

ETH 641.20

Christian Ethics

McAfee School of Theology

Dr. David P. Gushee

Fall 2011: Tuesday 6-9 pm

I. Faculty Information

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This term, I am normally on campus all day Tuesday and Thursday (9 am-4 pm). It is best to call or email me to secure a specific meeting time. I will contact you via your Mercer email account.

II. Course Description

This course offers an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church's internal moral life, and the Christian moral witness in society.

III. Course Objectives

Through this course, the student will make progress toward such competencies as:

1. Becoming better prepared for teaching, preaching, counseling, and ministry opportunities that relate to ethical issues. Measured primarily by: "moral guide" paper, issue project.
2. Clarifying the strengths and weaknesses of your personal character and moral code, especially in relation to the challenges of a ministry setting, and moving toward growth where growth is needed. Measured primarily by: personal reflection.
3. Becoming familiar with the academic discipline of Christian Ethics—its methodological issues and strategies, biblical norms, different schools of thought, and the moral problems it addresses today. Measured by: class discussion, exams, book review.
4. Understanding the great diversity of views on moral issues, the deepest reasons for such differing perspectives, and the relation of your own views to those of others. Measured by: exams, class discussion, book review.
5. Memorizing the most important content and location of key scriptural texts related to Christian ethics. Measured by: scripture questions on exams.
6. Developing a repertoire of resources for leading congregations and other Christian groups in effective application of Christian moral convictions. Measured by: building course e-notebook including notes, handouts, and other research.
7. Growing in the commitment and ability to articulate Christian ethical convictions in church and society in appropriate ways. Measured by: moral issue project.

IV. Course Readings and Teaching Content

A. Readings

Timely and thorough reading of assigned reading materials is essential. Class activities are integrated with reading and cannot be fully effective apart from the reading. All assigned readings are to be completed prior to the date the readings are listed on the syllabus and discussed in class. Expect to read six to nine hours per week for this class.

Required for all students:

Miles, Rebekah L. *The Pastor as Moral Guide*. Minneapolis: Fortress Press, 1999. ISBN 0-8006-3136-6. A guide to enable ministers and pastoral caregivers to integrate moral formation and guidance into their care of souls.

Stassen, Glen H. and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove, IL: Intervarsity Press, 2003. ISBN: 0-8308-2668-8. Progressive evangelical text based on teachings of Jesus.

Thurman, Howard. *Jesus and the Disinherited*. Richmond, IN: Friends United Press, [1949] 1981. ISBN 0-913408-77-8. Classic work by black theologian and author, a precursor to both the civil rights movement and liberation theology.

Key scriptural texts related to each issue will also be assigned. These should be read prior to class like the other readings. This reading will also be subject to close testing and will be a significant part of the test grade. The goal is to embed these key texts in your memory.

Each class session (with occasional exceptions) will be guided by a powerpoint presentation made available to you by email in advance of class. You should come to class with this presentation up on your laptop. Other resources will also be referenced or made available for reading in a timely fashion. I am trying to go paper-free this semester and to send you everything via email.

Choose One for Book Review:

The books listed on pages 7-9 represent a broad variety of classic or recent books taking different approaches to the field. They are quite diverse in their perspectives.

Note: Most of these books are easily available in libraries, online, or in bookstores. They were not ordered for the Mercer bookstore. Together they also constitute a good starting bibliography in Christian Ethics. Talk with me for recommendations.

B. Use of Instructional Time

We meet for three long hours each Tuesday night, beginning August 23. Most often, each evening will be divided into two class sessions: 6-7:20 and 7:40-9:00. Sometimes these will be three 50-minute sessions. We will begin precisely on time and end precisely on time. Each of the two nightly class sessions will include a presentation by me or by an occasional guest speaker. After each presentation there will be time either for small group or large group discussions. You are invited to open your laptop for note-taking during the presentations and, in an experiment this

term, we will all close our laptops during the discussion times in order to facilitate attending to each other and breaking our social media addictions.

V. Course Requirements

Summary

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|----------------------------------|-----------------|
| 1. Exams..... | 300 points |
| 2. Moral Guide Reflection..... | 50 points |
| 3. Book Review..... | 100 points |
| 4. Moral Issue Project..... | 150 points |
| 5. Attendance/Participation..... | +/- 25 points |
| 6. Extra Credit..... | up to 20 points |

Grading Scale

All work will be assigned a point value and then translated into letter grades for the McAfee grading system. That makes it work out as follows:

| | | | |
|---------|---------|----------|---|
| A..... | 558-600 | (93-100) | “exceptional mastery of course essentials” |
| B+..... | 534-557 | (89-92) | “more than required mastery of course essentials” |
| B..... | 492-533 | (82-88) | “Required mastery of course essentials” |
| C+..... | 468-491 | (78-81) | “Slightly more than course essentials” |
| C..... | 420-467 | (70-77) | “course essentials” |
| D..... | 390-419 | (65-69) | “minimal comprehension of course essentials” |
| F..... | 0-389 | (0-64) | “inadequate comprehension of course essentials” |

As far as possible, my grading system tracks with the actual intentions of the letter grade system, as described in the quoted comments from the Mercer catalog just above.

Description of Assignments

1. *Exams*—Three exams, primarily focusing on the scripture, textbook readings, and lectures, will be given at intervals through the course. Together these constitute 50% of your grade in the course, and will consist of 100 questions worth one point each. **Test dates: Sept. 27, Nov. 1, Dec. 13 (final exam).** Students tell me these are rigorous exams. ☺

2. *Moral Guide* reflections—Ministers handle ethical issues in particular contexts of pastoral service. It is important for ministers to learn how to function as “moral guides,” as Rebekah Miles has argued, and this sets a Christian minister’s approach to counseling apart from purely therapeutic or self-actualization models. At the conclusion of your reading of Miles this term, you will write a brief 4 page paper (1000 words) considering the following questions:

- Discuss the distinction Miles draws between the pastor as moral guide and as enabler of personal self-fulfillment. Do you agree or disagree with her premise? Why or why not?
- Take one of the issues she addresses (work/money or marriage/divorce), describe how Miles handles that issue, and react to what she does.
- Offer one or more “takeaways” from this book for your understanding of Christian ministry, counseling, and ethics.

This paper is due **October 25**. I will reference the best and most interesting papers in class the next week.

Note: Many students come to McAfee with little background in writing papers. This can lead to big problems when it comes time to meet the many writing requirements here. The most common problems I have seen include:

- *basic spelling, mechanics, and grammar
- *proper use and citation of sources (often, in effect, plagiarism)
- *the capacity to describe content, critically engage content, and offer appropriate personal interaction with content, all in the proper proportion
- *starting too late and having to rush to complete assignments
- *following the instructions for assignments as given in syllabi

Please be aware of your readiness for academic writing and seek help early if you are at risk. My teaching assistant Elices Washington will be available to help you at least at a basic level. There is also the McAfee program to assist student writers and a program available through the broader university at the Academic Resource Center (Swilley Library, Room 138 for drop by visits. See also http://www.mercer.edu/arc/Tutoring/atl_schedule.html.) There is also an online tutoring service through Mercer called OWL (<http://www.mercer.edu/arc/OWL/index.html>.) We will also talk about best practices for good writing during the course.

2. *Book Review*—**Due November 15**. You are to write an 8-page (2000 words) double-spaced critical book review on a substantive work in Christian Ethics. The book review will count for 100 points or 17% of the final grade. See pp. 7-9 for the list of choices. The purpose of this book review is to expose students to significant engagement with thinkers unfamiliar to them who represent important alternative perspectives in Christian Ethics. Students are encouraged but not required to range widely outside of their own most “natural” perspective to select a book/thinker that stretches you into new arenas of life experience and new patterns of Christian thought.

The book review should follow formal academic form as specified in the McAfee Style guide, including a title page. See <http://theology.mercer.edu/current/loader.cfm?csModule=security/getfile&PageID=34986>

The review should:

- a) offer a concise *content summary*, which includes classification of the book according to its context, kind, and subject matter, its basic problem/purpose and how that is addressed, and core content in each section;
- b) offer *critical engagement*, which includes analysis of the quality and significance of the book, including its style but especially its substantive ethical content;
- c) offer *personal interaction* which includes comments related to ways in which this book has challenged, enriched, or deepened your thinking and could be useful in your ministry or in your personal moral journey.

See “book review rubric” to see in detail how these book reviews will be graded.

3. *Moral Issue Project*—**Due Dec. 6. Topic proposal due November 8**. Ethical issues emerge constantly in Scripture and in life. Yet many church leaders are uncomfortable addressing them in

their role as teachers and preachers. There is a role that only a minister can play: proclaiming Christian moral convictions to and for the people of God; offering moral exhortation for Christians. This assignment gives the student practice in preparing an actual, usable sermon, Sunday School lesson, or small group talk on aspects of one major ethical issue (marriage, abortion, creation care, sexuality, war, etc.) or ethically significant biblical text. Shoot for 12-15 double-spaced, Times New Roman pages to prepare a traditional sermon or teaching manuscript. That is 24-30 minutes of content for most preachers.

In a brief note at the beginning of the paper, tell me your *envisioned ministry context and setting for this teaching document*. Then do some combination of the following:

For a *topical* sermon/study:

- a. *Define the problem.* Define the issue you are considering as carefully as possible. Say why this is an important moral issue for the church today. Perhaps indicate any personal contact you have had with this issue, or any particular relevance to your ministry context.
- b. *Consider the facts.* Lay out some of the key facts and data that are relevant to this issue. Research this part very carefully, showing in your talk that your sources of information are reliable and as unbiased as possible. Situate the issue within broader contexts--moral, legal, political, etc. Is the problem getting better or worse?
- c. *Probe the Bible and other relevant sources of authority for moral insights.* Explore what the sources of authority have to say on this issue. Be especially thorough in your discussion of key scriptures. Consider the applicability of the ethical methodology taught in class. This is the most important single dimension of this project.
- d. *Take a clear position.* Describe some of the various views within Christian circles about this issue. State what *you* think the church should teach. Indicate why this is your conclusion. Respond to criticisms that might arise concerning your viewpoint.
- e. *Offer a takeaway.* A full moral response involves both conviction and engagement/action. Are there ministries the church could/should develop as a way of responding to this issue? What ecclesial, social or political actions must the church undertake in order to be a faithful people of God in dealing with this particular problem? What are the most relevant personal applications for yourself or your listeners?

For an *expository* sermon/study:

- a. *Identify a key biblical text.* Pick one that has profound ethical implications.
- b. *Exposit the text* using sound hermeneutical principles.
- c. *Draw relevant ethical implications* for the people of God in the course of exposition.
- d. *Employ examples* and illustrations that help push the moral implications forward.
- e. *Offer a takeaway.* See above (e).

Note on Sources: Your work will be enriched by close reading of *Kingdom Ethics*, ethics dictionaries available in the library, other introductions to Christian ethics, key subject-specific

books on ethics, relevant websites, etc. I will point you toward other sources during the course, and will want you to document the sources you use for your study using the McAfee style guide.

Grading criteria should be clear from the “final project grading rubric.”

4. Attendance/Participation—Student participation grade includes attendance, quality of involvement in class, and overall demonstration of enthusiastic engagement in the learning process. It is a swing factor in grading, movable up or down by 25 points.

a) Attendance. We meet 15 times on the Mercer campus this semester, for a total of 45 hours. The McAfee regulations stipulate that students must attend 75% of all classes in order to pass the class. This is, of course, a rather pitiful bare minimum. Students should aim to miss no class sessions at all, but if a class must be missed students are responsible for communicating with the professor as to the reason. The better the attendance, the better one’s attendance grade. Conversely, unexcused absences will hurt the grade.

b) Punctuality is also considered in attendance. A habitual pattern of arriving late will be a factor in grading and should be avoided if at all possible. Please make every effort to be on time. Break times should also be limited to the time allowed. I will honor your time commitments by meeting my own obligations to start and end on time.

c) Other criteria of quality participation. This includes the following: obvious completion of reading prior to coming to class; intelligent, alert, and informed participation (without domination) in classroom discussion and any assigned projects or tasks; evidence of note-taking and active listening; and general quality of demeanor, engagement, and enthusiasm for course activities. Such matters will be taken into consideration in the final grade for the course. *All mobile phones should of course be turned off and must be used only outside the classroom. Laptop computers should be used solely for note-taking, and will need to be closed upon the professor’s request.*

5. Extra Credit—up to 20 points. You will have several opportunities to earn extra credit during this course.

VI. Academic Policy Statements

On Late Work: All papers and assignments are due at or before the start of class on the date assigned, **by email only**. They will be graded and sent back to you **by email** in a timely fashion, with three weeks as the outside deadline. Papers lose 5 points credit for every day that they are late, excluding Sundays. Papers turned in after the start of class are treated as if turned in the next day. The *only* exceptions to this policy include family emergencies and bereavement. **NO PAPERS OF ANY TYPE WILL BE RECEIVED AFTER December 13**, at midnight, by email.

Students with Special Needs:

Students requiring accommodations for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the Disability Support Services Coordinator to document your disability, determine eligibility for accommodations under the ADA/AA/Section 504 and to request a Faculty Accommodation Form. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the Disability Services Coordinator. A new form must be

requested each semester. Students with a history of a disability, perceived as having a disability or with current disabilities who do not wish to use academic accommodations are still strongly encouraged to register with the Disability Services Coordinator and request a Faculty Accommodation Form each semester. For further information, please contact Richard Stilley, Disability Support Services Coordinator / Assistant Dean for Campus Life, at (678) 547-6823 or visit the website at <http://campuslife.merceratlanta.org/disabilityservices.html>.

VI. Book Review Options/Ethics Bibliography

The most academically demanding books will be marked by an asterisk. Who's up to the challenge?

Barnette, Henlee. *A Pilgrimage of Faith: My Story*. Macon: Mercer Univ. Press, 2004. Baptist ethicist who taught at Southern Seminary from 1960s to 1980s.

Birch, Bruce C. and Larry L. Rasmussen. *Bible and Ethics in the Christian Life*. Rev. and Expanded. Minneapolis: Augsburg, 1989. Lutheran scholars, biblical ethics text.

Bonhoeffer, Dietrich. *The Cost of Discipleship*. New York: Touchstone, 1995. Classic work by German theologian, ethicist, and anti-Nazi conspirator.

Cannon, Katie G. *Black Womanist Ethics*. Atlanta: Scholars Press, 1988. Early work in the new womanist tradition of black female ethics.

Cone, James H. *A Black Theology of Liberation*. 20th anniversary edition. Maryknoll, NY: Orbis Books, 1990. Major statement of black liberation ethics from Union Seminary (NY) professor.

*Curran, Charles. *The Catholic Moral Tradition: A Synthesis*. Washington: Georgetown University Press, 1999. One of the major works by progressive Catholic ethicist, still teaching at SMU.

De La Torre, Miguel. *Doing Christian Ethics from the Margins*. Maryknoll: Orbis Books, 2004. Cuban-American liberationist Baptist ethicist, highly influential today.

Farley, Margaret A. *Compassionate Respect: A Feminist Approach to Medical Ethics and Other Questions*. New York: Paulist Press, 2002. Leading mainline feminist ethicist from Yale.

Franklin, Robert M. *Crisis in the Village: Restoring Hope in African American Communities*. Minneapolis: Fortress Press, 2007. A searching analysis of current challenges facing African Americans from the Atlanta-based theologian/ethicist.

Guroian, Vigen. *Ethics after Christendom: Toward an Ecclesial Christian Ethics*. Wipf and Stock, 2006. Eastern Orthodox Christian ethicist.

Gustafson, James. *Moral Discernment in the Christian Life: Essays in Theological Ethics*. Louisville: Westminster John Knox, 2007. Former University of Chicago ethicist offers a liberal version of the Reformed tradition in ethics.

*Gutierrez, Gustavo. *A Theology of Liberation*. Maryknoll, NY: Orbis Books, 1973. Major statement of Latin American liberation theology/ethics from Catholic theologian.

- Harrison, Beverly. *Making the Connections: Essays in Feminist Social Ethics*. Boston: Beacon Press, 1985. Essay collection from liberal feminist who taught for decades at Union Theological Seminary.
- Hauerwas, Stanley. *The Peaceable Kingdom*. Notre Dame: Univ. of Notre Dame Press, 1983. First major work by influential Duke Divinity School ethicist.
- Hollinger, Dennis P. *Choosing the Good: Christian Ethics in a Complex World*. Grand Rapids: Baker, 2002. Contemporary evangelical ethicist.
- Isasi-Diaz, Ada Maria. *Mujerista Theology: A Theology for the Twenty-First Century*. Maryknoll: Orbis, 1996. First major statement of Latina ethics/theology.
- John Paul II. *Evangelium Vitae: The Gospel of Life*. Pauline Books, 1995. Important encyclical from late pope, a scholar of Christian Ethics.
- Jones, David Clyde. *Biblical Christian Ethics*. Grand Rapids: Baker, 1994. Conservative biblical ethics study from PCA theologian.
- Jordan, Clarence. *Sermon on the Mount*. Valley Forge: Judson Press, 1952. Important biblical ethics reflection by Baptist racial reconciliation pioneer in south Georgia.
- King, Martin Luther, Jr. *Strength to Love*. Minneapolis: Fortress, [1963] 1981. Excellent collection of sermons from the black Baptist civil rights leader.
- Maston, T.B. *Biblical Ethics*. Cleveland: World Publishing, 1967. Classic text by Baptist ethicist who taught at Southwestern Seminary.
- McClendon, James William, Jr. *Ethics: Systematic Theology, vol. 1*. Nashville: Abingdon Press, 1986. Major treatment by late west coast "baptist" ethicist.
- Niebuhr, Reinhold. *Moral Man and Immoral Society*. New York: Scribner's, 1932. Union Theological Seminary giant from the 1930s-1960s.
- *Niebuhr, H. Richard. *The Responsible Self*. Louisville: Westminster John Knox, 1999. Most important book by Yale Divinity School ethicist from 1930s-1960s.
- *O'Donovan, Oliver. *Resurrection and Moral Order: An Outline for Evangelical Ethics*. Grand Rapids: Eerdmans, 1994. Theological ethics from evangelical Anglican scholar at Oxford University.
- Paris, Peter J. *The Social Teaching of the Black Churches*. Philadelphia: Fortress Press, 1985. African-American ethicist, recently retired, Princeton Seminary.
- Ramsey, Paul. *Basic Christian Ethics*. Chicago: Univ. of Chicago, 1980. Princeton university ethicist in mainline Protestant tradition, worked from 1960s-1980s.
- Rauschenbusch, Walter. *Christianity and the Social Crisis*. Louisville: Westminster John Knox, [1907] 1992. Major work by Baptist historian/theologian of the Social Gospel period.

- Roberts, Samuel K. *African American Christian Ethics*. Cleveland: Pilgrim Press, 2001. Black Baptist ethicist who teaches at Union Seminary in Richmond.
- Sider, Ronald J. *Rich Christians in an Age of Hunger*. Dallas: Word, 1978. The key book by a major figure in center-left evangelicalism.
- Smedes, Lewis. *Mere Morality: What God Expects from Ordinary People*. Grand Rapids: Eerdmans, 1983. Progressive evangelical ethics based on the Decalogue.
- Townes, Emilie. *Womanist Ethics and the Cultural Production of Evil*. New York: Palgrave Macmillan, 2006. Leading black womanist ethicist, now at Yale.
- *West, Traci C. *Disruptive Christian Ethics: When Racism and Women's Lives Matter*. Louisville: Westminster John Knox, 2006. Younger womanist ethicist at Drew Theological School.
- *Yoder, John Howard. *The Politics of Jesus*. Grand Rapids: Eerdmans, [1972] 1994. Anabaptist ethicist, this book changed the direction of Christian ethics.
- *Zizoulas, John D. *Being as Communion: Studies in Personhood and the Church*. New York: St. Vladimir's Seminary Press, 1997. Greek Orthodox leader/theologian.

VII. Tentative Course Schedule

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|--------------|--|
| August 23 | Topic: Introducing (Christian) Ethics |
| 6 pm | Syllabus, Course Organization, Presuppositions |
| 7 pm | What is Ethics? What is Christian Ethics? <i>Reading: Miles, Moral Guide, ch. 1</i> |
| 8 pm | Some (More) Core Vocabulary in Ethics; Guided Discussion <i>Reading: Kingdom Ethics, ch. 5; Resource: Glossary for Moral Philosophy</i> |
| August 30 | Topic: Kingdom Ethics in a World of Human Injustice |
| 6 pm | Jesus, Ethics, and the Reign of God <i>Reading: Kingdom Ethics (KE), preface and ch. 1; Isa. 9:2-7, 35:5-10, 60:17-19; Mt. 4:12-17; Mt 6:33; Luke 4:16-30</i> |
| 7:40 | Jesus, Ethics, and the Disinherited <i>Reading: Thurman, Jesus and Disinherited (entirety)</i> |
| September 6 | Topic: The Character of Kingdom People |
| 6 pm | Virtues of Kingdom People <i>Rdg: KE, ch. 2; Isa 61; Mt. 5:1-12; Acts 20:18-35; Col. 3:12-17; 1 Tim. 3:1-8</i> |
| 7:40 pm | Holistic Character Ethics <i>Reading: KE, ch. 3; Mt. 6:19-21; Rom. 12:1-2</i> |
| September 13 | Topic: Scripture and Christian Ethics |
| 6 pm | Authority and Scripture <i>Reading: KE, ch. 4; Am 5:21-24; Mt. 5:17-20; Mk. 7:1-13</i> |
| 7:40 pm | The Transforming Initiatives of the Sermon on the Mount <i>Reading: KE, ch. 6; Mt. 5:21-26, Mt. 5:43-48; Lk 6:27-36</i> |
| September 20 | Topic: Central Norms for Christian Ethics |
| 6 pm | The Ethics of Love <i>Reading: KE, ch. 16; Mt. 5:43-48; Mt. 22:34-40; Lk. 10:25-37; Jn 13:34-35; 1 Cor. 13; Jas 2:1-9</i> |
| 7 pm | The Ethics of Justice <i>Rdg: KE, ch. 17; Isa. 42:1-7, 56:1-8, Jer. 7; Mt 23:23-24; Lk 5:27-32; Lk 18:1-8)</i> |
| 8 pm | The Ethics of Truthtelling <i>Reading: KE, ch. 18; Ex. 1:15-22; Mt. 5:33-37, 23:16-22; Acts 18:18; Acts 21:23-27; Jas 5:12</i> |

- September 27
- 6 pm The Ethics of Life's Sacredness
Reading: from Prof's new book, by email
- 7:30 pm **Midterm Exam 1**
- October 4 Topic: Faith and Politics
- 6 pm Guest Speakers: Katie Paris and Josh Trent
The Health Care Reform Debate
- 7:40 Faithful Discipleship, Politics, and Government
Reading: KE, ch. 23; 2 Sam 7; Psalm 72; Jer 21-22; Mt 5:13-16; Rom. 13:1-12;
Acts 5:29
- October 11 Topic: The Godly and Ethical Minister
- 6 pm Prayer, Ethics, and the Kingdom Christian
Reading; KE, ch. 22; Mt. 6:1-18, 7:1-11, 26:36-46; Lk 18:1-8
- 7 pm Ministerial Responsibility, Integrity, and Boundaries
Reading: Acts 20:17-38; 1 Tim 3:1-13; Titus 1:5-9
- 8 pm Understanding and Preventing Clergy Sexual Misconduct
Reading: Miles, ch. 5; Mt. 18:6-9; Ezek 34:7-10
Resources: www.baylor.edu/clergysexualmisconduct;
www.stopbaptistpredators.org
- October 18 Topic: Sex, Love, and Marriage
- 6 pm Christian Ethics and Marriage
Reading: KE, ch. 13; Miles, ch. 4; Gen. 1:26-31, 2:18-25; Dt 24:1-4; Mal 2:13-16; Mt. 19:3-12//Mk 10:2-12;; 1 Cor 7:1-16; Eph. 5:21-33
- 7:40 pm Christian Approaches to Sexuality
Reading: KE, ch. 14; Ex. 20:14; Mt 5:27-30; 1 Cor 6:12-20, 7; Rom. 1; 1 Thess 4:3-8
- October 25 Topic: Just and Sustainable Living
- 6 pm Christians, Money, and Work
Reading: KE, ch. 20; Miles, ch. 2-3, conclusion; Mt. 6:19-34, 19:16-30, 25:31-46; Lk 6:20-31; 12:13-21, 16:19-31; Acts 4:32-37; Jas 5:1-6; 1 Jn 3:17-18
- 7:40 pm A Christian Theology and Ethic of Creation Care
Reading: KE, ch. 21; Gen. 1-2, 9:8-17; Ex 23:10-12; Dt. 5:12-15; Ps 8, 104; Hos. 2:18-23; Col 1:13-20; Rom 8:18-25
Moral Guide Papers due
- November 1 Topic: The Minister as Moral Guide

- 6 pm Reflections on the Minister as Moral Guide
Reading: review for test; discussion of Moral Guide papers
- 7:40 pm **Midterm Exam 2**
- November 8 Topic: Violence
- 6 pm Street Violence, State Violence, and Christian Response
Reading: KE, ch. 7-8; Deut 20; Josh 6; Isa. 60:17-18; Lam 1; Mt. 5:38-48, 26:52-53; Rom. 12:17-13:7; Rev. 18
- 7:40 pm Criminal Justice and State Killing
Reading: KE, ch. 9; Gen. 9:1-6; Ex 21:12-25; Num 35:16-34; Mt. 5:21-26, 14:1-12; Rom. 13:1-7
Moral Issue Project Proposal Due
- November 15 Topic: Preventing and Enabling Birth and Death
- 6 pm Birth Control and Abortion
Reading: KE, ch. 10; Ex. 21:22-25; Ps 139:13-16; Lk. 1:39-45, 10:25-37
- 7 pm Reproductive Technologies
Reading: Gen. 16:1-6; 1 Sam 1-2:10
- 8 pm End of Life Issues
Rdg: KE, ch. 11; Is. 35:5-6; 1 Sam. 31:1-6; Lk. 7:20-22; 1 Cor. 15:20-28
Book Review Due
- November 22 Topic: Whether or Not to Eat Turkey.
- November 29 Topic: Ethical Minefields in Pulpit and Business Meeting
- 6 pm Preaching on Ethical Issues (Dr. Brett Younger)
- 7:40 pm Leading/Managing/Surviving Moral Conflicts in the Church (Dr. Younger)
- December 6 Topic: Race, America, and Jesus
- 6 pm Obama, Race, and American Politics
Guest Lecturer: Dr. Johnny Hill (author: *The First Black President*)
- 7:40 pm Race in Christian Perspective
Reading: KE, ch. 19; Ex 19:5-6; Ezra 9-10; Zech 8:20-22; Mt 28:16-20; Acts 2:1-13; Gal 2; Eph. 2:11-22
Moral Issue Project due
- December 13 Topic: Final Exam. Christmas Break.**