



**ETHC6301 BIBLICAL ETHICS**  
**Spring 2022: Wednesday 8:00-10:50**  
Division of Theological and Historical Studies

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Course 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**

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

For general reading:

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

For Ten Commandment Assignment:

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.

For Review Assignment:

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

### Recommended Books for your Library

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.

Goldingay, John. *Old Testament Ethics: A Guided Tour*. Downers Grove: InterVarsity, 2019.

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.

McQuilken, Robertson, and Paul Copan. *An Introduction to Biblical Ethics: Walking in the Way of Wisdom*. 3<sup>rd</sup> Edition. Downers Grove, IL: IVP Academic, 2014.

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

Pennington, Jonathan T. *The Sermon on the Mount and Human Flourishing: A Theological Commentary*. Grand Rapids: Baker Academic, 2017.

Rooker, Mark F. *The Ten Commandments: Ethics for the Twenty-First Century*. NAC Studies in Bible and Theology. Nashville: B&H, 2010.

Stassen, Glen H. and David P. Gushee. *Kingdom Ethics: Following Jesus in Contemporary Context*. Downers Grove: InterVarsity, 2003 (recommend only the first edition).

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 Teaching Methodology

In order to meet the objectives of the course and involve students in the learning process, the course will use the following methodologies: lecture, book reading and discussions, research, writing, and paper presentations, student teaching/presentation

### 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 biblical ethics and prepare them for the classroom experience. Students should read weekly assignments on time. Questions raised by the readings are welcomed.

Students will submit 3 reading report, each when the books are due. At the end of the semester, students will submit a **reading report for the Gosnell book 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.

#### Copan Review and Discussion. (20% of final grade)

**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
- iv. Dr. Riley may assign a chapter per student, who will be responsible for leading discussion

**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 (some disagreement is a very real possibility). 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. 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 issues and how they are 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.

### **Ten Commandments Assignment (20% of final grade)**

Each class member will be assigned one of the Ten Commandments to present in and lead discussion on in class. Using the DeYoung text and other resources, be prepared to lead discussion on that commandment (approximately 25 minutes).

**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 7 point reduction in the grade.** Students must **include a statement about the percentage of the DeYoung text read** on the Outline/notes submitted to Dr. Riley. Students are responsible to **read the entire book.**

The outline/notes should be typed. The grade is determined by the extensiveness and quality of the notes and sources, the percentage of book read, and the 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. Don't use a title page. Put name, commandment, and percentage of book read in a heading.
- b. Know the content of the textbook, particularly on your commandment. Use other sources as necessary to help lead discussion
- c. What does the commandment mean?
- d. 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?
- e. Refer to previously learned materials or to issues in ethics or hermeneutics.
- f. 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
- g. Prepare good questions to promote dialogue.

### **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:** Sufficient days of class will be 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: 14-16 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. Do not include 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 (15% 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 2-3 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

<input type="checkbox"/>	Copan Review and Discussion	20%	Due:
<input type="checkbox"/>	DeYoung/Ten Commandments Assignment	20%	Due:
<input type="checkbox"/>	Major Research Paper	40%	Due:
<input type="checkbox"/>	Methodological Position Paper	15%	Due:
<input type="checkbox"/>	Reading Report	5%	Due:

### Evaluation of Grade

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.

### Helpful Information

#### **NOBTS Style Guide**

A copy of the approved NOBTS Style Guide can be found in the course Blackboard shell, or can be located online at the Writing Center's page on the seminary website at: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

#### **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

#### **Help for Writing Papers at "The Write Stuff"**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

#### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

#### **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

**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.

**Academic Policies**

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: nobts.edu, *Undergraduate and Graduate Catalog*.

**Select Bibliography for Biblical Ethics****General Biblical Ethics**

Frame, John M. *The Doctrine of the Christian Life. A Theology of Lordship*. Phillipsburg, NJ: P&R, 2008.

Grudem, Wayne. *Christian Ethics: An Introduction to Biblical Moral Reasoning*. Wheaton: Crossway, 2018.

Instone-Brewer, David. *Moral Questions in the Bible: Timeless Truth in a Changing World*. Scripture in Context Series. Billingham WA: Lexham, 2019.

McQuilkin, Robertson, and Paul Copan. *An Introduction to Biblical Ethics: Walking in the Way of Wisdom*. 3<sup>rd</sup> ed. Downers Grove: IVP Academic, 2014.

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

\_\_\_\_\_. *Christian Ethics*. Macon: Mercer University Press, 1994.

**Old Testament Ethics**

*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.

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

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.

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

Kaiser, Walter C., Jr. *Toward Old Testament Ethics*. Grand Rapids: Academie, 1983.

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

Millar, J. Gary. *Now Choose Life: Theology and Ethics in Deuteronomy*. Grand Rapids: William B. Eerdmans, 1998.

Sloane, Andrew. *At Home in a Strange Land: Using the Old Testament in Christian Ethics*. Grand Rapids: Baker Academic, 2004.

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

### **New Testament Ethics**

Grudem, Wayne. "Should We Move Beyond the New Testament to a Better Ethic?" *Journal of the Evangelical Theological Society* 47.2 (2004): 299-346.

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.

Lohse, Eduard. *Theological Ethics of the New Testament*. Minneapolis: Fortress, 1991.

Longnecker, Richard. *New Testament Social Ethics for Today*. Vancouver: Regent College Publishing, 1993.

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

Wright, N.T. *The Climax of the Covenant: Christ and the Law in Pauline Theology*. Minneapolis: Fortress, 1992.

### **Hermeneutics and So Forth**

Campbell, Ken M., ed. *Marriage and Family in the Biblical World*. Downers Grove: InterVarsity, 2003.

Corley, Bruce, et.al. *Biblical Hermeneutics: A Comprehensive Introduction to Interpreting Scripture*, 2<sup>nd</sup> 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.

DeYoung, James B. *Homosexuality: Contemporary Claims Examined in Light of the Bible and Other Ancient Literature and Law*. Grand Rapids: Kregel, 2000.

Fee, Gordon D., & Douglas Stuart. *How to Read the Bible for All Its Worth: A Guide to Understanding the Bible*, 2<sup>nd</sup> ed. Grand Rapids: Zondervan, 1993.

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.

Kaiser, Walter C., and Moises Silva. *An Introduction to Biblical Hermeneutics: The Search for Meaning*. Grand Rapids: Zondervan, 1994.

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.

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

Osborne, Grant R. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Downers Grove: InterVarsity, 1991.

Strickland, Wayne G. *Five Views on Law and Gospel*. Counterpoints: Exploring Theology, ed. Stanley N. Gundry. Grand Rapids: Zondervan, 1999.

Swartley, Willard M. *Covenant of Peace: The Missing Peace in New Testament Theology and Ethics*. Grand Rapids: Eerdmans: 2006.

\_\_\_\_\_. *Slavery, Sabbath, War, & Women: Case Issues in Biblical Interpretation*. Scottsdale: Herald, 1983.

Webb, William J. *Slaves, Women, & Homosexuals: Exploring the Hermeneutics of Cultural Analysis*. Downers Grove: InterVarsity, 2001.

\_\_\_\_\_. *Corporal Punishment in the Bible: A Redemptive-Movement Hermeneutic for Troubling Texts*. Foreword by I. Howard Marshall. Downers Grove: InterVarsity, 2011.

## 2022 SPRING Biblical Ethics Schedule: Wednesday 8:00-10:50

**NOTE: COURSE SCHEDULE WILL NOT BE FINALIZED UNTIL THE FIRST DAY OF CLASS**

Date	Topics for Class	Assignments
1-19	<ul style="list-style-type: none"> <li>Introduction to the class</li> <li>Assign Review Texts and Commandments</li> <li>Laying a Foundation for Biblical Ethics</li> </ul>	PG = Gosnell text KD = DeYoung text PC = Copan text
1-26	<ul style="list-style-type: none"> <li>Laying a Foundation for Biblical Ethics</li> </ul>	Gosnell, Chapter 1
2-2	<ul style="list-style-type: none"> <li>There and Back Again</li> </ul>	Gosnell, Chapters 2-4
2-9	<ul style="list-style-type: none"> <li>There and Back Again</li> </ul>	
2-16	<ul style="list-style-type: none"> <li><b>Book Review Discussions: Be Prepared to Talk</b></li> </ul>	<b>Copan Review Due</b>
2-23	<ul style="list-style-type: none"> <li>Biblical Genre and Ethics: Narrative, Poetry, and Wisdom</li> </ul>	Gosnell, Chapters 5-6
3-2	<ul style="list-style-type: none"> <li>Biblical Genre and Ethics: Law and the Prophets <b>Submit possible research paper topic</b></li> </ul>	
3-9	<p>Old Testament : The Ten Commandments</p> <p>Each class member will be assigned one of the Ten Commandments to present in class. Using the DeYoung text and other resources, be prepared to lead discussion on that commandment (approximately 25 minutes).</p> <p><b>Remember: DeYoung Reading Due for command presented</b></p>	<p><b>Commandments:</b></p> <ol style="list-style-type: none"> <li>No Other God</li> <li>No Graven Image</li> <li>Name in Vain</li> <li>Sabbath</li> <li>Honor Mother &amp; Father</li> </ol>
3-16	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
3-23	<p>Old Testament: The Ten Commandments, cont.</p> <p><b>Remember: DeYoung Reading Due for command presented</b></p>	<p><b>Commandments:</b></p> <ol style="list-style-type: none"> <li>No Murder</li> <li>No Adultery</li> <li>No Stealing</li> <li>No False Witness</li> <li>Do not Covet</li> </ol>
3-30	<ul style="list-style-type: none"> <li>Considering the Ethic of Jesus</li> <li>A Case Study: Jesus and Marriage</li> </ul>	Gosnell, Chapters 7-8

<b>4-6</b>	<ul style="list-style-type: none"> <li>• A Morality and Ethic for the Church</li> <li>• An example of putting it all together: The Church and the Practice of Homosexuality</li> </ul>	
<b>4-13</b>	<ul style="list-style-type: none"> <li>• Open topic</li> </ul>	
<b>4-20</b>	<b>Research Paper Due with Discussions: Be prepared to talk about and answer questions about your paper</b>	<b>Submit Papers to the class Blackboard site. Bring a hard copy to Dr. Riley on the day of class.</b>
<b>4-27</b>	<ul style="list-style-type: none"> <li>• Open Topic</li> </ul>	Gosnell, Chapters 9-10 and Concluding Thoughts
<b>5-4</b>	Bringing things to a close: Discussing Methodology	<b>Methodology Paper Due Reading Report Due</b>
<b>5-11</b>	The slot for a final is 2:00-4:00pm. We don't have an exam but may meet to finish the course	

Examples of Issues to Consider For Research Paper:

1. Being Human:
  - a. Dominion
  - b. Ethical implications of Personhood/Imago Dei: Taking human life, "Consistent life ethic," Race
2. Humans as sexual creatures:
  - a. Being male and female
  - b. Procreation
  - c. Sexual sins
3. Marriage
  - a. Contract or Covenant?
  - b. Divorce, and Remarriage
  - c. Ethic of Being Single
  - d. Polygamy
4. Wealth, Poverty, Property
5. Truth Telling
6. Keeping the Sabbath
7. Church discipline
8. Church and Culture
9. Slavery, then to now
10. Relationship of the church to the state or governing authorities
  - a. Pacifism
  - b. Violence/war
11. Hermeneutics—bridging the OT and NT