current context and sensitive to the particular situation being addressed.</p> <p>The piece of advice should be in the form of a longer letter or email (or a series of 2-4 relatively shorter emails). It should total approximately 1500 words in length. You should include with your written advice a 1000 word explanation / justification of the approach you have taken, which explains how you have followed sound principles of Christian ethics in developing your piece of advice, and how you have sought to situate it with respect to relevant approaches within philosophical ethics. It will also, where necessary, supply background to the piece of advice, in terms of discussing relevant academic issues which you have identified in your preparation but which cannot easily be directly included in a non-academic piece of communication to other Christians.</p>
<p>Online participation & activities</p> <p>10% of final grade</p>	<p>On two occasions during the semester, students will be asked to upload a brief 150-word summary of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum. Students will be assessed on their contribution to the forum over ten weeks of Semester. No forum contributions are required in Weeks 1 or 13, or in the week when the Written Advice & Explanation (above) are due. In line with ACT attendance requirements, students must contribute in at least eight out of the ten weeks, otherwise they will receive a mark of zero out of ten.</p>

PE501D Assessments

Assessments are submitted online via Moodle

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p>Portfolio of Tasks: Building Ethical Understanding 2500 words 40% of final grade</p> <p>Due Date: Friday 5 May 2016</p>	<p>Students shall prepare a portfolio comprising the following elements over the course of the first half of the Semester:</p> <ol style="list-style-type: none"> 1. An explanation of how a specific Old Testament passage (of between 15 and 25 verses) can appropriately be applied to either Christian ethics in general or to a specific area or issue within Christian ethics – 700 words total, 10 marks out of 40. 2. An explanation of the contribution which <u>one</u> of the following biblical themes makes to Christian ethics: atonement <u>or</u> grace – 700 words total, 10 marks out of 40. 3. A summary of the general characteristics of virtue approaches to philosophical ethics, and a brief assessment of the broad strengths and weaknesses of these types of approaches – 700 words total, 15 marks out of 40. 4. A short discussion of the points of connection and contrast between virtue approaches to ethics (in general), and biblical ethics – 400 words, 5 marks out of 40.

<p>Advice on an Ethical Issue, plus Explanation of Approach</p> <p>3000 words total</p> <p>(Advice on issue: 1500 words; Explanation: 1500 words)</p> <p>50% of final grade</p> <p>Due Date: Friday 16 June 2016</p>	<p>Students are to prepare a piece of written advice that could be provided to a group of Christians or an individual Christian person who is working through <u>one</u> of the following issues:</p> <ul style="list-style-type: none"> • Same-sex attraction; • Poverty: either, a) how Christians living in poverty or with severe financial constraints might be advised, or b) how Christians might be advised to think and act in response to the presence of poverty in their community, their nation, or globally. <p>It is up to the student to decide the exact circumstances relating to the advice to be given on the above topics: but these circumstances should be clearly and briefly indicated in your assignment. For example, advice could be given regarding same-sex attraction directly to a Christian with direct personal experience of same-sex attraction, or to Christian family members or friends of those who are same-sex attracted, or some other related individual or group with an interest in this matter. Your advice should seek to present a biblical understanding of the issue in a way that is relevant to the current context and sensitive to the particular situation being addressed.</p> <p>The piece of advice should be in the form of a longer letter or email (or a series of 2-4 relatively shorter emails). It should total approximately 1500 words in length. You should include with your written advice a 1500 word explanation / justification of the approach you have taken, which explains how you have critically applied sound principles of biblical and theological ethics in developing your piece of advice. You should also indicate how your advice relates to any relevant philosophical approaches and how these have been critically assessed as you have formed your advice. It will also, where necessary, supply background to the piece of advice, in terms of discussing relevant academic issues which you have identified in your preparation but which cannot easily be directly included in a non-academic piece of communication to other Christians.</p>
<p>Online participation & activities</p> <p>10% of final grade</p>	<p>On two occasions during the semester, students will be asked to upload a brief 150-word summary of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum. Students will be assessed on their contribution to the forum over ten weeks of Semester. No forum contributions are required in Weeks 1 or 13, or in the week when the take-home exam (above) is due. In line with ACT attendance requirements, students must contribute in at least eight out of the ten weeks, otherwise they will receive a mark of zero out of ten.</p>

Guide to Assessments

What are we looking for?

Assessment 1

The Portfolio of Tasks is about demonstrating a breadth of knowledge, understanding and skills that are relevant to Christian ethics, rather than depth and detail on any one topic. It is not a research exercise: you are not expected to do a large amount of reading beyond the lecturer's recordings and notes. In this regard, it is quite a different kind of exercise from the second assessment item.

For exercises 1, 3 & 4 for PE301, and for exercises 2, 3 & 4 for PE501, the kinds of published works which you refer to will ideally be ones which help you to understand and briefly write about the key points and the big picture in relation to the set questions. This will usually mean more general works or even reference or textbook-level works, rather than highly specialized scholarship which might cause you to focus so much on specific minor details that you lose sight of the big picture. If you do dig up some good specialist resources beyond the lectures and use these very well, this will contribute to your mark – but the main thing you will be marked on will be your ability to clearly and accurately give a short answer to the question, and your ability to do this won't necessarily be helped by doing heaps of extra reading and research. The aim with all of these exercises is to clearly and sharply summarise the key relevant ideas as they relate directly to the exercise.

For PE301 students, the Definition (1) should indicate simply what Christian ethics is all about, at its core: what is the concern or content of Christian ethics, and what does it aim at? You might also like to craft your definition to indicate directly or indirectly how *Christian* ethics differs from other kinds of ethics, and also how Christian ethics relates to other parts of theology or theological study. The Summary (3), in indicating why utilitarianism is might be attractive in some contexts today, can refer to either Christian or non-Christian contexts.

For PE501 students, the short discussion at the end of your Portfolio (4) should clearly relate to the summary given in the section immediately before it (3). The Summary in (3), in discussing strengths and weaknesses, should seek to briefly indicate strengths and weaknesses both from a non-Christian point of view (general or philosophical) and also from a Christian perspective.

For exercise 2 for PE301, and exercise 1 for PE501, you are asked to write about the particular contribution of a biblical passage to Christian ethics. You can choose your own passage. Although this is not an exegetical exercise (such as would be found in biblical units at theological college), you should ensure that whatever comments you offer do clearly arise from a fair and accurate reading of your biblical passage. Do not spend a lot of time looking at commentaries – however "application" sections in good evangelical commentaries on your chosen passage may offer you some insights about the ethical relevance of the texts. Your aim should be to show how the key idea(s) of the text, considered in relation to their place in the salvation-history of the Bible, can point to or underline important ideas or principles for

Christian ethics today, or how these ideas in the text can help contribute towards developing a Christian theological ethic.

All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the recordings or notes provided by the lecturer.

In each element of the Portfolio you only have a small number of words with which to answer each question, and so you should not waste words going into highly specific details, or into any matters which are only indirectly related to the exercise before you.

Your main aim in each element of your portfolio should be to briefly summarize the major important points in relation to the set exercise, in a way that directly answers the question for that part of the exercise.

Assessment 2

The second (and major) assessment, **the Advice on an Ethical Issue, plus Explanation**, has two parts to it: a piece of advice, followed by a supporting explanation. Notice that all of the options given are asking you to engage directly with a particular ethical issue. The Advice is to be addressed to a Christian audience, however as the description of the exercise (above) indicates, it is up to you to decide what type or person or people you would like to address. You should clearly indicate your intended or target audience in your assignment.

In the Advice section of the assignment, you need to supply the full script/text of the letter, email or emails rather than an outline of how you might address the audience. This should be presented in ordinary informal Australian English, as would be appropriate in contemporary Australia for a carefully crafted email (or letter) you would send to a Christian friend or acquaintance when writing about a challenging issue. You should ensure that you write and communicate clearly, and structure the email(s)/letter appropriately.

The Advice section of your assignment should contain relatively few footnotes: you should only include these when you directly quote from another published source, or refer to a distinctive or relatively unique idea associated with a particular person's published works. A good way to work out whether to footnote something in your talk is to ask whether you would ordinarily indicate to your audience that you are borrowing someone else's idea or words at a particular place (e.g. "John Jones says the following about abortion...").

The second section of your assignment (the explanation) should be written in regular "essay style" (academic prose), i.e. proper sentences, paragraphs, etc. Students should normally include more footnotes in this part of their assignment than in the Advice section (about as many per page as in a normal research essay you would write for QTC). The aim of this section is to show the marker that you have researched, thought about, and understood the topic that you have addressed in the written Advice theologically, and from an academic point of view.

Although it is a great skill in and of itself to be able to write carefully crafted advice on an ethical issue, generally speaking your advice will be better thought-through and contain better content if you are able to locate a range of good resources and use these to help

deepen your thinking and add insights beyond your own. An understanding of relevant academic debates and issues will also help you and your audience to grasp things more thoroughly – and as you are receiving academic credit for this assignment, you need to demonstrate to the marker and to the ACT that you can do academic research related to ethical issues! You don't need to repeat points raised in the Advice section of your assignment, so much as explain your thinking: in terms of the literature available on the issue at hand, and relevant biblical and theological considerations, why did you make the points you did, and why did you choose to make them in the way that you did? You should particularly concentrate on the key points and ideas in your written Advice, as well as any significant issues or questions where Christians tend to be divided, and/or where the literature you read indicated that there is not a consensus.

This is a research exercise, as well as an opportunity to communicate on an ethical issue. That is to say, it is not enough just to cite the Bible, your own ideas, and one or two other references. You are expected to find and use a good number of resources for this assignment, approximately the same number as you normally would for a research assignment at QTC, (bearing in mind that some of the topics will have more resources available for them than others, as is typically the case with essays at college). Wherever you can, you should include academic-level as well as popular-level resources.

Learning Resources

There are no required textbooks for this unit. All required weekly readings will be made available through the QTC Moodle site for this unit. However it is strongly recommended that you do develop a good library of books (or e-books & resources) in the area of ethics – in both vocational ministry and the Christian life in general, you will find that these books are among the most frequently-used among your collection.

The following list includes books which may be useful to you in working on your assessments, but which are also worth having on your shelf. Included are overviews of biblical ethics, theological ethics, and works on particular topics or areas within applied ethics. On the last of these three categories, the following list really just gives you some starting points on a small number of important issues – we will talk more about resources in class as we come to some of the topics.

For this course – and beyond it – at the very least it is worth owning a copy of one or two books that outline an evangelical and reformed approach to theological ethics, plus several books on key areas of ethics that will come up a lot in ministry, as well as any works that you find useful in relating the Bible / biblical passages to ethics and ethical questions. In terms of a book on theological ethics, personally I've found Oliver O'Donovan's *Resurrection and Moral Order* to be my best contemporary guide over the past few years. However this book is difficult to read and will not suit the majority of students. Andrew Cameron's *Joined Up Life*, below, is more accessible and written for the Australian context, as is Michael Hill's *The How and Why of Love*. The second of these is written at a lower level and is a little easier to follow, but on the other hand provides less of a developed theological ethic. The *Oxford Handbook of Theological Ethics* and the *Cambridge Companion to Christian Ethics* both contain much that could be useful as you work on the assessments. The authors within them will not always come from your own theological perspective, but they will give you good overviews of current theological scholarship on a range of ethical matters.

Essential References – Textbook/s

None required, but see comments and advice above.

Other References

1. General Resources on Biblical & Theological Ethics

Atkinson, David J., David H. Field, Arthur F. Holmes and Oliver O'Donovan, eds. *New Dictionary of Christian Ethics & Pastoral Theology*. Nottingham: IVP, 1995.

Banner, Michael. *Christian Ethics & Contemporary Problems*. Cambridge: Cambridge University Press, 1999.

Banner, Michael. *Christian Ethics: A Brief History*. Chichester: Wiley-Blackwell, 2009.

I.15-18; II.1-9; III.1-20; IV, 1, 12-13, 20 in: Calvin, John. *Institutes of the Christian Religion*. Edited by John T. McNeill. Translated by Ford Lewis Battles. 2 vols. Louisville, KY.: Westminster John Knox, 1960.

Cameron, Andrew. *Joined Up Life*. Nottingham: IVP, 2011.

Fedler, Kyle D. *Exploring Christian Ethics*. Louisville, KY: WJK, 2006.

Hays, R. *The Moral Vision Of The New Testament*. New York: Harper Collins, 1996.

Jones, David C. *Biblical Christian Ethics*. Grand Rapids: Baker, 1994.

Hill, M. *The How and Why of Love: An Introduction to Evangelical Ethics*. Sydney: Matthias Press, 2002.

Meilaender, Gilbert and William Werpehowski eds. *The Oxford Handbook of Theological Ethics*. Oxford: Oxford University Press, 2005.

Moore, Russell. *The Kingdom of Christ: The New Evangelical Perspective*. Wheaton: Crossway, 2004.

O'Donovan, O. *Common Objects of Love: Moral Reflection and the Shaping of Community*. Grand Rapids: Eerdmans, 2002.

O'Donovan, O. *Resurrection and Moral Order: An Outline for Evangelical Ethics*, 2nd ed. Grand Rapids: Eerdmans, 1994.

Rosner, B., ed. *Understanding Paul's Ethics*. Grand Rapids: Eerdmans, 1995. Wenham, Gordon. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids: Baker, 2004.

Wogaman, J. P. *Christian Ethics: A Historical Introduction*. Louisville: WJK, 2011. Wright, Christopher. *Old Testament Ethics for the People of God*. Nottingham: IVP, 2004.

2. Introductions to Philosophical Ethics

Berkman, John & Cartwright, Michael G., eds., *The Stanley Hauerwas Reader*. Durham, N.C.: Duke University Press, 2001.

Deigh, John. *An Introduction to Ethics*. Cambridge: Cambridge University Press, 2010.

Graham, Gordon. *Eight Theories of Ethics*. London & New York: Routledge, 2004.

Selected articles in: Martin, Michael, ed. *The Cambridge Companion to Atheism*. Cambridge: Cambridge University Press, 2007. (may be of interest in relating parts of the unit content to non-Christian perspectives).

See also: Williams, Bernard. "Ethics." Pages 545-582 in *Philosophy 1: A Guide Through the Subject*. Edited by A.C. Grayling. Oxford: Oxford University Press, 1998.

3. Books Addressing Particular Areas & Issues in Ethics

Ash, Christopher. *Marriage: Sex in the Service of God*. Vancouver: Regent, 2003.

Best, Megan. *Fearfully and Wonderfully Made*. Sydney: Matthias Media, 2012.

Claar, V. V., and R. J. Klay. *Economics in Christian Perspective: Theory, Policy and Life Choices*. Downers Grove, IL: IVP; 2007.

Frame, John. *Medical Ethics*. Phillipsburg, NJ: P&R, 1989.

Gill, Robin. *Health Care & Christian Ethics*. Cambridge: Cambridge University Press, 2006.

Hay, D. A. *Economics Today: A Christian Critique*. Vancouver: Regent College, 2004.

Hays, J. D. *From Every People And Nation: A Biblical Theology Of Race* (Leicester/ Downers Grove: Apollos/ IVP, 2003).

Kostenberger, Andreas. *God, Marriage & Family*. 2nd ed. Wheaton: Crossway, 2010.

Long, D. S., N. R. Fox and T. York. *Calculated Futures: Theology, Ethics, and Economics*. Waco, TX: Baylor, 2007.

Lysaught, M. Therese and Joseph J. Kotva, Stephen E. Lammers and Allen Verhey. eds. *On Moral Medicine: Theological Perspectives on Medical Ethics*. 3rd ed. Grand Rapids: Eerdmans, 2012.

Meilaender, Gilbert. *Bioethics: A Primer for Christians*. 2nd ed. Grand Rapids: Eerdmans, 2005.

Moore, R. *Onward: Engaging the Culture Without Losing the Gospel*. Nashville: Broadman & Holman, 2015.

Moore, R. *The Christ-Shaped Marriage: Love, Fidelity, and the Gospel*. Nashville: Broadman & Holman, 2016.

O'Donovan, Oliver. *Begotten or Made?* Oxford: Oxford University Press, 1984.

O'Donovan, Oliver. *The Ways of Judgement*. Grand Rapids: Eerdmans, 2003. See also his earlier and more advanced work on the same theme, *The Desire of the Nations* (Cambridge University Press, 1996).

Porter, J. *Nature as Reason*. Grand Rapids: Eerdmans, 2005.

Ray, D. K., ed. *Theology that Matters: Ecology, Economy, and God*. Minneapolis: Fortress, 2006.

Rosner, B. *Beyond Greed*. Sydney: Matthias Media, 2004.

Schweiker, W., and C. T. Mathewes, eds. *Having: Property and Possession in Religious and Social Life*. Grand Rapids: Eerdmans, 2004.

Singer, Peter & A. M. Viens, eds. *The Cambridge Textbook of Bioethics*. Cambridge: Cambridge University Press, 2008.

Stott, John. *New Issues Facing Christians Today*. 4th ed. Grand Rapids: Zondervan, 2006.

Swift, Adam. *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity, 2001.

Tripp, T. *Shepherding a Child's Heart*. Wapwallopen, PA: Shepherd, 1995.

Van Til, K. A. *Less Than Two Dollars a Day: A Christian View of World Poverty and the Free Market*. Grand Rapids: Eerdmans; 2007.

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

Woodbridge, R. & D. W. Jones. *Health, Wealth & Happiness: Has the Prosperity Gospel Overshadowed the Gospel of Christ?* Grand Rapids: Kregel, 2011.

Wyatt, John. *Matters of Life and Death: Human dilemmas in the light of the Christian faith*. Nottingham: IVP, 2009.

In addition, it is important and worthwhile to relate our thinking in this unit to the major historical creeds and confessions. In the case of the Westminster Confession of Faith, Chapters IV, VI, XVI, XIX-XXV and XXX are of particular relevance to the study of Christian Ethics.

The ACT Undergraduate/Postgraduate Handbook entry for this unit also provides a list of references which may prove useful to you.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4