



ETHC6301 BIBLICAL ETHICS

Division of Theological and Historical Studies

Tuesday/Thursday 9:30-10:50

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and Great Commandments through the local church and its mission.

Our Core Values

The seminary has five core values. This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

Spiritual Vitality: We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is Doctrinal Integrity.

Curriculum Competencies Addressed

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are: *Biblical Exposition*, *Christian Theological Heritage* and *Spiritual and Character Formation*

Course Catalog Description

The ethics of the Old Testament, intertestamental period, and New Testament, in the light of their historical context, are the major areas of consideration. Their relevance to contemporary Christian living forms a necessary corollary. Attention will be given to tools for applying biblical ethics such as exegetical studies.

Student Learning Outcomes

As part of the larger Seminary goal of equipping effective leaders for healthy churches, and given the key competencies of doctrinal integrity and spiritual vitality, the following objectives of this course are for the successful student:

- to achieve competency in spiritual and character development by standing under the judgment and guidance of Scripture.
- to have a stronger commitment to a moral life shaped by Scripture.
- to have a stronger commitment to voicing biblical values in ministry and in the community.
- to be able to identify and discuss key thinkers, models, and ideas in biblical ethics.
- to apply sound hermeneutics in interpreting key ethical passages in Scripture.
- to apply faithfully Scripture to current ethical issues confronting the church and world.
- to be able to discuss and argue ethical issues competently and convincingly.
- to have greater clarity on where Christians should stand and how that stance is determined on key ethical issues.

Textbooks

Gosnell, Peter W. *The Ethical Vision of the Bible: Learning Good from Knowing God*. Downers Grove: InterVarsity, 2014.

Grudem, Wayne. *Christian Ethics: An Introduction to Biblical Moral Reasoning*. Wheaton: Crossway, 2018 (will read significant selections from this book).

DeYoung, Kevin. *The Ten Commandments: What They Mean, Why They Matter, and Why We Should Obey Them*. Foundational Tools for Our Faith Series. Wheaton: Crossway, 2018.

Review Textbooks

Each student must **sign up to review one** of the following books. A limited number of reviews per book will be allowed on a first come first serve basis, depending on the size of the class. Students will receive extra points for attempting books labeled “Advanced Reading.”

Copan, Paul. *Is God a Moral Monster? Making Sense of the Old Testament God*. Grand Rapids: Baker Academic, 2011.

Gagnon, Robert A. J. *The Bible and Homosexual Practice: Texts and Hermeneutics*. Nashville: Abingdon, 2001.

Instone-Brewer, David. *Divorce and Remarriage in the Bible: The Social and Literary Context*. Grand Rapids: Eerdmans, 2002.

Lamb, David T. *Prostitutes and Polygamists: A Look at Love, Old Testament Style*. Grand Rapids: Zondervan, 2015.

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

Verbrugge, Verlyn, and Keith R. Krell. *Paul & Money: A Biblical and Theological Analysis of the Apostle's Teachings and Practices*. Grand Rapids: Zondervan, 2015.

Recommended Textbooks

Students are not expected to buy the recommended texts. These texts will be reserved in the Library

Gill, David W. *Doing Right: Practicing Ethical Principles*. Downers Grove: InterVarsity, 2004.

Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation; A Contemporary Introduction to New Testament Ethics*. San Francisco: HarperSanFrancisco, 1996.

Marshall, I. Howard. *Beyond the Bible: Moving from Scripture to Theology*. Grand Rapids: Baker Academic, 2004.

Maston, T. B. *Biblical Ethics: A Guide to the Ethical Message of the Scriptures from Genesis through Revelation*. Macon, GA: Mercer University Press, 1967.

Meadors, Gary T. *Four Views on Moving Beyond the Bible to Theology*. Grand Rapids: Zondervan, 2009.

Stassen, Glen H. and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove: InterVarsity, 2003.

Thompson, James W. *Moral Formation According to Paul: The Context and Coherence of Pauline Ethics*. Grand Rapids: Baker Academics, 2011.

Witherington, Ben, III. *New Testament Theology and Ethics*. Volumes 1 & 2. Downers Grove: IVP Academic, 2016.

Wright, Christopher J. H. *Old Testament Ethics for the People of God*. Downers Grove: InterVarsity, 2004.

Course Assignments

Readings and Discussions (5% of final grade)

Most class meetings have reading assignments that parallel to some extent the topics addressed in class. The readings help to immerse students into the discipline of Christian ethics and prepare them for the classroom experience. Students should read weekly assignments on time. Questions raised by the readings are welcomed.

At the end of the semester, students will submit a **reading report stating the estimated percentage read-on-time and the estimated percentage of the total assignments read**. The average of the percentages determines the grade. General participation during discussions will also be factored into the final grade.

Ten Commandments Assignment (10% of final grade)

Each class member will be assigned one of the Ten Commandments to present and to lead discussion on in class.

Responsibilities: At the beginning of the class on which the assignment is due, each student should turn in to Dr. Riley a copy of the working outline/notes prepared for the class discussion. **Failure to turn in the outline/notes will result in a 10 point reduction in the grade.**

The outline/notes should be typed. The grade is determined by the extensiveness of the notes and quality of the discussion questions and participation. Students assigned to the same commandment should work together for the discussion, but each student must submit his or her own outline/notes.

The following will help the student to prepare to lead discussion on one of the Ten Commandments:

- a. Know the content of the textbooks on your commandment. Use other sources as necessary to help lead discussion
- b. What does the commandment mean?
- c. How ought the commandment to be applied today? Ask the question, what does this Commandment have to do with the Church and the world today?
- d. Refer to previously learned materials or to known issues in ethics or hermeneutics.
- e. Keep in mind the following:
 - i. Ethical issues, implications, or positions expressed in the reading
 - ii. Important concepts to carry from the reading
 - iii. Ideas that are controversial, interesting, novel, or problematic
 - iv. Changes or challenges to thinking
- f. Prepare good questions to promote dialogue.

Book Review and Discussion, (25% of final grade)

From the above list under the general heading **Review Textbooks**, each student will sign up to write a review on **one book**.

Responsibilities: Students will submit a hard copy their Book Review to Dr. Riley in class on the due date. Moreover, students should post their Reviews on Blackboard for classmates to access and read. Sufficient class time is reserved for book review discussions. Students should be prepared to talk under the following general guidelines:

Discussions about Review Texts characteristically should be:

- i. Informative
- ii. Critical regarding both the review text and the issue(s) treated
- iii. Dialogue producing for the benefit of the class experience

The review should adhere to the following guidelines:

1. Each book review should be a thoughtful, informed response, taking into account biblical and theological principles and sound reasoning. Students are expected to be demanding readers, aiming to profit from the books, even if the student might disagree with an author's conclusions (disagreement is a very real possibility). Some books will demand more from the reader than others. The goal of reading in ethics is not merely to gain information alone but to increase in understanding. Be a teachable reader.
2. When you disagree with a book or if you find a book laborious or difficult to read, then follow the wisdom of Adler and Van Doran (*How to Read a Book*) and allow the author to speak on his or her own terms. *When you disagree, do so reasonably and not disputatiously or contentiously.* Moreover, *respect the difference between knowledge and mere personal opinion by giving reasons for any critical judgment you make.* You do not have to like or recommend a book. Not all books are worth reading. For this class, however, you are expected not only to learn from the reading but to hone your positions on ethics in the Bible. Your review should be helpful to other students who might want to study an issue treated in the book that you read and review.
3. The critique should be 4-6 **single spaced typed pages, Times New Roman 12**.
4. Use the following to **determine content** and **develop subheadings (ii—vi)**:
 - i. A brief statement introducing the author(s) and title of the book and communicating that the book has been read in its entirety. If the book has not been completely read, then communicate the truth. **If the information about percentage of book read is not included in the review, 10 points will be deducted from the final grade.**
 - ii. Describe the primary thesis, purpose, and/or description of the book. **DO NOT SUBMIT A CHAPTER BY CHAPTER SUMMARY.**
 - iii. Describe and critically analyze the hermeneutic(s) represented in the book
 - iv. Describe and analyze critically the ethical issue(s) treated in the book
 - a. Describe the moral issue(s) and how it is treated in the book.
 - b. Describe and critically analyze the ethical conclusions offered.
 - c. What ideas changed or challenged your thinking. How and Why?
 - d. What ideas, if any, are particularly problematic? Why? Move from the critical analysis to a description of your position contra the problematic idea.
 - e. What particular ethical insights are offered in the book (or missing) that practically relate to life and ministry in the church and society?
 - v. Reasonably describe the major strengths and weaknesses of the book.
 - vi. In the conclusion, give a brief statement of recommendation; why you would or would not recommend this book, and to whom.

Major Research Paper (40% of final grade)

Each student will **write** a research paper on an ethical or hermeneutical issue or a personality related to the field of biblical ethics. For example:

- Issues arising directly from the biblical text, treated to some degree as ethical issues in the biblical text, and in need of interpretation and application, such as the following: homosexuality, the relationship between men and women in the church, peacemaking and violence, punishment and the government, war, and so forth.
- Fundamental theological and moral positions that provide direction for understanding current ethical issues (choose carefully to keep topic in line with biblical ethics): personhood; understanding “love” as a moral term; the “people of God,” “community” in moral positioning, and so forth.
- Significance of genre in ethics (narrow topic to specific genre), such as law, narrative, epistle, and so forth.
- The biblical moral hermeneutic or ethic of a specific theologian, philosopher, or ethicist, such as Bonhoeffer on Abortion, Maston’s view of principlism, Hauerwas’s narrative ethic, and so forth. Again, the research must relate to biblical ethics.

Research Paper Discussion: One day of class is reserved to discuss research papers. Be ready to describe your paper and field questions.

Responsibilities: Students will submit a hard copy of their research paper to Dr. Riley in class on the due date. Moreover, students should post their papers on Blackboard for classmates to access and read.

Research Paper Guidelines

1. The official style and form guide is Kate L. Turabian, *A Manual for Writers*, latest edition.
2. Length: 15-18 double-spaced pages
3. Use footnotes, not endnotes.
4. Use Times New Roman 12 point font for body of text.
5. Staple the paper; do not put it in a folder/binder.
6. Include a title page
7. Include a table of contents that shows at least two levels of subheadings (functioning as an outline).
8. Limited use of first person (I or we) and second person (you) is allowed. Arguments, however, should be presented in such a manner so as to eliminate the need for all but third person references.
9. Use correct grammar and spelling.
10. The uses of past tense and present tense must be consistent. Generally, past tense is used to refer to historical events and persons, including writers of published materials. Present tense is utilized to present arguments, interact with opinions and viewpoints, and cite extant texts.
11. Do not use split infinitives.
12. Avoid one-sentence paragraphs.
13. Do not overuse indefinite pronouns (such as “it” or “there” without an antecedent).
14. Avoid “widows” and “orphans.”

Methodological Position Paper (20% of final grade)

Each student will write a brief description of his or her hermeneutical methodology—How to move from the Bible to ethics today.

1. The Methodological position paper should be 3-4 single-spaced pages, Times New Roman 12.
2. The student should use categories and descriptions learned during the semester.
3. Each paper should include sections on the following: authority of Scripture; relationship between OT ethics and NT ethics; interpretive methods; and hermeneutical assumptions that provide for an ethical application of Scripture to personal, ecclesial, and cultural-political morality.

Grade Distribution by Assignment and Due Dates

☐	Book Review and Discussion	25%	Due:	February
☐	Ten Commandments Assignment	10%	Due:	March
☐	Major Research Paper	40%	Due:	April
☐	Methodological Position Paper	20%	Due:	May 7
☐	Reading Report	5%	Due:	May 7

Course Evaluation

Grades will be determined on the basis of the NOBTS grading scale:

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: 69 or below

Borderline grades will normally and strictly be determined by the numerical grade received (Dr. Riley rounds up from .5), unless the student's promptness and faithfulness in class attendance, positive attitude and contribution in class discussions, and preparedness and attentiveness in class warrants special consideration. These factors only apply when the student is fractionally close to the next highest grade. In special cases, extra credit can be arranged with Dr. Riley, usually through an additional book review.

Course Policies

Reading Assignments

Students are responsible for completing all reading assignments.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by two points per day. No assignment will be accepted that is over two weeks late unless prior permission is granted by Dr. Riley. **Late work should include the date due and the day delivered on the cover page.**

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time during weekdays. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided on the basis of syllabus guidelines

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentservices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Classroom Parameters

Please arrive on time.
 Turn off cell phones. Utilize laptops and other technology for class purposes only.
 Respect the professor and other members of the class.
 Maintain confidentiality when someone shares personal information.
 Participate in class and group discussions.

Extra Credit

Extra credit may be available. Talk to Dr. Riley if you are interested in receiving extra credit.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call 504.816.8180). Here are other helpful links to ITC assistance.

- **Selfserve@nobts.edu** - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- **BlackboardHelpDesk@nobts.edu** - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- **ITCSupport@nobts.edu** - Email for general technical questions/support requests.
- **www.NOBTS.edu/itc/** - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: **Student Bb Help**

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: New Orleans Baptist Theological Seminary Academic Catalog.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Select Bibliography for Biblical Ethics

General Biblical Ethics

Birch, Bruce C., and Larry L. Rasmussen. *Bible & Ethics in the Christian Life*. Minneapolis: Augsburg, 1989.

Clements, R.E. *The World of Ancient Israel: Sociological, Anthropological, and Political Perspective*. New York: Cambridge University Press, 1991.

Daly, Robert J., et.al. *Christian Biblical Ethics: From Biblical Revelation to Contemporary Praxis, Method, and Content*. New York: Paulist, 1984.

Everding, H. Edward, and Dana W. Wilbanks. *Decision Making and the Bible*. Valley Forge: Judson, 1975.

Maston, T. B. *Biblical Ethics: A Guide to the Ethical Message of the Scriptures from Genesis through Revelation*. Macon: Mercer University Press, 1979.

McQuilkin, Robertson. *An Introduction to Biblical Ethics*. 2nd ed. Wheaton: Tyndale House, 1995.

Mott, Stephen Charles. *Biblical Ethics and Social Change*. New York: Oxford University Press, 1982.

Ogletree, Thomas W. *The Use of the Bible in Christian Ethics: A Constructive Essay*. Philadelphia: Fortress, 1983.

Rogerson, John W., et.al. *The Bible in Ethics: The Second Sheffield Colloquium*. Sheffield: Sheffield Academic, 1995.

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

Via, Dan O., and Robert A. J. Gagnon. *Homosexuality and the Bible: Two Views*. With essays by Kevin J. Vanhoozer and Stanley E. Porter. Acadia Studies in Bible and Theology. ed. Craig A. Evans and Lee Martin McDonald. Minneapolis: Fortress, 2003.

White, R.E.O. *Biblical Ethics*. Atlanta: John Knox, 1979.

_____. *Christian Ethics*. Macon: Mercer University Press, 1994.

Old Testament Ethics

Arand, Charles P., et al. *Perspectives on the Sabbath: Four Views*. Nashville: B&H Academic, 2011.

Barton, John. *Understanding Old Testament Ethics: Approaches and Explorations*. Louisville: Westminster/John Knox, 2003.

Birch, Bruce C. *Let Justice Roll Down: The Old Testament, Ethics, and Christian Life*. Louisville: Westminster/John Knox, 1991.

Bruce, W.S. *The Ethics of the Old Testament*. 2nd ed. Edinburgh: T. & T. Clark, 1960.

Crenshaw, J.L., and J.T. Willis. *Essays in Old Testament Ethics*. New York: KTAV, 1974.

Harrelson, Walter J. *The Ten Commandments and Human Rights*. Macon: Mercer University Press, 1997.

Hempel, J. *Das Ethos des Alten Testaments*. Berlin: Alfred Topelmann, 1964.

- Hubbard, Robert L., Jr., et.al. *Studies in Old Testament Theology*. Dallas: Word, 1992.
- Janzen, Waldemar. *Old Testament Ethics: A Paradigmatic Approach*. Louisville: Westminster/John Knox, 1994.
- Kaiser, Walter C., Jr. *Toward Old Testament Ethics*. Grand Rapids: Academie, 1983.
- Lehmann, Paul. "The Commandments and the Common Life." *Interpretation* 34 (October 1980): 341-355).
- Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. Grand Rapids: William B. Eerdmans, 1998.
- Wright, Christopher J. H. *An Eye for an Eye: The Place of Old Testament Ethics Today*. Westmont: InterVarsity, 1983.
- _____. *Old Testament Ethics for the People of God*. Downers Grove: InterVarsity, 2004.
- _____. "The Ethical Relevance of Israel as a Society." *Transformation* 1.4 (1984): 11-21.
- _____. "The Use of the Bible in Social Ethics I: Paradigms, Types, and Eschatology." *Transformation* 1.1 (Jan/Mar 1984): 11-20.
- _____. "The Use of the Bible in Social Ethics III: The Ethical Relevance of Israel as a Society." *Transformation* 1.4 (1985): 11-21.

New Testament Ethics

- Andrews, Elias. *The Meaning of Christ for Paul*. New York: Abingdon-Cokesbury, 1949.
- Cahill, Lisa Sowle. "The New Testament and Ethics: Communities of Social Change." *Interpretation* 44 (October 1990): 383-395.
- Chilton, Bruce and J.I.H. McDonald. *Jesus and the Ethics of the Kingdom: Biblical Foundations in Theology*. London: SPCK, 1987.
- Corriveau, Raymond. *The Liturgy of Life: A Study of the Ethical Thought of St. Paul in His Letters to the Early Christian Communities*. Paris: Desclee de Brouwer, 1970.
- Dodd, C.H. "The Ethics of the New Testament." *Moral Principles of Action*, ed. R.N. Anshen. New York: Harper & Row, 1952.
- Furnish, Victor. *Theology Ethics in Paul*. Nashville: Abingdon, 1968.
- Grudem, Wayne. "Should We Move Beyond the New Testament to a Better Ethic?" *Journal of the Evangelical Theological Society* 47.2 (2004): 299-346.
- Harvey, A.E. *Strenuous Commands: The Ethic of Jesus*. London: SCM-Canterbury, 1990.
- Hays, Richard B. *The Moral Vision of the New Testament: Community, Cross, New Creation; A Contemporary Introduction to New Testament Ethics*. San Francisco: HarperSanFrancisco, 1996.
- _____. "Scripture-Shaped Community: The Problem of Method in New Testament Ethics," *Interpretation* 44 (January 1990): 42-55.
- Houlden, J.L. *Ethics and the New Testament*. Baltimore: Penguin, 1973.
- Lohse, Eduard. *Theological Ethics of the New Testament*. Minneapolis: Fortress, 1991.
- Longnecker, Richard. *New Testament Social Ethics for Today*. Vancouver: Regent College Publishing, 1993.

- Matera, Frank J. *New Testament Ethics: The Legacies of Jesus and Paul*. Louisville: Westminster/John Knox, 1996.
- Marshall, L.H. *The Challenge of New Testament Ethics*. London: Macmillan & Co., 1964.
- Maxsen, Willi. *New Testament Foundations for Christian Ethics*. Minneapolis: Fortress, 1993.
- Meeks, Wayne. *The Moral World of the First Christians*. Louisville: Westminster/John Knox, 1986.
- _____. *The Origins of Christian Morality: The First Two Centuries*. New Haven: Yale University Press, 1993.
- Mott, Stephen C. "The Use of the Bible in Social Ethics III: The Use of the New Testament: Part 1." *Transformation* 1.2 (1984): 21-26.
- _____. "The Use of the Bible in Social Ethics III: The Use of the New Testament: Part II - Objections to the Enterprise." *Transformation* 1.3 (1984): 19-25.
- _____. "The Use of the New Testament for Social Ethics." *Journal of Religious Ethics* 15 (1987): 225-260.
- Osborn, E. *Ethical Patterns in Early Church Thought*. Cambridge: Cambridge University Press, 1976.
- Schnackenburg, R. *The Moral Teaching of the New Testament*. New York: Herder & Herder, 1965.
- Schrage, W. *The Ethics of the New Testament*. Philadelphia: Fortress, 1987.
- Scroggs, Robin. "The New Testament and Ethics: How Do We Get From There to Here?" *Perspectives in Religious Studies* 11 (Winter 1984): 77-84.
- Stassen, Glen H. and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove: InterVarsity, 2003.
- Verhey, Allen. *The Great Reversal: Ethics and the New Testament*, Grand Rapids: William B. Eerdmans. 1984.
- Wilder, Amos N. *Kerygma, Eschatology, and Social Ethics*. Philadelphia: Fortress, 1966.
- _____. "The Basis of Christian Ethics in the New Testament." *Journal of Religious Thought* 15.2 (1958): 137-146.
- Wright, N.T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Minneapolis: Fortress, 1992.

Hermeneutics and So Forth

- Brueggemann, Walter. *Power, Providence, and Personality: Biblical Insight into Life and Ministry*. Louisville: Westminster/John Knox, 1990.
- _____. *Texts Under Negotiation: The Bible and Postmodern Imagination*. Minneapolis: Augsburg Fortress, 1994.
- _____. *The Creative Word: Canon as a Model for Biblical Education*. Minneapolis: Augsburg Fortress, 1994.
- Cahill, Lisa Sowle. "Sexual Ethics: A Feminist Biblical Perspective." *Interpretation* 49 (January 1995): 5-16.
- Campbell, Ken M., ed. *Marriage and Family in the Biblical World*. Downers Grove: InterVarsity, 2003.
- Cartwright, M. "The Practice and Performance of Scripture: Grounding Christian Ethics in a Communal Hermeneutic." *The Annual of the Society of Christian Ethics* (1988): 31-53.

- Childress, James F. "Scripture and Christian Ethics: Some Reflections on the Role of Scripture in Moral Deliberation and Justification." *Interpretation* 34 (October 1980): pp. 371-380.
- Corley, Bruce, et.al. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*, 2nd ed. Nashville: Broadman & Holman, 2002.
- Cosgrove, Charles H. *Appealing to Scripture in Moral Debate: Five Hermeneutical Rules*. Grand Rapids: William B. Eerdmans, 2002.
- Cowles, C. S., et al. *Show Them No Mercy: 4 Views on God and Canaanite Genocide*. Counterpoints: Exploring Theology, ed. Stanley N. Gundry. Grand Rapids: Zondervan, 2003.
- Fee, Gordon D., & Douglas Stuart. *How to Read the Bible for All Its Worth: A Guide to Understanding the Bible*, 2nd ed. Grand Rapids: Zondervan, 1993.
- Fowl, Stephen E. and L. Gregory Jones. *Reading in Communion: Scripture & Ethics in Christian Life*. Grand Rapids: William B. Eerdmans, 1991.
- Fulkerson, Mary McClintock. "Church Documents on Human Sexuality and the Authority of Scripture." *Interpretation* 49 (January 1995): 46-58.
- Gagnon, Robert A. J. *The Bible and Homosexual Practice: Texts and Hermeneutics*. Nashville: Abingdon, 2001.
- Gustafson, James M. "The Changing Use of the Bible in Christian Ethics," in Curran and McCormick, *Readings in Moral Theology*, pp. 133-150.
- _____. "The Place of Scripture in Christian Ethics: A Methodological Study." *Interpretation* 24 (October 1970): 430-455.
- _____. "The Place of Scripture in Christian Ethics." *Transformation* 1.1 (1984): 11-20.
- Hauerwas, Stanley. "The Moral Authority of Scripture: The Politics and Ethics of Remembering." *Interpretation* 34 (October 1980): pp. 356-370.
- _____. *Unleashing the Scripture: Freeing the Bible from Captivity to America*. Nashville: Abingdon, 1993.
- Johnson, Luke Timothy. *Scripture & Discernment: Decision Making in the Church*. Nashville: Abingdon, 1996.
- Johnston, Robert K. *The Use of the Bible in Theology: Evangelical Options*. Atlanta: John Knox, 1983.
- Kaiser, Walter C., and Moises Silva. *An Introduction to Biblical Hermeneutics: The Search for Meaning*. Grand Rapids: Zondervan, 1994.
- Kelsey, David H. *The Uses of Scripture in Recent Theology*. Philadelphia: Fortress, 1975.
- Klein, William W., et.al. *Introduction to Biblical Interpretation*. Dallas: Word, 1993.
- Köstenberger, Andreas J. *God, Marriage, and Family: Rebuilding the Biblical Foundation*. With David W. Jones. Wheaton: Crossway, 2004.
- Long, Edward LeRoy, Jr. "The Use of the Bible in Christian Ethics: A Look at Basic Options." *Interpretation* 19 (April 1965): 149-162.
- Marshall, Christopher D. *Beyond Retribution: A New Testament Vision for Justice, Crime, and Punishment*. Studies in Peace and Scripture. Grand Rapids: Eerdmans, 2001.
- Marshall, I. Howard. *Beyond the Bible: Moving from Scripture to Theology*. Grand Rapids: Baker Academic, 2004.

- McDonald, J.I.H. *Biblical Interpretation and Christian Ethics*. Cambridge: Cambridge University Press, 1993.
- O'Donovan, Oliver M.T. "Towards an Interpretation of Biblical Ethics." *Tyndale Bulletin* 27 (1976): 54-78.
- Outka, Gene. "On Harming Others." *Interpretation* 34 (October 1980): 381-393.
- Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Downers Grove: InterVarsity, 1991.
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