



# PE002-612/812

## Theological Ethics

### Online learning Mode

### Unit Outline

#### About this Unit Outline

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

SEMESTER 1 2022

## 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 Handbook**, copies of which may be found in the Library or online at [www.actheology.edu.au](http://www.actheology.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 ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

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

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at [www.actheology.edu.au/documents/](http://www.actheology.edu.au/documents/) for full details.

# Information about this unit

## Unit description

This unit will begin by considering 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 then be briefly surveyed, in the form of philosophical ethics, to increase critical understanding of how the non-Christian world we live in and interact with thinks about 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 even cover all of the really critical issues, let alone others that are relatively common in some contexts, however the issues we will study can be taken as examples of how to handle other ethical questions that may arise in your life and ministry.

## ACT Census date

**18 March 2022**

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 18 March 2022. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au).

## Learning Outcomes

### PE002-612 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand

1. Demonstrate developing knowledge and understanding of the interaction of theological and philosophical ethics

#### Be able to:

1. Analyse the dimensions of theological and philosophical ethics
2. Demonstrate skills in applying theological and philosophical ethics in a selection of contemporary ethical questions
3. Present Analytical evidence-based perspectives on theological ethics

#### Be in a position to:

1. Apply perspectives from 'Theological Ethics' to contemporary Christian living and ministry contexts

## PE002-812 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

### Know and understand

1. Demonstrate Advanced knowledge and understanding of the interaction of theological and philosophical ethics

### Be able to:

1. Examine the dimensions of theological and philosophical ethics
2. Demonstrate skills in applying theological and philosophical ethics in a selection of contemporary ethical questions
3. Present research-aware evidence-based perspectives on theological ethics

### Be in a position to:

1. Apply advanced perspectives from 'Theological Ethics' to contemporary Christian living and ministry practice as a reflective practitioner

## How this unit contributes to the course

Theological Ethics concerns how you apply what has been learnt in the biblical and doctrinal units of your course to the questions 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 this unit within their studies. It 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.

## Prerequisites and Corequisites

There are no prerequisites or corequisites required for PE002. However, students taking this unit in their first semester of study, particularly undergraduate students, should be aware that it is offered at AQF Levels 6 and 8 and will therefore be somewhat more challenging than most other units typically taken early in a student's course.

## How this unit is organised & what we expect of you

The unit is taught over a 13 week semester with a mid-Semester break part-way through, followed by an assessment period. It is delivered online, requiring students to have regular, reliable internet access suitable for downloading unit content and completing written unit assessments.

Weekly unit material will be delivered in a mixture of formats, predominantly video

recordings prepared specifically for online delivery, alongside written materials drawn from publications together with notes and other resources produced by the lecturer. 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 12 credit points towards your degree. A 12cp unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Students are required to complete all required activities and assessment tasks by the relevant due date. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on PE002. If you require an extension for one of your assessments please contact the QTC Registrar as early as possible.

## Teaching staff

LECTURER & UNIT CO-ORDINATOR

**Dr Robyn Bain**

E [rbain@qtc.edu.au](mailto:rbain@qtc.edu.au)

LECTURER

**Rev Dr Andrew Bain**

This unit will be taught using content prepared by Andrew Bain on most of the topics covered, with Robyn Bain supplying the content on bioethics (Beginning of Life and End of Life Issues). **Robyn Bain will be the Unit Coordinator**, and therefore she will be your point of contact regarding questions about the unit materials, assessments, and your learning. Robyn Bain will manage the online forum, and mark students' assessments.

## 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).

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle and Turnitin functions and queries

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

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, for 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. Also contact the library for any queries about audio recordings of your class on Moodle.

P 07 3062 6939

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

<b>WEEK</b>	<b>LECTURE TOPICS</b>
Week 1 (start Mon 7 Feb)	Introduction to the Unit; Theories of Ethics
Week 2 (start Mon 14 Feb)	Introduction to Philosophical Ethics: How the world does ethics
Week 3 (start Mon 21 Feb)	Key Biblical Themes & Christian Ethics
Week 4 (start Mon 28 Feb)	Key Doctrines & Christian Ethics
Week 5 (start Mon 7 Mar)	The Old Testament & Christian Ethics
Week 6 (start Mon 14 Mar)	Theological Ethics: Putting it All Together
Week 7 (start Mon 21 Mar)	Divine Sovereignty & Moral Responsibility
ESSAY WRITING WEEK: 28 March – 1 April	
MID-SEMESTER BREAK: 2 April – 18 April	
Week 8 (start Mon 18 Apr)	Families, Marriage, Children
Week 9 (start Mon 25 Apr)	Singleness, Divorce & Remarriage
Week 10 (start Mon 2 May)	Work & Leisure
Week 11 (start Mon 9 May)	Wealth & Money
Week 12 (start Mon 16 May)	End of Life Issues
Week 13 (start Mon 23 May)	Beginning of Life issues
ASSESSMENT WEEKS: 30 May – 17 June	

## PE002-612 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. 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><b>Portfolio of Tasks: Building Ethical Understanding</b></p> <p><b>2000 words</b></p> <p><b>40% of final grade</b></p> <p><b>DUE: Friday 22 April</b></p>	<p>Portfolio of Tasks: Building Ethical understanding. Total of 2000 words.</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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>



<p><b>Written Advice &amp; Explanation</b></p> <p><b>3000 words total</b> (Advice: 1500 words; Explanation: 1500 words)</p> <p><b>50% of final grade</b></p> <p><b>DUE: Tuesday 31 May</b></p>	<p>Written Advice and Explanation: Total of 3000 words</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"> <li>• Voluntary Assisted Dying;</li> <li>• Abortion</li> </ul> <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 euthanasia to a Christian considering travel overseas to access euthanasia services for themselves, or for a Christian struggling with a request from a close friend or relative in this regard, or someone who would simply like advice on how to discuss this issue with others.</p> <p>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.</p> <p>You should include with your written advice a 1500 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.</p> <p>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><b>Online Participation</b></p> <p><b>500 words total</b></p> <p><b>10% of final grade</b></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.</p> <p>When not scheduled to provide a summary, each student shall, in other weeks, respond briefly (up to 50 words) to the summaries uploaded by other students to the forum. Students will be assessed on their contribution to the forum over ten weeks of the Semester. No forum contributions are required in Weeks 1 or 13, or in the week when the Portfolio of Tasks is due.</p>

	<p>In line with ACT attendance requirements, students must contribute at least eight out of the ten weeks, otherwise they will receive a mark of zero out of ten.</p> <p>A student who does not contribute on at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
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## PE002-812 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. 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><b>Portfolio of Tasks: Building Ethical Understanding 3000 words 40% of final grade DUE: Friday 22 April</b></p>	<p>Portfolio of Tasks: Building Ethical understanding. Total of 3000 words.</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"> <li>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 – 800 words total, 10 marks out of 40.</li> <li>2. An explanation of the contribution which one of the following biblical themes makes to Christian ethics: atonement or grace – 800 words total, 10 marks out of 40.</li> <li>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 – 900 words total, 15 marks out of 40.</li> <li>4. A short discussion of the points of connection and contrast between virtue approaches to ethics (in general), and biblical ethics – 500 words, 5 marks out of 40.</li> </ol>

<p><b>Written Advice &amp; Explanation</b></p> <p><b>3500 words total</b> (Advice: 1500 words; Explanation: 2000 words)</p> <p><b>50% of final grade</b></p> <p><b>DUE: Tuesday 31 May</b></p>	<p>Written Advice and Explanation: Total of 3500 words</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"> <li>• Same-sex attraction;</li> <li>• Living with wealth: how Christians should approach the personal possession of substantial financial and/or material resources.</li> </ul> <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.</p> <p>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.</p> <p>You should include with your written advice a 2000 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.</p> <p>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><b>Online Participation</b></p> <p><b>500 words total</b></p> <p><b>10% of final grade</b></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.</p> <p>When not scheduled to provide a summary, each student shall, in other weeks, respond briefly (up to 50 words) to the summaries uploaded by other students to the forum. Students will be assessed on their contribution to the forum over ten weeks of the Semester. No forum contributions are required in Weeks 1 or 13, or in the week when the Portfolio of Tasks is due.</p>

	<p>In line with ACT attendance requirements, students must contribute at least eight out of the ten weeks, otherwise they will receive a mark of zero out of ten.</p> <p>A student who does not contribute on at least four out of ten weeks will be deemed not to have attempted this assessment, and will fail the entire unit, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
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# Guide to Assessments

## *What are we looking for?*

### General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for PE002-612 or PE002-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

### 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 PE002-612, and for exercises 2, 3 & 4 for PE002-812, 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 specialised 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 PE002-612 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 PE002-812 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 PE002-612 and exercise 1 for PE002-812, 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 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 idea 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. However, it is strongly recommended that you do develop a good library of books (or eBooks & resources) in the area of ethics. In both paid 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 unit – 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 have found Oliver O'Donovan's *Resurrection and Moral Order* (RMO) to be my best contemporary guide over many years now. However, this book is challenging to read and will not suit the majority of students. O'Donovan's "Ethics as Theology" Trilogy (also listed below) is a more recent publication but is lengthier than RMO and almost as difficult a read: therefore, I would recommend students wanting to read with O'Donovan to start with RMO.

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 a number of articles that could be useful as you work on the assessments. The authors within these books may not always have written from your own theological perspective, but they will give you good overviews of current theological scholarship on a range of ethical matters, as well as a picture of some of the different perspectives that are common regarding theological ethics.

### 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.

Hovey, C. *Exploring Christian Ethics: An Introduction to Key Methods and Debates*. Eugene, OR: Cascade, 2018.

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

Hill, Michael. *The How and Why of Love: An Introduction to Evangelical Ethics*. Sydney, NSW: Matthias, 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, IL: Crossway, 2004.

O'Donovan, O. *Finding and Seeking: Ethics as Theology Volume 2*. Grand Rapids, MI: Eerdmans, 2014.

O'Donovan, O. *Entering into Rest: Ethics as Theology Volume 3*. Grand Rapids, MI: Eerdmans, 2017.

O'Donovan, O. *Self, World and Time: Ethics as Theology Volume 1*. Grand Rapids, MI: Eerdmans, 2013.

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

Rosner, B., ed. *Understanding Paul's Ethics*. Grand Rapids, MI: Eerdmans, 1995.

Wenham, Gordon. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids, MI: Baker, 2004.

Wogaman, J. P. *Christian Ethics: A Historical Introduction*. Louisville, KY: WJK, 2011.

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

## **2. Introductions to Philosophical Ethics and Non-Christian Approaches & Influences**

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

Brown, Callum G. & Michael Snape, eds. *Secularisation in the Christian World*. Farnham, Surrey: Ashgate, 2010.

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

Furlong, Peter. *The Challenges of Divine Determinism*. Cambridge: Cambridge University Press, 2019.

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

Smith, James K. A. *Desiring the Kingdom*. Grand Rapids, MI: Baker, 2009.

Walker, M. *Moral Repair: Reconstructing Moral Relations After Wrongdoing*. Cambridge: Cambridge University Press, 2002.

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, BC: Regent, 2003.

Baron, M. W., Pettit, P. and M. A. Slote. *Three Methods of Ethics: A Debate*. Oxford: Blackwell, 1997.

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

Carvalho, Jean-Paul, Sriya Iyer, and Jared Rubin, eds. *Advances in the Economics of Religion*, Basingstoke: McMillan, 2019.

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

Cox, Harvey. *The Market as God*. Cambridge, MA: Harvard University Press, 2014.

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

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

Hargaden, K. *Theological Ethics in a Neoliberal Age: Confronting the Christian Problem with Wealth*. Eugene, OR: Cascade, 2018.

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

Hays, J. D. *From Every People and Nation: A Biblical Theology of Race*. Leicester: Apollos; Downers Grove, IL: IVP, 2003.

Kostenberger, Andreas. *God, Marriage & Family*. 2nd ed. Wheaton, IL: 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*. 3<sup>rd</sup> ed. Grand Rapids, MI: Eerdmans, 2012.

Meilaender, Gilbert. *Bioethics: A Primer for Christians*. 3<sup>rd</sup> ed. Grand Rapids, MI: Eerdmans, 2013.

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

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

Parrish, J. and A. Tuckness. *The Decline of Mercy in Public Life*. Cambridge: Cambridge University Press, 2014.

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

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

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: Cambridge University Press, 1996.

Oslington, Paul, ed. *The Oxford Handbook of Christianity and Economics*. New York: Oxford University Press, 2014.

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

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

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

Schweiker, W., and C. T. Mathewes, eds. *Having: Property and Possession in Religious and Social Life*. Grand Rapids, MI: 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*. 4<sup>th</sup> ed. Grand Rapids, MI: Zondervan, 2006.

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

Thatcher, A., ed. *The Oxford Handbook of Theology, Sexuality, and Gender*. Oxford: Oxford University Press, 2015.

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, MI: Eerdmans; 2007.

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

Wilson, Douglas. *Ploductivity: A Practical Theology of Work and Wealth*. Moscow, ID: Canon Press, 2020.

Witte & Hauk. *Christianity and Family Law*. Cambridge: Cambridge University Press, 2017.

Woodbridge, R. & D. W. Jones. *Health, Wealth & Happiness: Has the Prosperity Gospel Overshadowed the Gospel of Christ?* Grand Rapids, MI: 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 Handbook entry for this unit also provides a list of references which may prove useful to you. <http://www.acttheology.edu.au/handbooks.php>

## Journal Articles

In most of the units you study at QTC, you will be asked to demonstrate your understanding of the subject matter by writing a research paper, essay, take-home exam or the like. Your lecturers and the Moderators of the Australian College of Theology will expect to see that you have consulted current academic research in the form of journal articles.

Q: So how do you find good journal articles?

A: Search the [online Journal Databases](#)

### **QTC makes available the following Journal Databases which will be useful for finding information for your assessments:**

- ATLASerials Plus – available via EBSCO

ATLASerials Plus is the full text version of the ATLA Religion Database (ATLA). This database is a collection of major religion and theology journals selected by some of the major religion scholars in the United States. Coverage of this database dates back to 1949.

- Religion and Philosophy Collection

This database provides extensive full-text coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

- JSTOR

JSTOR provides full-text access to journal articles as well as eBooks. It includes theological journal titles such as the Harvard Theological Review and other titles not found in ATLASerials Plus or the Religion and Philosophy Collection.

Most journal articles will be available as a PDF which you can read, print or save.

Access the databases via the QTC Library Webpage

<https://www.qtc.edu.au/students/resources/library/databases/>

and login with the username and password provided on Moodle under the QTC Library unit.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

<b>Grade</b>	<b>Mark</b>	<b>Descriptor</b>
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level