



The BTS Mission:

“The mission of BTS is to provide faithful and accessible advanced theological education for learners everywhere, building leaders to serve the local church.”

2200 Briarwood Way / Birmingham, Alabama, 35243 / (205) 776-5650

Semester:	Summer 2026, Chaplaincy B	Course:	DM4607 Christian Ethics for Strategic Leaders
Day & Time:	Asynchronous	Room:	N/A
Professor:	Dr. Timothy Mallard	Credits:	3 Hours
E-mail:	timothy@bts.education	Phone:	717-962-9482

COURSE DESCRIPTION

This course will explore the conscious formation and employment of Christian ethics in moral leadership at the strategic level of national life, both inside of and outside of the Church. The course is, then, necessarily one that will explore issues of historicity, balanced personal values, principles, and beliefs, pastoral formation, confessional and Biblical fidelity, the cost of ethical leadership, and leader development, to name but a few such concerns.

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Demonstrate expert understanding of moral leadership and ethics in the field of public theology.
2. Demonstrate working understanding of the concepts of moral and spiritual injury, particularly relative to the profession of arms.
3. Understand and apply why values, principles, and beliefs are critical to the process of moral leadership and ethics (both individually and collectively), particularly in achieving acceptable strategic ends.
4. Articulate a professional statement on the cost of moral and ethical leadership which aligns with one’s personal values, principles, and beliefs (Final Research Paper).

COURSE REQUIREMENTS

Completion of all assigned readings, participation in all assigned virtual classes and group meetings, and on-time submission of all required written requirements.

Required Texts:

- Articles as Added by Prof. Mallard
- Bonhoeffer, Dietrich, *Ethics*, Eds. Green, et. al., Minneapolis, Fortress Press, 2008.

- Dallaire, Roméo, *Shake Hands With the Devil: The Failure of Humanity in Rwanda*, New York, Grand Central Publishing, 2004.
- Ludwig, Dean C. and Clinton O. Longenecker, “The Bathsheba Syndrome: The Ethical Failure of Successful Leaders,” in *Journal of Business Ethics* 12/4, April 1993, 265-273.
- Mallard, Timothy, *Moral and Spiritual Injury in War: Russo-Ukraine, Israel-Iran, and Beyond*, Newport, RI, Stone Tower Press, 2025.
- Weigel, Brett D. and Charles D. Allen, “Keeping David From Bathsheba: The Four-Star General’s Staff as Nathan,” in *Journal of Military Ethics*, 2017, DOI: [10.1080/15027570.2017.1357327](https://doi.org/10.1080/15027570.2017.1357327).
- 2 Samuel Chapters 11-15.

Secondary or Recommended Texts:

- LiVecche, Marc, *The Good Kill: Just War and Moral Injury*, Oxford, OUP, 2021.
- Schlingensiepen, Ferdinand, *Dietrich Bonhoeffer, 1906-1945: Martyr, Thinker, Man of Resistance*, London, T&T Clark, 2012.

BTS Format, Style, and Writing Standards:

All research papers must be formatted in accordance with Turabian Chicago standards including the title page. All papers are to be #12 font Times New Roman and Double-Spaced. Any paper not conforming to these standards will automatically be dropped one letter grade. Please see the BTS Form and Style Guide for more information on turning in papers and assignments.

The BTS Turabian Form and Style Guide and other resources are available on the BTS Research and Writing Center webpage: <https://www.btswritingcenter.net/>. In addition, the Writing Center runs 2-3 Writing Workshops every semester, which can be very helpful if needed.

BTS Plagiarism / Generative AI Policy:

Unless clearly directed by the instructor, the students should submit their own work, independent of artificial intelligence tools. Use of generative AI to write papers or to write significant portions of assignments is considered an ethical violation of our Student Code of Conduct and to be a violation of general academic integrity, which could result in a zero on the assignment and/or a lowered letter grade for the course by the professor. If determined to be an egregious violation, it could lead to further sanctions administered through the Academic Committee, including expulsion from BTS.

COURSE EXPECTATIONS

This is a rigorous doctoral course which is meant to prepare you for a lifetime of professional ministry at the highest levels of moral and ethical leadership in public theology. Therefore, your work is to be your own, you are to participate as a professional student with both your fellow students and lecturers, and your essays and papers will be assessed according to expert standards of academic writing and scholarship.

This is a required, virtual class conducted online during Summer Semester 2026 in support of the D.Min. in Chaplaincy Studies degree. The student is responsible for completing all reading assignments and discussion threads noted in the schedule below; a research paper is the sole written requirement. If required, the student must be prepared and engage in robust class discussion, which is the heart of the adult learning model process.

Final Research Paper: a professional examination on the cost of moral and ethical leadership which aligns with one’s personal values, principles, and beliefs. The research question to be

answered is: **“In leading within the broader fields of public theology, is individual self-sacrifice a necessary cost of such leadership and, if so, to what extent, both temporally and eternally?”** You must identify your assumptions, articulate a clear research question, and link your paper’s thesis to answer the stated research question. You will then support this thesis throughout your paper, making sure to correctly and effectively incorporate all the required sources listed above. Additionally, you will respectfully address the key arguments and strongest evidence which others might use to counter your position yet ensure that you defend your own position. A strong conclusion will demonstrate the continuing relevance for this personal statement on Christian contexts other than the student’s own. The intended length of the paper should be between 22-25 pages.

GRADING WEIGHT & COMMENTS

COURSE REQUIREMENT	GRADE WEIGHT	COMMENTS
Assignments (Class Discussion)	25%	
Research Paper	75%	
Total	100%	

COURSE SCHEULE

Tuesday	07/07	<p style="text-align: center;">Foundations of Moral and Ethical Leadership I</p> <p>Readings and Materials</p> <ul style="list-style-type: none"> • 2 Samuel Chapters 11-15 • Read Ludwig and Longenecker Article • Read Weigle and Allen Article • Begin Reading Bonhoeffer, Dallaire, and Mallard <p>Key Concepts</p> <ul style="list-style-type: none"> • Examine/Critique Ludwig and Longenecker’s Idea of Leader Isolation as a Cause for Moral Failure • Examine/Critique Weigle and Allen’s Prescription of Staff Engagement with Leaders as a Counter to Personal and Moral Isolation Assess the Above Against a Biblical Understanding of David’s Violation of Bathsheba, Particularly the Strategic Impact on His Forces, Kingdom, and the Nation of Israel
Tuesday	07/14	<p style="text-align: center;">Foundations of Moral and Ethical Leadership II</p> <p>Readings and Materials</p> <ul style="list-style-type: none"> • Continue Reading Bonhoeffer, Dallaire, and Mallard <p>Key Concepts</p> <ul style="list-style-type: none"> • Assess Bonhoeffer’s Historical Context, Particularly Imprisonment, on His <i>Ethics</i> • Assess the Constraint of Political Authorities and Mission Resources on BG Dallaire’s Leadership Mission in Rwanda • Examine Mallard’s Conceptualization of Both Moral and Spiritual Injury

Tuesday	07/21	<p style="text-align: center;">Foundations of Moral and Ethical Leadership III</p> <p>Readings and Materials</p> <ul style="list-style-type: none"> • Continue Reading Bonhoeffer, Dallaire, and Mallard <p>Key Concepts</p> <ul style="list-style-type: none"> • Assess Bonhoeffer’s Conceptualization of Becoming a “Spoke in the Wheel” In Situations Demanding Leader Action • Assess the Moral Failure of the United Nations and Western Democracies on the Rwanda Genocide • Understand Mallard’s Primacy of the Role of Values, Principles, and Beliefs (both Individually and Communally) on the Task of Moral and Ethical Leadership
Tuesday	07/28	<p style="text-align: center;">Foundations of Moral and Ethical Leadership IV</p> <p>Readings and Materials</p> <ul style="list-style-type: none"> • Continue Reading Bonhoeffer, Dallaire, and Mallard <p>Assignments</p> <ul style="list-style-type: none"> • Assess Bonhoeffer’s Idea of “Jesus, the Man for Others” As a Functional (or Non-functional) Theological Paradigm for Humanity’s Reconciliation with God • Assess the Personal Impact on BG Dallaire of His Military Leadership of the UN Rwanda Peacekeeping Mission • Understand the Major Components of Just War Tradition as Mallard Elucidates Them, and Whether This Tradition Can or Cannot Be a Feasible Constraint on Future War
Tuesday	08/04	<p style="text-align: center;">Research Paper Writing I</p> <p>Readings and Materials</p> <ul style="list-style-type: none"> • Review Previous Required Readings • Research Fresh Primary and Secondary Sources <p>Assignments</p> <ul style="list-style-type: none"> • Begin Writing Final Paper
Tuesday	08/11	<p style="text-align: center;">Research Paper Writing II</p> <p>Readings and Materials</p> <ul style="list-style-type: none"> • Review Previous Required Readings • Research Fresh Primary and Secondary Sources <p>Assignments</p> <ul style="list-style-type: none"> • Complete/Submit Writing Final Paper NLT 2359CST on 28 AUG 2026

Attendance Policy:

This class is asynchronous and there are no scheduled classes. Students will independently complete assigned readings, research and writing at their own pace, submitting their final paper by the date and time listed above.

Class Policies and Procedures:

- BTS highly recommends using handwritten note taking methods in class and keeping computer usage to a minimum.
- Other electronics should be used sparingly.
- All assignments must be submitted by email by 11:59 (CDT/CST) on the due date.

Video Conference Policies and Procedures:

- Please utilize the BTS “Best VC (Video Conference) Practices” information for the course.
- Laptops/Desktops are the preferred method of attending a video conference course. Information will be shared on the screen, so phones will be less useful.
- In Video Conference, it is preferable for the student to keep their video on (when possible) so that students and faculty may engage with one another. Extended periods of dark screens will result in follow-up and potential removal from class.
- Other electronics should be used sparingly.

GRADING CRITERIA AND ASSESSMENT RUBRIC

A to A-	B to B-	C to C-	D to D-
Correct spelling and grammar/punctuation	Minor errors in spelling or grammar/punctuation	Multiple errors in spelling or grammar/punctuation per page	Difficult to read due to English writing errors
Smooth writing that provides for effective and efficient reading	Writing is acceptable, but not as organized and coherent	Writing is not smooth, sometimes confusing and inconsistent	Writing lacks clarity, focus, structure, and is incoherent
Person and format are proper for assignment	Person and format are inconsistent	Person and format are not appropriate	Person and format are totally inappropriate

Scripture, paraphrases, quotes, and summaries are appropriately used, cited, and clearly supports main argument	Scripture, paraphrases, quotes, and summaries are appropriate but need more depth and use of critical thinking	Scripture, paraphrases, quotes, and summaries are inadequate for main argument and do not reflect understanding	Scripture, paraphrases, quotes, and summaries are improperly used, overused, under used, or cited in error
Paper completely conforms to Turabian's <i>Manual for Writers</i>	Paper generally conforms to Turabian's <i>Manual for Writers</i>	Paper somewhat conforms to Turabian's <i>Manual for Writers</i>	Paper does not conform to Turabian's <i>Manual for Writers</i>

BTS Outcomes Evaluation

Please rank each outcome on a scale of 1-5

1: this outcome is not covered in this class

2: this outcome is only touched on in this class

3: this outcome is discussed in conjunction with class material

4: this outcome lightly assessed as part of course assessment (one assignment)

5: this outcome is fully integrated into the assessment of this course (multiple assignments)

1. Scripture: Students will effectively articulate the truth of Scripture and Scripture as truth, engaged with learning biblical knowledge and reformed principles of the supremacy of Scripture as God's word.

2. Reformed Theology: Students will be able to engage and reproduce the primary and essential elements of Reformed Theology.

3. Local Church: Students will be engaged in applied ministry projects in the local church

4. Wisdom: Students will grow in character; increasing in their demonstration of wisdom and its fruits.

5. Discipleship: Students will be able to understand and articulate the nature and importance of discipleship—both ordinary (means of grace) and extraordinary (biblical counseling).

6. Communication: Students will grow in the efficacy of their communication (articulation, teaching/speaking, and preaching—respective to various departments) both in content knowledge and rhetorical strategies.

7. Worldview: Students will demonstrate a growing ability to apply God's word to all spheres of life, evidenced through class discussion and other assigned assessments.

8. Leadership: Students will grow in their understanding of godly leadership and ability to lead others in service of the local church.

Outcome	Rank	Rational (one sentence)
Scripture	3	Application of Scripture to contemporary theology
Reformed Theology	3	Addressed in response to variant theologies
Local Church	4	Important application to the function of the church
Wisdom	3	Application of biblical truth to contemporary theology

Discipleship	1	Not meaningfully addressed in the class
Communication	1	Not meaningfully addressed in the class
Worldview	4	Application of theology to secular worldview
Leadership	1	Not meaningfully addressed in the class



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STUDENT SIGNATURE

Your signature below indicates that you have read this syllabus, understand it, and are willing to accept the requirements and responsibilities for successfully completing this course.

Student Signature: _____ Date: _____