



PE002-612/812

Theological Ethics

Unit Outline

SEMESTER 1 2026

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 Australian University of Theology (AUT) Handbook**, copies of which may be found in the QTC Library or online at www.aut.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 AUT's **Academic Integrity Policy for Coursework Awards**, as well as the AUT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the AUT website. Failure to comply with the standards required will incur penalties as outlined in the relevant AUT Policies.

The attention of students is also drawn to the section in the current AUT 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 AUT. See the AUT "Moderation Policy" and "Moderation Procedure" at www.aut.edu.au/documents/ for full details.

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.

AUT Census date

20 March 2026

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 20 March 2026. 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.

Unit Learning Outcomes

PE002-612 Learning Outcomes

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

A. Know and understand

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

B. 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

C. 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:

A. Know and understand

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

B. 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

C. 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 AUT elective unit which is a strongly recommended option for those taking other, shorter, courses at QTC.

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.

Students cannot enroll in this unit if they have successfully completed PE001, PE004 or PE055.

How this unit is organised & what we expect of you

The unit is taught over a 13-week semester. There are three lectures each week, each of 50 minutes duration. Some of these classes will be in traditional lecture format, others will be variously seminar-type discussions involving the whole group, small group discussions, or in-class student exercises.

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. 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.

Students are expected to attend all lectures, complete any set pre-reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due dates, and 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

Please feel free to contact Robyn if you have any problems or concerns about the unit. You can speak directly to Robyn when she's on campus and can email to make an appointment if necessary.

LECTURER

Rev. Dr Andrew Bain

E abain@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).

P 07 3062 6939

E registrar@qtc.edu.au

Moodle and Turnitin functions and queries

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

P 07 3062 6939

E registrar@qtc.edu.au

Library, resources & lecture recordings

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, 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 recordings of your class on Moodle. Please note: We do our best to upload recordings of all lectures to Moodle, but for various reasons they sometimes cannot be provided.

P 07 3062 6939

E library@qtc.edu.au

Unit timetable

WEEK	LECTURE TOPICS
Week 1	Introduction to the Unit; Theories of Ethics
Week 2	Introduction to Philosophical Ethics: How the world does ethics
Week 3	Key Biblical Themes & Christian Ethics
Week 4	Key Doctrines & Christian Ethics
Week 5	The Old Testament & Christian Ethics
Week 6	Theological Ethics: Putting it All Together
Week 7	Divine Sovereignty & Moral Responsibility
Week 8	Families, Marriage, Children
MID-SEMESTER BREAK: 3 April – 19 April	
Week 9	Singleness, Divorce & Remarriage
Week 10	Work & Leisure
Week 11	Wealth & Money
Week 12	End of Life Issues
Week 13	Beginning of Life issues
ASSESSMENT WEEKS: 25 May – 12 June	

Information about assessments

General remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the AUT 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).

An essay should reveal clear thinking and careful organisation, for, while the essay will be marked primarily on content, the format is important. The use of a standard format assists both the examiner and the student. Careful attention should be given to spelling, grammar and punctuation. Your submission should be a word document, double spaced, typed in a 12-point easy-to-read font, with a QTC assessment cover page (found on Moodle). Essays of 1500 words or more should have an abstract on the page before the essay proper.

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

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.

Extensions and late penalties

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 AUT 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.

Use of Artificial intelligence and academic misconduct

In accordance with [AUT Policy](#), academic misconduct encompasses the use of artificial intelligence tools (including, but not limited to, ChatGPT, Microsoft Copilot or similar), in any assessment task, including project or thesis. There are three exceptions and a general requirement:

- a) Exception 1: to conduct preliminary research on a topic. Preliminary research is a step prior to writing. Acceptable AI use for preliminary research includes use for an initial topic search, to clarify key terms, to identify useful starting readings, translating readings into another language, or to summarise a reading to ascertain its relevance. Non-acceptable AI use for preliminary research use includes using a tool to provide answers to the assessment task, or a paraphrase of the assessment task, and using any generated content from AI directly in a submitted piece of assessment. Where used for preliminary research the name and version number or date of the tool(s) used (e.g., "ChatGPT Version 3.5") must be declared in text or in an Appendix;

- b) Exception 2: to obtain general advice on spelling and grammar. However, students should not use explicit AI features added into a grammar tool; for example, using Word or Grammarly for grammar advice is acceptable, but using an additional AI tool added into a grammar tool, like GrammarlyGO, is not acceptable). Students writing in a language other than their first language can use AI for general advice on spelling and grammar, but not for translating their written work;
- c) Exception 3: in the case where a lecturer provides written authorisation for the use of an artificial intelligence tool for defined aspects of an assessment task, in which case any student use must be declared and fully referenced. The name and version number of the tool(s) used (e.g., "ChatGPT Version 3.5") must be declared and an Appendix showing student prompts to the AI and the AI responses must be included. Written authorisation can be provided in assignment instructions;
- d) General Requirement: All students must use the assessment coversheet required by their Affiliated College, and keep drafts of all assessment tasks in order to provide these to lecturers if concerns are raised about potential misuse of AI tools (NB: software such as Word automatically keeps a version history containing drafts). NB: The University uses software (Turnitin) to detect potential cases of plagiarism and misuse of AI tools

QTC does not allow the inputting of materials provided by the lecturer (e.g. lecture notes and recordings) into AI tools.

This is clearly an evolving area, and this policy will be updated as time goes on.

Acknowledgement of the use of AI on the coversheet should take the following form:

Use of AI

Initial research conducted using [*AI generative tool*] [*version*] on [*date(s)*].

[*AI tool*] was used to [*purpose(s) for which the tool was used*].

Referencing

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' All ideas of other authors and direct quotations from books and articles should be footnoted and included in the list of 'Works Cited'. A list of 'Works Consulted' may also be included, for resources read during research but not referred to in the assessment item. Where a Take Home Exam is required, there is no need to footnote the lectures or lecture notes or include them in your 'Works Cited.'

Assessment submission

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 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.

Word count

Do note carefully the number of words required for each assessment item, depending which level unit you are enrolled in.

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. 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.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A **limit of 10% verbatim quotation applies in coursework essays**. If verbatim quotation exceeds 10% of total words, a 10% penalty may be applied. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments* (see also next page).

AUT standards: Grades

Grades in assessment instruments are awarded in the following categories:

Grade	Mark	Descriptor
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

For ease of reference, we've included here the section *Length of Assignments* from the QTC Handbook. It answers many of the questions that often arise in the context of written assignments. All written assignments **must** conform to these instructions.

Length of Assignments (Word Count)

Assessment pieces must be kept within a 10% variation of the prescribed word length as set out in the applicable Unit Outline. For example, a 3,000-word essay must be between 2,700 and 3,300 words. The **total word count excludes the following** should they occur anywhere in the assessment item:

- abstract,
- appendices,
- list of 'Works Cited', and
- any referencing details such as footnotes

If an essay exceeds the number of required words by more than 10%, a penalty of 10% of the total possible mark will apply. Whether an essay is over the allowed length or not, students should work at not using more words than they need to make their case – this is an important skill to learn for ministry.

Footnotes can take the form of bibliographic references (e.g. the publication details of the book or journal being referenced) or the form of comments which may not fit well within the body of the essay. Neither type of footnotes will be counted towards your final word count, however, your **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.** Footnote numbers for Take Home Exams should be consecutive throughout i.e., they should not re-start at 1 for each question.

QTC uses the SBL note style for referencing which specifies the use of footnotes, and a list of 'Works Cited.' SBL note style excludes the use of endnotes, and specifies that biblical texts, are cited parenthetically in the body of the text, e.g. Not only does God spare Rahab from destruction, but he elects her to play a crucial role in the ancestry of the Messiah (Josh 6:24–25).

You must, therefore, put biblical references in parentheses in the text, not in footnotes. The ACT has ruled that these parenthetical biblical references *will* count towards your total word count.

All quotations (including quotations from the Bible) included in assignments *will* count towards the permitted word length. A limit of 10% verbatim quotation applies in coursework essays.

An essay should be formatted as continuous prose, therefore headings or titles should not ordinarily be used in essays. If headings or titles are used, they *will* be counted towards the total word count.

Appendices cannot be used to include extra material which does not fit with the body of the essay. When including appendices in essays, the student must assume the lecturer will *not* read the appendix/appendices or take appendix material into account when marking.

PE002-612 Assessments

ASSESSMENT TASK	DESCRIPTION
<p>Online Quiz on foundational concepts in Ethics</p> <p>10 questions, multiple choice</p> <p>0% of final grade</p> <p>ULOs addressed: A1; B1</p>	<p>This Quiz is to be undertaken online, after students have covered the first two weeks/topics of the unit, on key concepts in philosophical ethics and an introduction to biblical/theological ethics.</p> <p>Students will answer ten questions online through the college's Moodle system. The Quiz questions will be multiple choice, and are designed to help students to check that they know and understand basic concepts in ethics which will be foundational to the rest of the unit. Students will have 60 minutes to complete the Quiz.</p> <p>The questions will cover <i>basic</i> concepts and the Quiz itself will not be difficult. Students will be required to have completed the Quiz at least one week before the unit census date. Where students have not completed the Quiz and gained a satisfactory mark on it (50% or higher), they will be counselled by QTC staff about their options, which may involve considering the choice to withdraw from the unit before census date.</p>
<p>Take-Home Exam</p> <p>2000 words</p> <p>40% of final grade</p> <p>ULOs addressed: A1; B1, 3</p>	<p>Students will answer two set questions in total, one relating to each Section of the unit: Section A - Theological Ethics, and Section B - Philosophical Ethics. Both set questions will be required, i.e., there will be only two questions on the examination paper.</p> <p>Students are to write approximately 1000 words for each answer, with a total of 2000 words.</p> <p>The questions will be of equal value.</p> <p>The examination paper will be made available via QTC Moodle one week before the due date.</p>

See over for next assessment item.

<p>Public Talk or Sermon, plus Explanation of Approach</p> <p>3500 words total (Talk: 2000 words; Explanation: 1500 words)</p> <p>60% of final grade</p> <p>ULO's addressed: B1, 2, 3; C1</p>	<p>Students are to prepare the text of a public talk or sermon which would be suitable for delivery to a general Christian audience, on ONE of the following Ethical Issues (you may choose your own title):</p> <ul style="list-style-type: none"> • How Christians might approach the question of voluntary assisted dying; <p>OR</p> <ul style="list-style-type: none"> • How Christians should approach the question of divorce and remarriage. <p>The talk should be approximately 2000 words in length.</p> <p>In addition to your talk script, you should also include a 1500 word explanation / justification of the approach you have taken. This document should explain how you have applied sound principles of theological ethics in developing your talk, 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 talk in terms of discussing relevant academic issues which you have identified in your preparation but which cannot easily be directly included in a talk for a general Christian audience.</p>
---	--

PE002-812 Assessments

ASSESSMENT TASK	DESCRIPTION
<p>Online Quiz on foundational concepts in Ethics</p> <p>10 questions, multiple choice</p> <p>0% of final grade</p> <p>ULO's addressed: A1; B1</p>	<p>This Quiz is to be undertaken online, after students have covered the first two weeks/topics of the unit, on key concepts in philosophical ethics and an introduction to biblical/theological ethics.</p> <p>Students will answer ten questions online through the college's Moodle system. The Quiz questions will be multiple choice, and are designed to help students to check that they know and understand basic concepts in ethics which will be foundational to the rest of the unit. Students will have 60 minutes to complete the Quiz.</p> <p>The questions will cover <i>basic</i> concepts and the Quiz itself will not be difficult. Students will be required to have completed the Quiz at least one week before the unit census date. Where students have not completed the Quiz and gained a satisfactory mark on it (50% or higher), they will be counselled by QTC staff about their options, which may involved considering the choice to withdraw from the unit before census date.</p>
<p>Take-Home Exam</p> <p>2500 words</p> <p>40% of final grade</p> <p>ULO's addressed: A1; B1, 3</p>	<p>Students will answer three set questions in total, relating to each Section of the unit: Section A - Theological Ethics, and Section B - Philosophical Ethics. All three questions will be required, i.e., there will be only three questions on the examination paper.</p> <p>Students are to write approximately 800-850 words for each answer, with a total of 2500 words.</p> <p>The questions will be of equal value.</p> <p>There will be at least one question relating to each of Sections A and B.</p> <p>The examination paper will be made available via QTC Moodle one week before the due date.</p>

See over for next assessment item.

<p>Public Talk or Sermon, plus Explanation of Approach</p> <p>4000 words total (Talk: 2250 words; Explanation: 1750 words)</p> <p>60% of final grade</p> <p>ULO's addressed: B1, 2, 3; C1</p>	<p>Students are to prepare the text of a public talk or sermon which would be suitable for delivery to a general Christian audience, on ONE of the following Ethical Issues (you may choose your own talk title):</p> <ul style="list-style-type: none"> • How Christians in a developed country such as Australia should approach the issue of possession and use of personal wealth, money and material possessions; <p>OR</p> <ul style="list-style-type: none"> • How Christians should approach their paid employment (or the operation of their business). <p>The talk should be approximately 2250 words in length. In addition to your talk script, you should also include a 1750 word explanation/justification of the approach you have taken. This document should explain how you have applied sound principles of theological ethics in developing your talk, alternative assumptions and approaches which might be taken, 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 talk in terms of discussing relevant academic issues which you have identified in your preparation, but which cannot easily be directly included in a talk for a general Christian audience.</p>
---	--

Guide to Assessments

In this section, more detailed advice is provided by the unit coordinator on how you should approach the assessments for the unit. The guidance given below should be read carefully, because it will help you to write your assessments, and because what is written below summarises key matters which will be taken into account in grading the work that you submit.

Assessment 1

The **Online Quiz** is designed to test your grasp of key important concepts for Christian ethics, early in the unit so that you and your lecturer can assess your progress at an early stage. This exercise will not require substantial preparation: if you have engaged well in class in the early weeks of the unit and review what has been covered before taking the Quiz, this should be sufficient.

Assessment 2

The **Take-Home Exam** is about breadth of knowledge and understanding, rather than depth. So, it is quite a different kind of exercise from the second assessment item. In the take-home exam you have only 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 question.

Your main aim in each of your take-home exam answers should be to summarize briefly the major important points in relation to the set question, in a way that directly answers the question.

The take-home exam is not seen as a research exercise, and so you are not expected to do a large amount of reading for it. You should answer the questions set from what you have learnt in lectures, and from a very small number of key works where you can usefully supplement the lectures by referring elsewhere without spending a lot of time reading.

The kinds of 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 little details that you lose sight of the big picture. The books listed under Section 1 of the Learning Resources list given below (General Resources on Biblical & Theological Ethics) are the kinds of resources you will find helpful for the take-home exam: particularly Cameron, Hill, O'Donovan's *Resurrection and Moral Order* (for advanced students), Atkinson, Fedler, and Jones, as well as some articles in the Oxford Handbook and Cambridge Companion listed.

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.

It is possible to give an adequate answer to the questions without doing any reading beyond the lectures, particularly at the undergraduate level (PE002-612). However, for a good grade you should utilize some other resources, and use them well. Your answers should argue a case rather than just list off or describe relevant facts and details. All direct quotations in your

answers from books and articles should be footnoted, but there is no need to footnote the lectures.

Assessment 3

The second (and major) assessment, **the talk or sermon with an explanation**, has two parts to it: a talk, followed by a supporting explanation. Notice that all of the questions are asking you to engage directly with a particular ethical issue. The talk is to be given to a Christian audience, however it is up to you to decide whether you would like to write a general kind of talk which could be given to any Christian group, or a talk written with a particular group / context in mind (e.g. high-schoolers). Either approach is acceptable, and in past years many students have written good talks of both kinds.

In the talk section of the assignment, you need to supply a full script rather than an outline of your talk. This should be presented in ordinary spoken Australian English, as would be appropriate in contemporary Australia for a sermon or public talk to a group of Christians (unless of course the particular context in which the talk is given calls for a different style). You should ensure that you write and communicate clearly, and structure the talk appropriately.

The talk section of your assignment should contain relatively few footnotes: you should only include these when you directly quote from another source or refer to a distinctive or relatively unique idea associated with a particular person. A good way to work out whether to footnote something in your talk is to ask whether you would ordinarily indicate to your audience verbally 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 should be written in regular "essay style" (academic prose), i.e., proper sentences, paragraphs, etc., with the exception that students are permitted to use personal pronouns (e.g., "I", "me", "they") in the Explanation section when discussing their Talk. Students should normally include more footnotes in this part of their assignment than in the talk 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 talk theologically, and from an academic point of view.

Although it is a great skill in and of itself to be able to write a talk on an ethical issue, generally speaking your talks will 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 hearers 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 AUT that you can do academic research related to ethical issues!

You don't need to repeat points raised in the talk, 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 talk, 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 both a research exercise and 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 theological college). 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; it will be best-suited to Level 9 students or advanced and more confident Level 8 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.

Books marked with an asterisk * are particularly suitable for students studying at Level 9, but may still be of interest to some students enrolled for study at other levels.

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. [\[avail as QTC eBook for unlimited users via Perlego\]](#)

- Banner, Michael. *Christian Ethics & Contemporary Moral Problems*. Cambridge: Cambridge University Press, 1999.* [\[avail as eBook for unlimited users via archive.org\]](#)
- Banner, Michael. *Christian Ethics: A Brief History*. Chichester: Wiley-Blackwell, 2009. [\[avail as eBook for unlimited users via archive.org\]](#)
- 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. [\[avail as QTC eBook for unlimited users via EBSCO\]](#)
- Cameron, Andrew. *Joined Up Life*. Nottingham: IVP, 2011. [\[avail as QTC eBook for unlimited users via EBSCO\]](#)
- Crisp, Oliver and Fred Sanders. *Divine Action and Providence: Explorations in Constructive Dogmatics*. Grand Rapids: Zondervan, 2019. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Davis, J. J. *Evangelical Ethics: Issues Facing the Church Today*. 4th ed. Phillipsburg, N.J.: P&R, 2015. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Fedler, Kyle D. *Exploring Christian Ethics*. Louisville, KY: WJK, 2006. [\[avail as eBook for unlimited users via archive.org\]](#)
- Hays, R. *The Moral Vision of The New Testament*. New York: Harper Collins, 1996. [\[avail as eBook for unlimited users via Perlego\]](#)
- Hovey, C. *Exploring Christian Ethics: An Introduction to Key Methods and Debates*. Eugene, OR: Cascade, 2018. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Jones, David C. *Biblical Christian Ethics*. Grand Rapids, MI: Baker, 1994. [\[avail as QTC eBook for unlimited users via ProQuest\]](#)
- Hill, Michael. *The How and Why of Love: An Introduction to Evangelical Ethics*. Sydney, NSW: Matthias, 2002. [\[print copies avail to borrow in QTC Library\]](#)
- Liederbach, M. *Ethics as Worship : the Pursuit of Moral Discipleship*. Phillipsburg, N.J.: P&R, 2017. [\[avail as QTC eBook for unlimited users via ProQuest\]](#)
- Meilaender, Gilbert and William Werpehowski eds. *The Oxford Handbook of Theological Ethics*. Oxford: Oxford University Press, 2005. [\[avail as eBook for unlimited users via archive.org\]](#)
- Moore, Russell. *The Kingdom of Christ: The New Evangelical Perspective*. Wheaton, IL: Crossway, 2004. [\[avail as QTC eBook for unlimited users via EBSCO\]](#)
- O'Donovan, O. *Finding and Seeking: Ethics as Theology Volume 2*. Grand Rapids, MI: Eerdmans, 2014. [\[avail as QTC eBook for unlimited users via EBSCO\]](#)
- O'Donovan, O. *Entering into Rest: Ethics as Theology Volume 3*. Grand Rapids, MI: Eerdmans, 2017. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- O'Donovan, O. *Self, World and Time: Ethics as Theology Volume 1*. Grand Rapids, MI: Eerdmans, 2013. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- O'Donovan, O. *Resurrection and Moral Order: An Outline for Evangelical Ethics*, 2nd ed. Grand Rapids, MI: Eerdmans, 1994. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Rosner, B., ed. *Understanding Paul's Ethics*. Grand Rapids, MI: Eerdmans, 1995. [\[print copies avail to borrow from QTC Library\]](#)

Wenham, Gordon. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids, MI: Baker, 2004. [\[avail as QTC eBook for 1 user at a time via ProQuest\]](#)

Wogaman, J. P. *Christian Ethics: A Historical Introduction*. Louisville, KY: WJK, 2011. [\[avail as QTC eBook for unlimited users via ProQuest\]](#)

Wright, Christopher. *Old Testament Ethics for the People of God*. Nottingham: IVP, 2004. [\[avail as eBook for unlimited users via archive.org\]](#)

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. [\[avail as eBook for unlimited users via archive.org\]](#)

Brown, Callum G. & Michael Snape, eds. *Secularisation in the Christian World*. Farnham, Surrey: Ashgate, 2010. [\[print copy avail to borrow from QTC Library\]](#)

Deigh, John. *An Introduction to Ethics*. Cambridge: Cambridge University Press, 2010. [\[avail as eBook for unlimited users via archive.org\]](#)

Furlong, Peter. *The Challenges of Divine Determinism*. Cambridge: Cambridge University Press, 2019. [\[avail as QTC eBook for unlimited users via ProQuest\]](#)

Graham, Gordon. *Eight Theories of Ethics*. London: Routledge, 2004. [\[avail as eBook for unlimited users via archive.org\]](#)

Smith, James K. A. *Desiring the Kingdom*. Grand Rapids, MI: Baker, 2009. [\[avail as QTC eBook for 1 user at a time via EBSCO\]](#)

MacIntyre, A. *Ethics in the Conflicts of Modernity*. Cambridge: Cambridge University Press, 2016.* [\[print copies avail to borrow from QTC Library\]](#)

Walker, M. *Moral Repair: Reconstructing Moral Relations After Wrongdoing*. Cambridge: Cambridge University Press, 2002.* [\[avail as eBook for unlimited users via archive.org\]](#)

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). [\[avail as QTC eBook for unlimited users via Cambridge Core – log into catalogue for access\]](#)

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. [\[avail as eBook for unlimited users via archive.org\]](#)

Baron, M. W., Pettit, P. and M. A. Slote. *Three Methods of Ethics: A Debate*. Oxford: Blackwell, 1997. [\[avail as eBook for unlimited users via archive.org\]](#)

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.* [\[avail as QTC eBook for unlimited users via Perlego\]](#)

Claar, V. V., and R. J. Klay. *Economics in Christian Perspective: Theory, Policy and Life Choices*. Downers Grove, IL: IVP; 2007. [\[avail as QTC eBook for unlimited users via Perlego\]](#)

- Cox, Harvey. *The Market as God*. Cambridge, MA: Harvard University Press, 2014. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Gill, Robin. *Health Care & Christian Ethics*. NSCE 16. Cambridge: Cambridge University Press, 2006. [\[avail as eBook for unlimited users via archive.org\]](#)
- Hargaden, K. *Theological Ethics in a Neoliberal Age: Confronting the Christian Problem with Wealth*. Eugene, OR: Cascade, 2018. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Hay, D. A. *Economics Today: A Christian Critique*. Vancouver, BC: Regent College, 2004. [\[avail as eBook for unlimited users via archive.org\]](#)
- Hays, J. D. *From Every People and Nation: A Biblical Theology of Race*. Leicester: Apollos; Downers Grove, IL: IVP, 2003. [\[print copies avail to borrow from QTC Library\]](#)
- Kostenberger, Andreas. *God, Marriage & Family*. 2nd ed. Wheaton, IL: Crossway, 2010. [\[avail as QTC eBook for unlimited users via EBSCO\]](#)
- Long, D. S., N. R. Fox and T. York. *Calculated Futures: Theology, Ethics, and Economics*. Waco, TX: Baylor, 2007. [\[avail as QTC eBook for 1 users at a time via EBSCO\]](#)
- 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, MI: Eerdmans, 2012. [\[avail as QTC eBook for 1 user at a time via ProQuest\]](#)
- Meilaender, Gilbert. *Bioethics: A Primer for Christians*. 4th ed. Grand Rapids, MI: Eerdmans, 2020. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- Moore, R. *Onward: Engaging the Culture Without Losing the Gospel*. Nashville, TN: Broadman & Holman, 2015. [\[avail as QTC eBook for unlimited users via Perlego\]](#)
- 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.* [\[avail as eBook for unlimited users via archive.org\]](#)
- O'Donovan, Oliver. *Begotten or Made?* Oxford: Oxford University Press, 1984. [\[avail as eBook for unlimited users via archive.org\]](#)
- O'Donovan, Oliver. *Common Objects of Love: Moral Reflection and the Shaping of Community*. Grand Rapids, MI: Eerdmans, 2002. [\[print copies avail to borrow from QTC Library\]](#)
- 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.* [\[avail as eBook for unlimited users via archive.org\]](#)
- Oslington, Paul, ed. *The Oxford Handbook of Christianity and Economics*. New York: Oxford University Press, 2014. [\[avail as eBook for unlimited users via archive.org\]](#)
- Porter, J. *Nature as Reason: a Thomistic theory of the natural law*. Grand Rapids, MI: Eerdmans, 2005.*
- Ray, D. K., ed. *Theology that Matters: Ecology, Economy, and God*. Minneapolis, MN: Fortress, 2006.* [\[avail as eBook for unlimited users via archive.org\]](#)
- 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. [\[avail as QTC eBook for 1 user at a time via ProQuest\]](#)

Stott, John. *New Issues Facing Christians Today*. 4th ed. Grand Rapids, MI: Zondervan, 2006. [\[avail as QTC eBook for 1 user at a time via ProQuest\]](#)

Swift, Adam. *Political Philosophy: A Beginner's Guide for Students and Politicians*. Cambridge: Polity, 2001. [\[avail as QTC eBook for 1 user at a time via ProQuest\]](#)

Thatcher, A., ed. *The Oxford Handbook of Theology, Sexuality, and Gender*. Oxford: Oxford University Press, 2015. [\[avail as eBook for unlimited users via archive.org\]](#)

Tripp, T. *Shepherding a Child's Heart*. Wapwallopen, PA: Shepherd, 1995. [\[avail as eBook for unlimited users via archive.org\]](#)

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. [\[print copy avail to borrow from QTC Library\]](#)

Verhey, Allen. *Reading the Bible in the Strange World of Medicine*. Grand Rapids, MI: Eerdmans, 2003.* [\[print copy avail to borrow from QTC Library\]](#)

Wilson, Douglas. *Ploductivity: A Practical Theology of Work and Wealth*. Moscow, ID: Canon Press, 2020. [\[print copy avail to borrow from QTC Library\]](#)

Witte, John and Gary S. Hauk. *Christianity and Family Law*. Cambridge: Cambridge University Press, 2017.* [\[print copy avail to borrow from QTC Library\]](#)

Woodbridge, R. & D. W. Jones. *Health, Wealth & Happiness: Has the Prosperity Gospel Overshadowed the Gospel of Christ?* Grand Rapids, MI: Kregel, 2011. [\[avail as QTC eBook for 1 user at a time via EBSCO\]](#)

Wyatt, John. *Matters of Life and Death: Human dilemmas in the light of the Christian faith*. Nottingham: IVP, 2009. [\[avail as eBook for unlimited users via archive.org\]](#)

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 AUT Handbook entry for this unit also provides a list of references which may prove useful to you. <https://aut.edu.au/documents/>

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 University 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.