



**ETHC5300 CHRISTIAN ETHICS
(ERLC ACADEMY: INTRODUCTION TO ETHICS)
NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY**

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Southern Baptist Convention Building

901 Commerce St.

Nashville, TN 37203

Mission Statement

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.

Core Value Focus

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. These values shape both the context and manner in which all curricula are taught, with “doctrinal integrity” and “mission focus” especially highlighted in this course. The core value focus for the 2018-19 year is *Doctrinal Integrity*.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competency addressed in this course is: *Spiritual and Character Formation*.

Course Description

In this introduction to the study and practice of Christian ethics, the student will examine philosophical and theological backgrounds for ethics, the role of biblical authority, and the historical relation between church and culture in order to develop a valid method of moral decision making, examine the importance of ministerial ethics, evaluate ethical issues, and lead the church in applying the gospel to life.

Student Learning Outcomes

In order to provide moral leadership by modeling Christian character and communicating ethical truth, students, by the end of the course, should:

1. **Understand** the biblical and philosophical basis for a Christian ethic.
2. Be able to **apply** a Christian ethic to contemporary issues.
3. Be able to **communicate** Christian ethical and moral truths competently and convincingly.



REQUIRED TEXTS

- David Jones. *An Introduction to Biblical Ethics (B&H Studies in Christian Ethics)*. (Nashville: B&H Academic, 2013). | [Amazon](#)
- Russell Moore. *Onward: Engaging the Culture Without Losing the Gospel*. Nashville: B&H, 2015. (240 pages) | [Amazon](#)
- Scott Rae. *Moral Choices: An Introduction to Ethics*. 4th Edition. (Grand Rapids, MI: Zondervan, 2018). (528 pages) | [Amazon](#)
- Andrew Walker. *God and the Transgender Debate*. (Surrey, UK: The Good Book Co., 2017) (144 pages) | [Amazon](#)

GARRETT FELLOW

Andrew T. Walker, Ph.D.
Director of Research & Senior Fellow in Christian Ethics
The Ethics & Religious Liberty Commission
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The Garrett Fellow will reply to email inquiries within two days of the initial email.

NOBTS LIAISON

Jeffrey Riley, Ph.D.
Professor of Ethics
Associate Dean of Research Doctoral Programs
Research Fellow in Christian Ethics, The Ethics & Religious Liberty Commission
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The NOBTS Liaison will create and manage the blackboard, assist and track grading, and submit final grades into the NOBTS system.

RECOMMENDED READING

- Matt Arbo, *Walking Through Infertility: Biblical, Theological, and Moral Counsel for Those Who Are Struggling* (Wheaton, IL: Crossway, 2018)
- Andy Crouch, *The Tech-Wise Family: Everyday Steps for Putting Technology in Its Proper Place* (Ada, MI: Baker Books, 2017)
- Patrick Deneen, *Why Liberalism Failed* (New Haven, CT: Yale University Press, 2018).
- Mary Eberstadt, *How the West Really Lost God: A New Theory of Secularization* (West Conshocken, PA: Templeton Press, 2014)
- Barbara Ehrenreich, *Nickel and Dimed: On (Not) Getting By in America* (New York: Owl Books, 2001).



- Brian Fikkert & Steve Corbett, *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor ... and Yourself* (Chicago: Moody Publishers, 2014).
- Robert George, *The Conscience and Its Enemies: Confronting the Dooms of Liberal Secularism* (Wilmington, DE: Intercollegiate Studies Institute, 2016)
- Wayne Grudem, *Christian Ethics: An Introduction to Biblical Moral Reasoning* (Wheaton, IL: Crossway, 2018).
- Jonathan Haidt, *The Righteous Mind: Why Good People Are Divided by Politics and Religion* (New York: Vintage, 2013)
- Carl FH Henry, *The Uneasy Conscience of Modern Fundamentalism* (Grand Rapids, MI: Wm. B. Eerdmans Publishing, 2003).
- Arthur Holmes, ed., *War and Christian Ethics: Classic and Contemporary Readings on the Morality of War*, 2nd ed. (Grand Rapids: Baker Academic, 2005).
- Leon Kass, *Human Cloning and Human Dignity: The Report of the President's Council on Bioethics* (New York: Public Affairs, 2002).
- Jonathan Leeman, *How the Nations Rage: Rethinking Faith and Politics in a Divided Age* (Nashville, TN: Thomas Nelson, 2018)
- Yuval Levin, *The Fractured Republic: Renewing America's Social Contract in the Age of Individualism* (New York: Basic Books, 2017)
- Russell Moore, *The Storm-Tossed Family: How the Cross Reshapes from Home* (Nashville: B&H Books, 2018).
- Charles Murray, *Coming Apart: The State of White America, 1960-2000* (New York: Crown Forum, 2013).
- Marvin Olasky, *Abortion Rites: A Social History of Abortion in America* (Wheaton, IL: Crossway, 1992).
- Robert D. Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Simon and Schuster, 2000).
- Ben Sasse, *Them: Why We Hate Each Other - And How to Heal* (New York: St. Martin's Books, 2018)
- Matthew Scully, *Dominion: The Power of Man, the Suffering of Animals, and the Call to Mercy* (New York: St. Martin's Griffin, 2002).
- W. Bradford Wilcox, *Soft Patriarchs, New Men: How Christianity Shapes Fathers and Husbands* (Chicago: University of Chicago Press, 2004).
- Christopher Yuan, *Holy Sexuality and the Gospel: Sex, Desire, and Relationships Shaped by God's Grand Design* (Portland, OR: Multnomah, 2018).

COURSE REQUIREMENTS

- 1) Attendance and Class Participation. Each student is expected to attend class lectures and to participate in classroom discussions. Class discussion will also be especially important, as the class material will directly impact the student's performance on the final exam.
- 2) Reading Assignments. Read in their entirety each of the required textbooks. A reading statement must be submitted, which simply is a signed statement that you have read all the material. Failure to complete the reading in its entirety will reduce the student's grade



significantly. The reading statement should be uploaded to Blackboard by 11:59 PM CST on June 24st.

3) Online content. Watch in their entirety each of the following online content pieces related to the subject matter of the course. An online content viewing statement must be submitted, which simply is a signed statement that you viewed all the material. Failure to complete the online material in its entirety will significantly reduce the student's grade. The online content viewing statement should be uploaded to Blackboard by 11:59 PM CST on June 24st.

Each of the listings below is hyperlinked to YouTube videos.

- Robert George, "Religious Liberty and the Human Good" (1 hour, 24 Minutes)
- Scott Klusendorf, "On Pro-Life Apologetics" (41 minutes)
- Albert Mohler, "Aftermath: Ministering In A Post-Marriage Culture" (42 minutes)
- Al Mohler and Jim Wallis, "Is Social Justice an Essential Part of the Mission of the Church?" (2 hours, 15 minutes)
- Ryan T. Anderson, "What is Marriage?" (55 minutes)

4) Book Reviews. Students are to choose **two** books from the recommended reading list and write a substantive book review of 4-6 pages, double-spaced. The book review should provide an overview of the argument of the book. However, students should primarily focus on evaluating the substance of this argument. What are the major themes of the book? How does the author support his or her claims? Are they successful? This is to be uploaded to Blackboard by 11:59 PM CST on July 8th.

5) Ethics Case Studies. Included at the end of the syllabus are seven ethics case studies. Students are to complete these before the course. Each question should be answered in a one-page, single-spaced document. You should draw on the readings from this course as you answer the questions. The case studies should be submitted when the student arrives at the course.

Embedded Assignment. This assignment (see below) will be used to assess how well students are meeting the standards set by the degree objectives and will be completed by all students for all sections of this course. **The grade for the embedded assignment (30% of assignment) is averaged into the Ethics Case Studies (70% of assignment).** Your answer must be uploaded as part of the Ethics Case Studies to Blackboard by 11:59 PM CST on July 15th.

6) Final Examination. Each of the students will complete a final examination, covering the in-class lecture material. It will be distributed on the final day of the seminar. You will have 2 consecutive hours to complete your final exam at a time of your choosing. Your answer must be uploaded to Blackboard by 11:59 PM CST on July 15th.



COURSE GRADING

Final Examination: 25%

Book reading and class participation: 25%

Online content assignment: 10%

Ethics Case Studies & Embedded Assignment: 20%

Book Reviews: 2 @ 10% each

GRADING SCALE

A	93 – 100	B	85 – 92	C	77 – 84	D	70 – 76
WP	Withdrew Passing, (Granted only if all assignments due prior to withdraw have been completed.)	WF	Withdrew Failing	I	Incomplete (Must be granted by the Registrar's office)		

POSSIBLE COURSE TOPICS

- Christology and Ethics; Ethics as Ecclesial, Personal, Social, and Political
- Religious Liberty and Church/State Relations
- Sexuality (Gender, Marriage, Pornography, Divorce, Remarriage, Etc.)
- Human Life (Contraception, Abortion, Reproductive Technology, Cloning, Etc.)
- War, Justice, and Peacemaking
- Capital Punishment and Criminal Justice
- Environmental Protection and Animal Stewardship
- Poverty and Economic Ethics
- Racial Reconciliation

LOGISTICAL INFORMATION

Students are expected to be in Nashville from Monday morning at 11 AM until 6:00 PM on Tuesday.

All travel, logistical, housing, and eating expenses are the responsibility of the student.



LANGNIAPPE

Technical Assistance

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

Blackboard

An important instrument in the implementation of this course is the Blackboard Learning System. *Some assignments will be submitted using Blackboard SafeAssign technology.* Tests will also be conducted in Blackboard. Because this technology is accessible at home or office, there is a **trust policy** in place that the student will not compromise his or her integrity by looking at notes or books during the test. And as the proverb notes, “Whoever walks in integrity will be delivered” (Prov. 28:18).

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.



ETHICS CASE STUDIES (10pts @)

1. How should Christians make use of Old Testament Law?
2. A member in your church is part of the CIA. The member comes to you and tell you that they have an overseas contact that they are having sexual relations in order to gain intelligence. What advice do you give this church member? Does your answer change depend on their marital status?
3. Is lying ever justified?
4. A member of your church is going to be deployed overseas for one year. They are married. The Department of Defense has a contract with a sex-robot manufacturer. The member asks whether it is appropriate to use the sex robot while separated from their spouse. What do you tell this member of your church?
5. Was civil disobedience and war justified during the Revolutionary Era?
6. Are minimum wage laws a means of establishing economic justice?
7. Must the state have a religious foundation for there to be morality?

EMBEDDED ASSIGNMENT (30pts)

Write a letter to a young believer (spiritual age, not necessarily physical age) who is struggling with how to relate to a friend who practices homosexuality or has strong same sex attractions. The friend makes statements like, “I believe Jesus is real and he died for me and all that, but I don’t understand how he could make it a sin for me to be a homosexual when I honestly can’t help it.”

For this assignment, use the following instructions:

- Single-space type your letter.
- Do not type more than 2 single-spaced pages.
- In your response, draw from the facts, concepts, judgments, and so forth that you have been learning in your readings and class notes about the issue of homosexuality. Use some of the terminology from your studies.
- Incorporate Scripture into your response, utilizing good hermeneutical principles.
- Remember the tools you have been learning and use them when and where appropriate.
- Be alert to your tone. Be redemptive, while clearly communicating biblical moral truth.
- Some of you personally know people who practice homosexual behavior. You might keep them in mind while crafting your letter.
- This is your letter, so you have liberty in what you say and how you say it. You will not be able to say everything, so be fluid and succinct in what you do say while demonstrating that you can communicate moral truth affectively and clearly.



Embedded Assignment Rubric:

DOMAIN	LEVEL	INADEQUATE (0 PTS)	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 PTS)	EXCELLENT (4 PTS)
UNDERSTANDING	Able to Understand the biblical and philosophical basis for a Christian ethic					
APPLICATION	Able to apply a Christian ethic to contemporary issues					
COMMUNICATION	Able to communicate Christian ethical and moral truths competently and convincingly					