



## **ETHC9401 BIBLICAL ETHICS**

Division of Theological and Historical Studies

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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.*

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### **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 worshiping 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 Characteristic Excellence.

### **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**

This seminar surveys the ethical teaching of the Scriptures in the context of their historical and cultural setting. The study will focus on theologians, ethicists, and biblical scholars who have made major contributions in the areas of biblical ethics, biblical interpretation, Old Testament ethics, New Testament ethics, the ethics of Jesus, and the ethics of Paul, as well as developing a methodology for the interpretation of ethical passages in the Scriptures.

### **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:

- The student will demonstrate conversancy with hermeneutical issues critical to biblical ethics through seminar discussions and by writing reports on assigned readings in the field.
- The student will demonstrate conversancy with the hermeneutical methods employed by contemporary ethicists through seminar discussions and by writing reports on assigned readings in the field.
- The student will demonstrate conversancy with particular ethical issues which are common to biblical ethics through seminar discussions and by writing reports on assigned readings in the field.
- The student will design, implement, and report research on a topic related to biblical ethics.

- The student will demonstrate proficiency in imparting knowledge gained in research by reporting and leading discussion on assigned readings and on a research paper.
- The student will formalize and express his or her view on biblical authority and hermeneutics as related to

### Required Textbooks

Cosgrove, Charles H. *Appealing to Scripture in Moral Debate: Five Hermeneutical Rules*. Grand Rapids: Eerdmans, 2002.

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

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

Wenham, Gordon J. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids: Baker Academic, 2000.

### Review Textbooks 1

Brock, Brian. *Singing the Ethos of God: On the Place of Christian Ethics in Scripture*. Grand Rapids: William B. Eerdmans, 2007.

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

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.

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

Witherington, Ben, III. *The Indelible Image: The Theological and Ethical Thought World of the New Testament*. Vol. 2, *The Collective Witness*. Downers Grove: IVP Academic, 2010. **Or the later edition**, under the title, *New Testament Theology and Ethics*. Volume 2. Downers Grove: IVP Academic, 2016. (**Reviewer may omit chapters 4-7, based on original edition**).

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

### Review Textbooks 2

Bauckham, Richard. *The Bible in Politics: How to Read the Bible Politically*. 2<sup>nd</sup> revised edition. Louisville: Westminster/John Knox, 2011.

Burridge, Richard A. *Imitating Jesus: An Inclusive Approach to New Testament Ethics*. Grand Rapids: Wm. B. Eerdmans, 2007.

Johnson, Luke Timothy. *Scripture & Discernment: Decision Making in the Church*. Nashville: Abingdon, 1996.

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

Verhey, Allen. *Remembering Jesus: Christian Community, Scripture, and the Moral Life*. Grand Rapids: William B. Eerdmans, 2002.

Wenham, Gordon J. *Story as Torah: Reading Old Testament Narrative Ethically*. Grand Rapids: Baker Academic, 2000.

Yoder, John Howard. *The Politics of Jesus: Behold the Man! Our Victorious Lamb*. 2<sup>nd</sup> edition. Grand Rapids: Eerdmans, 1994.

### Course Assignments

#### Seminar Reading Assignments/Discussion (15%)

- General reading assignments from texts (listed above under **Required Texts**) or other documents (**which Dr. Riley is free to assign and provide at any point in the semester**) are assigned for most seminars and should be read by all seminar participants. Various students will be asked to begin discussion about the texts. The following will help prepare students to lead discussion:
  - Know and outline the content of the reading
  - Prepare good questions to promote dialogue
  - Relate readings to previously learned material or to known issues in ethics or hermeneutics
- At the beginning of each seminar in which reading assignments are due, students will submit a reading report indicating the percentage read of assigned readings.

#### Two Book Reviews (15%); Errata (5%)

- Each Student will review two textbooks, chosen from the above lists, **Review Textbook 1 and 2**. The dates for the reviews are listed in the Seminar Schedule below. Refer to **Elements of a Book Review** for guidelines.
- Each student will choose two reviews written by other students and on the day that a review is due will provide an *errata* sheet that lists problems with form and style. Part of the seminar time will be devoted to sharpening writing skills. The Turabian manual is the standard.

#### **How Reviews are evaluated (also see Rubric below):**

- **“A” papers (93-100)**
  - clearly state the book’s thesis
  - successfully and succinctly outline arguments in the book’s own terms
  - demonstrate advanced critical engagement with the arguments and content of the book
  - make clear and well-structured critical responses that engage the content
  - exhibit a proficient grasp of grammar, spelling, and style
- **“B” papers (85-92)**
  - clearly state the book’s thesis
  - show an attempt to understand the book on its own terms
  - attempt critically to reflect on the issues at hand,
  - make satisfactory arguments that engage the content
  - show sufficiency in grammar, spelling, and style

- “C” papers (84 and less)
  - state the book’s thesis
  - present the content of the book without demonstrating evidence of grasping the books ideas
  - shallow reflection on the issues at hand
  - raise preliminary critical questions for further evaluation
  - limit evaluation to preformed judgments without serious consideration of the book’s ideas ,or simply approve or disapprove the author’s ideas/arguments
  - make repeated mistakes in grammar, spelling, and style, and/or demonstrate little or no attempt to proofread

Factor	Superior Review (A: 100-93)	Competent Review (B: 88-92)	Adequate Review (87-83 Borderline B-C)	Weak Review (C- Failing)
<b>Representation of the Book’s Substance/Content</b>	A <i>superior review</i> sets the book in context, articulates clearly the book’s thesis, and traces the argument of the book in its entirety and with attention to detail appropriate to exemplify the argument.	A <i>competent review</i> articulates clearly the book’s thesis and provides an overall map of the book’s argument. It typically struggles with balancing attention to detail with a focus on the overall agenda of the book.	An <i>adequate review</i> generally presents the contents of the book, but without demonstrating one’s grasp of the whole of the book’s contents and/or without attending well to the argument that shapes the book’s substance.	A <i>weak review</i> fails to consider the whole book and shows few or no signs of grasping the book’s thesis. Often, a weak review misrepresents the book’s contents.
<b>Engagement with the Book’s Substance/Content</b>	A <i>superior review</i> engages with the substance of the book critically, interacting with assumptions or claims critical to the book’s argument, and assessing the success of its argument and the overall significance of the book.	A <i>competent review</i> begins to raise questions demonstrative of critical and/or personal engagement. Its assessment may tend toward matters of detail that do not substantially affect the overall thesis of the book or only marginally engage the book on its own terms.	An <i>adequate review</i> raises questions of a critical nature, but these are underdeveloped; it may provide little more than an overall judgment of approval or disapproval.	A <i>weak review</i> provides only impressionistic or prejudicial assessments, or fails to demonstrate any critical or personal assessment of the book’s argument.
<b>Form &amp; Style</b>	A <i>superior review</i> includes a relevant introduction and conclusion and is reasonably structured, with material well-organized for the length of the paper. It is presented in a professional manner in terms of spelling, sentence and paragraph construction, and acceptable form/style.	A <i>competent review</i> includes a relevant introduction and conclusion, but lacks transparent clarity in its presentation and argument. It evidences only minor and infrequent errors in spelling and grammar, and/or lapses of style.	An <i>adequate review</i> fails to provide a suitable introduction and conclusion, and is unclear in its presentation and argument. It evidences repeated lapses in form/style, spelling errors, and/or grammatical irregularities—enough so as to begin to adversely affect reading and understanding.	A <i>weak review</i> evidences little or no attention to structure. It contains major grammatical errors (e.g., sentence fragments, subject-verb disagreement), evidences no real attempt at proofreading and/or does not conform to an acceptable form/style.

Rubric adapted from *How to Write a Book Review*, Joel B. Green, Ph.D.

### **Research Papers (35%)**

Each student will write and present 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 or treated to some degree as an ethical issue in the biblical text that is in need of interpretation and application: homosexuality, relationship of 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” or “justice” as moral terms, and so forth.
- Significance of biblical genre for ethics (narrow topic to specific genre)
- Biblical moral hermeneutic or ethic of a specific theologian, philosopher, or ethicist: Bonhoeffer on Abortion, Maston’s principlism, Hauerwas’s narrative ethic, and so forth. Again, the topic must relate to biblical ethics.

### **Research Paper Guidelines (also see Rubric below)**

*(For full guidelines, refer to Turabian)*

- 1) The official style and form guide is Kate L. Turabian, *A Manual for Writers*, latest edition.
- 2) Use **Times New Roman 12 or Calibri (Body) 11** point fonts for body of text.
- 3) Paper should be **30 to 35 pages in length**, not counting front matter or bibliography.
- 4) Staple the paper; do not put it in a folder/binder.
- 5) Include a title page and blank page.
- 6) Include a table of contents that shows at least at least two levels of subheadings (functioning as an outline). Normally a paper this size does not include a table of content, so this is for practice.
- 7) Use footnotes, not endnotes
- 8) Utilize **at least 25 primary and secondary sources**, including at least one article or chapter in a **modern language other than English**. Variety and quality sources are important, particularly texts and peer review articles.
- 9) Include a Select Bibliography
- 10) Default style is third person, not first person (I or we) and second person (you). Arguments should be presented in such a manner so as to eliminate the need for all but third person references.
- 11) Use correct grammar and spelling.
- 12) 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.
- 13) Do not use split infinitives.
- 14) Avoid one-sentence paragraphs.
- 15) Do not overuse indefinite pronouns (such as “it” or “there” without an antecedent).
- 16) Avoid “widows” and “orphans.”

## Grading Rubric for Research Paper:

Criteria	3 – Exceeds Expectations (A papers)	2 – Meets Expectations (B Papers)	1 – Needs Improvement (C Papers)
<b>Student composes well developed and logical assignments.</b>	Logically organized  Effective and smooth transitions	Clear organizational structure with some digression  Basic transitions	Some level of organization with frequent digressions  Ineffective transitions
<b>Student composes grammatically correct sentences.</b>	No grammatical errors	Few grammatical errors	Many grammatical errors
<b>Student uses an effective writing style.</b>	Consistently varied sentence structure  Communicates concisely  Proper use of vocabulary	Frequently varies sentence structure  Occasional wordiness  Occasional use of colloquialisms and clichés	Seldom varies sentence structure  Frequently wordy  Frequent use of colloquialisms and clichés
<b>Student incorporates appropriate supporting material.</b>	Skillful use of credible, relevant sources	Consistent use of credible, relevant sources	Attempts to use credible and/or relevant sources
<b>Student follows prescribed style guides.</b>	Detailed attention to the prescribed style guide	Consistent use of the prescribed style guide	Attempts to use the prescribed style guide

### Formal Response to Research Papers (15%)

- Each seminar participant will choose a research paper to evaluate critically. Each student will evaluate the research paper for form and style, communication of important concepts, content, and critical engagement of materials.
- Evaluations will be prepared for and presented on the day the research paper is presented in class.
- Written evaluations should be no more than two single-spaced pages. A copy of the written evaluation will be provided for the professor and for the student whose paper is being evaluated.
- Each evaluation should include a log of form and style errors or concerns.
- Beyond the written evaluation, the formal response is graded on the quality of in-seminar participation, engagement, and interlocution.

**Methodological Position Paper (15%)**

- Each student will write a succinct description (3-5 single spaced pages) of his or her hermeneutical methodology or paradigm.
- The student should use categories and descriptions learned during the semester.
- Each paper should include sections on the following: authority and authorization of Scripture, relationship between OT and NT ethics, interpretive methods, and hermeneutical assumptions that provide for the application of Scripture to personal, ecclesial, and cultural-political morality.

**Grade Distribution by Assignment**

<input type="checkbox"/>	Reading Reports and Discussion	15%
<input type="checkbox"/>	Book Reviews and Errata	20%
<input type="checkbox"/>	Research Paper	35%
<input type="checkbox"/>	Formal Response to Research Paper	15%
<input type="checkbox"/>	Methodological Position Paper	15%

**Course Evaluation**

Grades will follow the NOBTS scale: A: 93-100%; B: 85-92%; F: 84 or below. Grades will be based on the professor's evaluation of written assignments and in-seminar responsibilities.

**Seminar Schedule**

**Time:** Fridays (total: 8 hrs per meeting)

8:00 a.m. - 12:00 p.m.

1:00 p.m. - 5:00 p.m.

<b>Date</b>	<b>Assignments</b>	<b>Responsibilities</b>
Sep 2	Book List 1 Reviews (6 total) Meadors, <i>Four Views on Moving Beyond the Bible to Theology</i> Marshall, <i>Beyond the Bible</i>	Review Presentations Errata Sheets Book Discussion
Oct 7	Book List 2 Reviews (6 total) Cosgrove, <i>Appealing to Scripture in Moral Debate</i>	Review Presentations Errata Sheets Book Discussion
Nov 4	Research Papers 1-3 Wenham, <i>Story as Torah</i>	Research Presentation Responses Book Discussion
Dec 2	Research Papers 4-6 Methodology Papers	Research Presentation Responses Methodology Discussion

## 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.

### **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/studentervices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Seminar 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 seminar discussions.

### **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](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.)
- [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).
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Select Bibliography for Biblical Ethics

**General Biblical Ethics and Hermeneutics**

- Bauckham, Richard. *The Bible in Politics: How to Read the Bible Politically*. Louisville: Westminster/John Knox, 1989.
- \_\_\_\_\_. *The Bible in the Contemporary World: Hermeneutical Ventures*. Grand Rapids: Eerdmans, 2015.
- Birch, Bruce C., and Larry L. Rasmussen. *Bible & Ethics in the Christian Life*. Revised and Expanded. Minneapolis: Augsburg, 1989.
- Brock, Brian. *Singing the Ethos of God: On the Place of Christian Ethics in Scripture*. Grand Rapids: William B. Eerdmans, 2007.
- 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.
- Carson, D. A. *Exegetical Fallacies*, 2d ed. Grand Rapids: Baker, 1996.
- 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.
- Clements, R.E. *The World of Ancient Israel: Sociological, Anthropological, and Political Perspective*. New York: Cambridge University Press, 1991.
- 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.
- Daly, Robert J., et.al. *Christian Biblical Ethics: From Biblical Revelation to Contemporary Praxis, Method, and Content*. New York: Paulist, 1984.
- Doriani, Daniel M. *Putting the Truth to Work: The Theory and Practive of Biblical Application*. Phillipsburg, NJ: P&R, 2001.
- Everding, H. Edward, and Dana W. Wilbanks. *Decision Making and the Bible*. Valley Forge: Judson, 1975.
- Fee, Gordon D., and 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.
- Fowl, Stephen E., and L. Gregory Jones. *Reading in Communion: Scripture & Ethics in Christian Life*. Grand Rapids: William B. Eerdmans, 1991.
- France, R. T. *Women in the Church's Ministry: A Test Case for Biblical Interpretation*. Grand Rapids: Eerdmans, 1995.

- Fulkerson, Mary McClintock. "Church Documents on Human Sexuality and the Authority of Scripture." *Interpretation* 49 (January 1995): 46-58.
- Gosnell, Peter W. *The Ethical Vision of the Bible: Learning Good from Knowing God*. Downers Grove: IVP Academic, 2014.
- Grudem, Wayne. "Should We Move Beyond the New Testament to a Better Ethic?" *Journal of the Evangelical Theological Society* 47.2 (2004): 299-346.
- Gustafson, James M. "The Changing Use of the Bible in Christian Ethics." In *Readings in Moral Theology, 4: The Use of Scripture in Moral Theology*, ed. Charles E. Curran and Richard A. McCormick, 133-150. Ramsey, NJ: Paulist, 1984
- \_\_\_\_\_. "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): 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.
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- Maston, T. B. *Biblical Ethics: A Guide to the Ethical Message of the Scriptures from Genesis through Revelation*. Macon: Mercer University Press, 1979.
- McDonald, J. I. H. *Biblical Interpretation and Christian Ethics*. Cambridge: Cambridge University Press, 1993.
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- Meadors, Gary T. *Four Views on Moving Beyond the Bible to Theology*. Counterpoints Series, ed. Stanley N. Gundry. Grand Rapids: Zondervan, 2009.
- Meyer, Jason C. *The End of the Law: Mosaic Covenant in Pauline Theology*. NAC Studies in Bible & Theology, Edited by Ray Clendenen. Nashville: B&H Academics, 2009.
- Mott, Stephen Charles. *Biblical Ethics and Social Change*. New York: Oxford University Press, 1982.
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- O'Donovan, Oliver. *Resurrection and Moral Order: An Evangelical Ethics*. 2<sup>nd</sup> ed. Grand Rapids: Eerdmans, 1994.
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