

YARRA THEOLOGICAL UNION

A College of

University of Divinity

H A N D B O O K

2017

98 Albion Road, Box Hill, Vic. 3128.

(All correspondence to: P.O. Box 79, Box Hill, 3128)

Telephone: (03) 9890 3771

**ABN 32 005 425 203
CRICOS Provider 01037A**

**Email: admin@ytu.edu.au
Website: www.ytu.edu.au**

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Any revisions to this handbook will appear in our website version www.ytu.edu.au

2017 ACADEMIC CALENDAR

Semester 1 2017

January	16	Office re-opens– Enrolments begin	
	26	Australia Day Holiday – Office closed	
February	16	Enrolments end	
	17	Academic Leadership Group Meeting	2.00pm
	18	GCTRE Intensive Box Hill	
	23	Overseas Students' Orientation	2.00pm
	24	Faculty Meeting	2.00pm
	24	Orientation & BBQ	5.00pm
	25	GCTRE Intensive Box Hill	
	27	First Semester Lectures begin – week 1	9.30am
March	01	Ash Wednesday	
	01	Department Meetings	
	04	GCTRE Intensive Box Hill	
	07	Faculty Seminar	1.00pm
	08	Education Board Meeting	2.00pm
	13-16	Hospitality Week	
	16	Finance, Business & Development Meeting	10.00am
	17	Senate & Council Meetings	10.00am
	17	Inaugural Eucharistic Celebration & Supper	7.00pm
	16-17	GCTRE Intensive Ballarat (Thurs & Fri)	
	21	Census Date (for semester units)	
	22	Academic Leadership Group	2.00pm
	22	– April 18 th BS3016Y Passover & Easter Overseas Travel Unit	
	24	UD Conferral of Degrees – St Patrick's Cathedral	7.30pm
	24-25	GCTRE Intensive Mildura (Fri & Sat)	
	29	Department Meetings	
April	03-04	GCTRE Intensive Box Hill (Mon & Tue)	
	04	Faculty Seminar	1.00pm
	05	Education Board Meeting	2.00pm
	10-23	Non-Instruction Period	
	16	Easter Sunday	
	24	Lectures resume	
	25	ANZAC Day	
	26	Faculty Meeting	2.00pm
	28-29	GCTRE Intensive Mildura (Fri & Sat)	
May	03	Department Meeting	
	04-05	GCTRE Intensive Ballarat (Thurs & Fri)	
	09	Faculty Seminar	1.00pm
	17	Education Board Meeting	2.00pm
		2018 New and Revised Units due	

2017 ACADEMIC CALENDAR

June	01	Finance, Business & Development Meeting	10.00am
	02	Council Meeting	10.00am
	02	Faculty Lunch	12.30pm
	02	First Semester Lectures end	
	05-09	Study Week	
	06	-July 3rd BN3/9015Y Biblical Land Overseas Intensive Travel Unit	
	07	University of Divinity Faculty Research Day	
	12-15	First Semester Exams (Monday – Thursday)	
	19	2 nd Semester enrolments begin	

July	03	Results due to YTU Registrar	
	06	2 nd Semester enrolments end	
	07	Academic Leadership Group Meeting	10.00am
	14	First Semester Results released to Students	

June 15 – July 28 MID-YEAR VACATION

Semester 2 2017

July	28	Overseas Students' Orientation	2.00pm
	29	GCTRE Intensive Box Hill	
	31	Second Semester lectures begin Week 1	

August	02	Faculty Meeting	2.00pm
	3-4	GCTRE Intensive Ballarat (Thurs & Fri)	
	08	Faculty Seminar	1.00pm
	09	Academic Leadership Group Meeting	2.00pm
	11	SRC Evening	
	12	GCTRE Intensive Box Hill	
	16	Department Meetings	
	18-19	GCTRE Intensive Mildura (Fri & Sat)	
	22	Census Date (for semester units)	
	23	Education Board Meeting	2.00pm
	31	Finance, Business & Development Meeting	10.00am

September	01	Senate & Council Meetings	10.00am
	05	Faculty Seminar	1.00pm
	06	Academic Leadership Group Meeting	2.00pm

2017 ACADEMIC CALENDAR

September

13	Department Meetings	2.00pm
14-15	GCTRE Intensive Ballarat (Thurs & Fri)	
15-16	GCTRE Intensive Mildura (Fri & Sat)	
20	Education Board Meeting	2.00pm
22	Faculty Day	10.00 am
25-26	GCTRE Intensive Box Hill (Mon & Tues)	
25 -06 Oct	Non-Instruction Period	

October

09	Week 9 – Lectures resume	
10	Faculty Seminar	1.00pm
11	Academic Leadership Group Meeting	2.00pm
18	Department Meetings	
22	Information Session / Open Day (Sunday)	2.00pm
25	Education Board Meeting	2.00pm

November

03	Second Semester lectures end	
06- 10	Study Week	
08	UD Teaching Day (for all academic staff)	
13-16	Second Semester Exams (Monday - Thursday)	
23	Finance, Business & Development Meeting	10.00 am
24	Council Meeting	2.00pm
24	End of Year Eucharist	7.00pm
27 Nov	- Dec 15 Re-enrolment period for 2017	

December

01	Faculty Dinner	
04	Results due to YTU Registrar	
15	Second Semester Results released to students	

UNIVERSITY OF DIVINITY

Founded by an Act of the Victorian State Parliament on December 17, 1910, University of Divinity is the oldest ecumenical institution in the world offering academic degrees and awards in theology and divinity. At its founding as Melbourne College of Divinity (MCD), the college represented the Church of England, the Baptist, Congregational, Methodist, and Presbyterian churches, and by co-optation the Churches of Christ. It was later enlarged to include the Roman Catholic Church and the Salvation Army. From 1993 to 2011 MCD, while retaining its autonomy and degree conferring status, was affiliated with the University of Melbourne; academic programs are also available in conjunction with Monash University. At the beginning of 2012 the Melbourne College of Divinity was inaugurated as the first university of specialisation in Australia as MCD University of Divinity. Since 2014 it has been called simply University of Divinity.

Today University of Divinity includes nine denominational Colleges representing the Anglican, Baptist, Churches of Christ, Lutheran, Roman Catholic and Uniting churches, and the Salvation Army, and has one specialist institute, Jesuit College of Spirituality, and one research-only college (Morling College). By its very nature University of Divinity is fundamentally committed to ecumenical co-operation in theological education. Each College of the University, while encouraged to be true to its own heritage and commitments, is enriched by membership in a theologically diverse community of scholars and scholarship. Students, faculty, alumni and friends of the University are proud participants in a collaborative effort that seeks to achieve collectively what member institutions could not accomplish individually.

Further information can be obtained from the University website: www.divinity.edu.au

Information for students (including various forms)

International students

Libraries

Policies

Regulations for each degree and award

Fees

The Office of the Vice Chancellor

21 Highbury Grove, KEW, 3101

Tel: (03) 9853 3177

Fax: (03) 9853 6695

Web: www.divinity.edu.au

Email: enquiries@divinity.edu.au

University of Divinity Research Office

29 College Crescent

Parkville Vic 3052

Tel: (03) 9340 8820

STATEMENT OF RIGHTS, RESPONSIBILITIES, AND CONDUCT OF MEMBERS OF THE UNIVERSITY

1. All members of the University must adhere to the highest standards of academic learning, integrity, fairness and honesty. All forms of cheating, plagiarism, or other academic fraud are strictly forbidden.
2. All members of the University are entitled to be treated fairly in all academic and administrative matters. All members of the University are entitled to appeal a decision made by the University or its Colleges or to seek resolution of a grievance in accordance with University policies without disadvantage. No decision of the University in regard to academic or administrative matters may discriminate against a member of the University or an applicant for admission to the University on the grounds of age, gender, marital status, sexual orientation, religion, colour, race, ethnicity or country of origin.
3. All members of the University have the right to be safe and to feel safe in University and College environments. Bullying or harassment in any form - spiritual, sexual, or discriminatory - is wrong and not permitted.
4. Academic staff and examiners are to grade all assessment in a timely manner and without regard to any personal knowledge of, or relationship with, any student or group of students.
5. Students are expected to participate actively in all classes and to have consideration for staff and other students and their learning.
6. Students are expected to comply with reasonable and lawful directions from University and College staff.
7. Students must not behave in a way that disrupts or interferes with any teaching or academic activity of the University.
8. All officers of the University undertake to treat personal information given to the University or its Colleges in confidence and to use it only for the purpose for which it was given. Personal information may only be accessed by people or agencies entitled to do so.
9. Each student who has been admitted to a University award is assured that educational and financial resources are in place to ensure the award may be completed. In the highly unlikely event that the University cannot deliver a course for which a student has paid fees, these will be refunded, or a place at another higher education provider arranged by the University.

Australian Lutheran College

104 Jeffcott Street
NORTH ADELAIDE
South Australia 5006
Tel: 1800 625 193
Web: www.alc.edu.au
Email: alc@alc.edu.au

Catherine Booth College (SABC)

100 Maidstone Street,
RINGWOOD, 3134.
Tel: (03) 9847 5400
Web: www.salvationarmy.org.au/cbc/
Email: cbc@aus.salvationarmy.org

Catholic Theological College (CTC)

278 Victoria Parade,
EAST MELBOURNE 3002.
Tel: (03) 9412 3333
Web: www.ctc.edu.au
Email: ctc@ctc.edu.au

Jesuit College of Spirituality

175 Royal Parade
Parkville VIC 3052
AUSTRALIA
Web: www.jcs.edu.au
Email: enquiries@jcs.edu.au

Morling College

120 Herring Road
Macquarie Park NSW 2113
Tel: (02) 9878 0201
Web: www.morling.nsw.edu.au
Email: enquiries@morling.edu.au

Pilgrim Theological College

Centre for Theology and Ministry

29 College Crescent,

PARKVILLE 3052.

Tel: (03) 9340 8800

Web: www.pilgrim.edu.au

Email: study@pilgrim.edu.au

St Athanasius Coptic Orthodox Theological College (SACOTC)

88 -154 Park Road, Donvale, VIC 3111

P O Box 1153, Mitcham North, VIC 3132

Tel: (03) 9874 0388

Web: www.sacotc.vic.edu.au

Email: registrar@sacotc.vic.edu.au

Stirling Theological College

44-60 Jacksons Road,

MULGRAVE 3170.

Tel: (03) 9790 1000

Web: www.stirling.edu.au

Email: admin@stirling.edu.au

Trinity College Theological School

Royal Parade

PARKVILLE 3052

Tel: (03) 9348 7127

Web: www.trinity.unimelb.edu.au/learning/theological-school.html

E-mail: tcts@trinity.unimelb.edu.au

Whitley College

271 Royal Parade,

PARKVILLE 3052.

Tel: (03) 9340 8017

Web: www.theol.whitley.unimelb.edu.au

Email: whitley@whitley.unimelb.edu.au

Yarra Theological Union (YTU)

98 Albion Road, (P O Box 79),

BOX HILL 3128.

Tel: (03) 9890 3771

Web: www.ytu.edu.au

Email: admin@ytu.edu.au

YARRA THEOLOGICAL UNION

Yarra Theological Union (YTU) was originally founded in 1971 by the Carmelites, the Franciscans, the Missionaries of the Sacred Heart and the Passionists. Over the years other orders joined: the Redemptorists (Australian and New Zealand Provinces), Pallottines, Dominicans, Divine Word Missionaries, the Discalced Carmelites and the Blessed Sacrament Congregation. Graced by the generosity of the Franciscan Friars YTU is located at St. Paschal Friary.

On 18th January 1973, YTU was granted formal recognition as an institute of priestly formation by the then Archbishop of Melbourne, James Cardinal Knox. In September 1973, YTU, together with the Catholic Theological College in Clayton and the United Faculty of Theology in Parkville, was approved by University of Divinity (then MCD) as a College with the right to teach for the degree of Bachelor of Theology. This was extended to approving the right to teach towards the postgraduate degrees of Master of Theology and Doctor of Theology in 1975.

Over recent years YTU, together with the other college members of University of Divinity (UD), has extended its teaching program to provide postgraduate units for candidates for the degrees of Master of Theological Studies and, from 2000, Graduate Diploma in Theology, Master of Arts and Doctor of Philosophy.

VISION STATEMENT

We are an inclusive and welcoming community for theological education and ministerial formation, open to those who seek educational and personal transformation in changing contexts. As a College of the University of Divinity, which is Catholic in tradition and ecumenical in spirit, we seek to promote and resource the participation of all people in the mission of God for the building up of a healthy church and for the transformation of the world.

MISSION STATEMENT

We fulfil our vision by:

- offering undergraduate and postgraduate awards of the University of Divinity and other educational experiences
- engaging in critical theological inquiry, scholarly research and publication in theology
- equipping people (professed and lay) for various ministries in the churches: parishes, schools, hospitals, church agencies and in the world at large
- being a forum for comment and dialogue with the wider society on those matters which fall within our competence.

VALUE STATEMENT

Our Core Values are:

1. Service to church and world.
2. Faithfulness in interpreting the Catholic Tradition.
3. Dialogue and collaboration.
4. Inclusive hospitality to persons and traditions.
5. Commitment to being a community of scholarship, prayer and pastoral care.

MEMBER COLLEGES (YTU)

Holy Cross Retreat (CP)

207 Serpells Road, Templestowe, 3106.

Tel: (03) 9846 1622.

Website: www.passionists.com

Redemptorist Seminary (CSsR)

10 Majella Court, Kew, 3101.

Tel: (03) 9816 9342.

Website: www.cssr.org.au

Carmelite Theological College (OCarm)

75 Wright Street, Middle Park, 3206.

Tel: (03) 9699 1922.

Library: 214 Richardson St, Middle Park, 3206.

Tel: (03) 9682 8553.

Website: www.carmelites.org.au

Cuskelly House (MSC)

18 Parkside Street, Blackburn, 3130.

Tel: (03) 9878 0265

Website: www.misacor.org.au

St Paschal College (OFM)

90 Albion Road, Box Hill, 3128.

Tel: (03) 9896 4400

Library: (03) 9896 4450

Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)

85 Studley Park Road, Kew, 3101.

Tel: (03) 9853 8506

Website: www.pallottine.org.au

Dorish Maru College (SVD)

100 Albion Road, Box Hill, 3128.

Tel: (03) 9890 0065.

Website: www.divineword.org.au

OTHER MEMBERS OF THE UNION

Congregation of the Blessed Sacrament (SSS)

Website: www.blessedsacrament.com.au

MEMBER COLLEGE FEAST DAYS

The principal feast day of each Member College is:

APRIL	21	SAC	St. Vincent Pallotti
JUNE	15	MSC	Feast of the Sacred Heart
JULY	16	OCarm	Our Lady of Mt Carmel
AUGUST	1	CSsR	St. Alphonsus Ligouri
AUGUST	2	SSS	St. Peter Julian Eymard
SEPTEMBER	8	SVD	Foundation Day (Birthday of the Blessed Virgin)
OCTOBER	4	OFM	St. Francis of Assisi
OCTOBER	19	CP	St. Paul of the Cross

YTU ADMINISTRATION

COUNCIL	Very Rev. Henry Adler SVD
	Very Rev. Paul Cahill OCarm
	Very Rev. Edmond Nixon CSsR
	Very Rev. Jo Dirks SSS
	Very Rev. John Mulrooney MSC (Chair)
	Very Rev. Tom McDonough CP
	Rev. Eugene San SAC
	Very Rev. Phillip Miscamble OFM
	President and Academic Dean

SENATE	Council, Education Board and representative of the Conference of Leaders of Religious Congregations of Victoria
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PRESIDENT	Rev. Dr Christopher Monaghan CP, BTheol, LSS, PhD
ACADEMIC DEAN	Rev. Dr Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
REGISTRAR	Ms Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt
BUSINESS ADMINISTRATOR	Mr Bernard Barnewall
ADMINISTRATIVE ASSISTANTS	Mrs Nicole Ross Ms Hayley Alexander

EDUCATION BOARD

Christopher Monaghan CP, BTheol, LSS, PhD	<i>(President)</i>
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol	<i>(Academic Dean)</i>
Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt	<i>(Registrar)</i>
Mary Coloe PBVM, BA, BTheol(Hons), DTheol	
– Biblical Studies Department Head	
Claire Renkin BA, DipEd, AMusA, MA, PhD	
– Christian Thought and History Department Head	
Jacob Kavunkal SVD, MA, MPh, DMiss	
– Theology: Mission and Ministry Department Head	
Michael Kelly CSsR, BTheol, STM, MEd, PhD	
– Research Coordinator	
To be advised	- Faculty Rep.
To be advised	- Faculty Rep.
President, Student Representative Council	
Secretary, Student Representative Council	

Co-Opted

Shane Mackinlay BTheol, BA, MPhil, PhD
– Master, Catholic Theological College

HUMANITIES DEPARTMENT

Bruce Duncan CSsR, BEc(Hons), PhD
Jacob Kavunkal SVD, MA, MPh, DMiss

Visiting Lecturers

Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF BIBLICAL STUDIES

Glenda Bourke SGS, BA, BTheol, TheolM
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
Janina Hiebel DiplTheol, PhD
Christopher Monaghan CP, BTheol, LSS, PhD
Mary Reaburn NDS, BA, BTheol, MTheol, DTheol

(Department Head)

Faculty Associate Members

Mark O'Brien OP, BSc, STB, LSS, DTheol

DEPARTMENT OF CHRISTIAN THOUGHT AND HISTORY

Matthew Beckmann OFM, BA LLB, BTheol, MA, PhD
Gavin Brown, BA(Hons), PhD, MTS
Bruce Duncan CSsR, BEc(Hons), PhD
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
Janette Gray RSM, BA, DipEd, BTheol, TheolM, PhD
Christiaan Mostert BA, BD (Hons), MA, PhD
Claire Renkin BA, DipEd, AMusA, MA, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD

(Department Head)

Faculty Associate Members

Richard Blandford BTheol, PhD
Anna Welch BA(Hons), PhD

Visiting Lecturer

Gregory Brett CM, STL, MEd, PhD
Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF THEOLOGY: MISSION AND MINISTRY

Bruce Duncan CSsR, BEc(Hons), PhD
Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL, PhD
Jacob Kavunkal SVD, MA, MPh, DMiss
Michael Kelly CSsR, BTheol, STM, MEd, PhD
David Leary OFM BTh, MCouns, PhD
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Margaret Smith SGS, BA, MA(Lit Studies), DMin
Bernard Teo CSsR, STD

(Department Head)

YTU FACULTY 2017 CONTINUED

Faculty Associate Members

Peter Cantwell OFM, MA, PhD, MAPsS, MASH

Visiting Lecturers

Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)

Maryanne Confoy RSC, BA, MEd, PhD, MACE

HEART OF LIFE SPIRITUALITY CENTRE

LECTURERS

Emeritus Professor Paul Beirne MA, MDiv, DMin, PhD

Carole Carmody RSM, M Ed , Grad Dip RE, Dip T, Cert SD

Mary Coloe PBVM, BA, BTheol(Hons), DTheol

Peter Malone MSC, STL(Hons) BA, MA, STD, Cert SD

Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE

Kevin Messer ClinScD, M.Ed., Grad Dip. Counselling & Human Services, Cert SD

Robyn Reynolds OLSH, BA(Hons), MA, PhD

Sue Richardson PBVM, MA(Theol), AMusA, DipFormSpir, DipStudSpir, Cert SD

Kathleen Spokes SGS, MEd (RE), Dip Theol Stud, Cert SD, Cert Supervisn SD, BEd

PRACTICUM SUPERVISORS

Kathy Clark, BA, Dip Tchg, BTheol, MTS, Grad Cert SD

Marlene McGrath

Lis Teggelove RSM, Cert RE

LECTOR EMERITUS

John Collins STL, BSS, PhD, DipEd

Brian Gleeson CP, MA, MMRSc, DTheol

Margaret Jenkins CSB, BA, BSc, DipEd, MA (RelSt), DTheol

Ennio Mantovani SVD, LMiss, DMiss

(John) Hilary Martin OP, MDiv, STLr, MLitt, PhD

Cormac Nagle OFM, DCL

Lawrence Nemer SVD, LMiss, MA, PhD

Peter Price MMin, PhD

Mary Scarfe BA, DipSocStud

Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol

Norman Young BA(Hons), BD(Hons), PhD

SPECIAL OFFICES

Research & RE

Michael Kelly CSsR, BTheol, STM, MEd, PhD

Chaplain

Sue Richardson MA(Theol), AMusA, DipFormSpir, DipStudSpir, Cert SD, Dip.T

Finance and Business Development Committee:

Bernard Barnewall

Bill Keenan

Mark O'Brien

Peter Whiting

Dean Bradbury SAC

Christopher Monaghan CP

Brian Rigney

ENROLMENTS

ALL STUDENTS NEED TO ENROL PERSONALLY BY APPOINTMENT
through the YTU Office – Phone 9890 3771

All Coursework Students (except GCTRE students) need to make an appointment to see the
Academic Dean.

GCTRE Students and Higher Degree by Research students need to make an appointment to
see Associate Professor Michael Kelly.

Coursework student's enrolment dates:

- Monday 28 November – Friday 16 December 2016
- Monday 23 January – Tuesday 16 February 2017
- Monday 19 June – Friday 06 July 2017
- Monday 27 November 2017– Friday 15 December 2017 for Enrolments For the 2018 year

Higher Degrees by Research Enrolment Dates

- 15 November 2016: Applications for (domestic) HDR admissions, first semester 2017
- 15 November 2016: Applications for (international) HDR admissions, second semester 2017
- 15 April 2017: Applications for (domestic) HDR admissions, second semester 2017
- 15 April 2017: Applications for (international) HDR admissions, first semester 2018
- 15 November 2017: Applications for (domestic) HDR admissions, first semester 2018
- 15 November 2017: Applications for (international) HDR admissions, second semester 2018

***It is also possible to make appointments
for Saturday morning and after normal business hours.***

NEW Students need to bring the following to the interview:

- Academic Transcripts (VCE Certificate or equivalent and other tertiary transcripts). If the transcript is a copy it needs to be certified.
- Proof of Australian Citizenship (Current passport OR Birth Certificate and name-change documents)
- Tax File Number (If applying for FEE-HELP)
- Cash, cheque, B pay or credit card if paying fees upfront rather than FEE-HELP

**ALL Students need to bring ONE current passport-size photograph for your student card.
This needs to be of passport quality.**

**ALL Students must enrol by the above dates.
Only in exceptional circumstances would a student be permitted
to enrol in a unit after the first lecture in that unit.**

*The College reserves the right to alter or cancel unit offerings
when circumstances warrant, especially if an insufficient number is enrolled.*

**YTU reserves the right to use its discretion in accepting applications for enrolment and
re-enrolment**

Students wishing to take units at other colleges must enrol through the Academic Dean of YTU.

Any **change in enrolment** must be authorised, in writing, by the Academic Dean or Research Coordinator of YTU. These changes must occur **BEFORE** the Census Date in each semester (normally, three weeks into the semester).

INTERNATIONAL STUDENTS

International students should additionally be familiar with The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code 2007) published by the Australian Federal Government.

<http://www.aei.gov.au/AEI/ESOS/NationalCodeofPractice2007/default.htm>

English Language School for Pastoral Ministry

The English Language School for Pastoral Ministry, ELSPM, began on the YTU campus in June 2015. It endeavours to contextualise Second Language English Learning within a student body, who are committed to all the shared values of a pastoral ministry enterprise.

ELSPM aims to cater especially for the Asia – Pacific church, particularly the Dioceses and Religious Orders within the region. We specialise our courses for students who are committed to the vocation of pastoral ministry in today's church: - seminary students, candidates for priesthood, Ministry of the Word, pastoral care workers, nurses and teachers in church institutions as well as those preparing for ministry experiences in English speaking countries.

The School aims to help students communicate in English as quickly and efficiently as possible. The courses are designed to develop listening, speaking, reading and writing skills and are carefully structured to improve student's fluency and accuracy.

After completing courses at ELSPM a number of students go onto further studies at YTU. They enjoy the proximity and support of their English language teachers and other students. They already have a familiarity with the premises that can sometimes be daunting for new students to a College of Divinity.

The school has had a number of students return to their countries with a renewed confidence in communicating, reading and writing in the English Language. In fact one of the students is teaching English to candidates in Ecuador in South America in a religious formation program and others are working within their own Congregations or have gone onto further studies.

ELSPM's English courses are all accredited through the Australian Government and are registered to it, through the National ELICOS Accreditation Scheme (NEAS)

FEES AND OTHER COSTS

BTheol (and Diploma courses):	\$1470.00 per 15 point unit of study
Postgraduate Courses	\$2286.00 per 15 point unit of study
GCTRE units	\$1524.00 per 10 point unit of study
GCTRE Integrative unit	\$762.00 per 5 point unit of study
Audit (unit taken without assessment):	\$500.00 per 15 point unit of study
Not for Credit Units	\$250.00 per unit
No extra fees apply – library/borrowing fees are included.	

Fees for academic documents as approved by the University Council are:

- Academic Transcript (3 copies): \$50
- Australian Higher Education Graduation Statement (1 copy): \$30
- Combination (2 transcripts and 1 AHEGS): \$50
- Additional copy of transcript or AHEGS (per copy): \$10
- Replacement Testamur [conditions apply]: \$200

For more information on academic records go to University of Divinity Website:

<http://www.divinity.edu.au/alumni/academic-records/>

No extra fees apply – library/borrowing fees are included.

No refund of fees applies after the stated **Census Dates** for 2017: **21 March for first semester and 22 August for second semester.**

Fees for **not for credit units and audit units** are invoiced by YTU after enrolment and payable by census date

Fees for Undergraduate and Postgraduate Courses are paid directly to University of Divinity (UD) which will issue an itemised invoice when the enrolment is processed. When a student applies for FEE-HELP at enrolment, the fees owing will be paid by the government through the UD office.

UD regulations require accounts to be paid in full before results are released or the next semester's enrolment is confirmed.

Student Representative Council

Email address: src@ytu.edu.au

The SRC of YTU provides tea and coffee facilities in the Common Room during semester. No fee is payable for this service. However, the SRC does ask that students make a **voluntary donation** of at least \$10 per semester to the SRC funds to cover this cost.

Bursaries for Tuition

Fees for all UD awards are set by UD, and must be equal across each student group, to accord with recent Commonwealth legislation. This has led to a rise in undergraduate fees. To assist students, a UD Bursary Fund has been established. It has limited funds available, but further donations are being sought (these are tax deductible). The criteria to be used when allocating bursaries include sources of support available to students and each student's progress thus far, as well as a student's need for tuition fee support. Applications are treated in strict confidence.

To apply for assistance, submit a completed application form to the Academic Dean. (Application forms are available from the Registrar.)

Fee reductions can also be negotiated in cases of need or hardship. Application forms are available from the Registrar.

FEE – HELP

Students in any University of Divinity course who are Australian citizens, or hold a permanent humanitarian visa, can have their tuition fees met by a loan from the Commonwealth Government. The scheme – brought in under the **Higher Education Support Act (HESA, 2003)** – is called the **Higher Education Loan Program: FEE–HELP** for short.

NB: All students who accessed PELS (Postgraduate Education Loans Scheme) in 2004 are also eligible for FEE–HELP, even if they are not Australian citizens.

To apply for a FEE–HELP loan, you must fill in the Government form at the time of enrolment and give it to the Academic Dean or Postgraduate Coordinator. These forms must be processed by YTU and sent to the Office of the Vice-Chancellor before the stated Census Dates (Semester One: 21st March 2017, Semester Two: 22nd August 2017). Forms and **FEE–HELP information** are available from the YTU office. Your fees will be paid to the Office of the Vice-Chancellor by the Commonwealth Government, and YTU will receive payment for your classes and library use.

Before you apply for a loan, please note carefully, the following:

- a) For **undergraduate courses** (BTheol, AdvDipMin, DipMin) the Government adds a 25% loan fee to your tax liability (e.g., a unit costing **\$1470.00** will incur a tax liability of **\$1837.50** per unit). For **postgraduate courses** (GradCert, GradDips, Masters, Doctorates) only the amount borrowed is subject to repayment. Only take out a loan for complete units for which you are enrolled (e.g., request a loan for one, two or three units but not fractions).
- b) You must have a Tax File Number to apply for a FEE–HELP loan.
- c) Your loan is repaid through the tax system. When your income **reaches \$54,869** (in 2017 Australian dollars, indexed upward each June) you pay a proportion back with your tax. The higher your income, the higher the repayment proportion, starting at 4.0%. If you make a voluntary repayment of \$500 or more, you will receive a bonus of 5%. This means your account will be credited with an additional 5% of the value of your payment. The bonus is 5% of the payment amount, not 5% of the total debt. Voluntary repayments are in addition to the compulsory repayments made through your tax return. Note: The HELP voluntary repayment bonus will be removed from 1 January 2017. Until that date, the current arrangements still apply for voluntary repayments made and processed by 31 December 2016. Your FEE–HELP tax liability goes up by CPI on 1st June each year. If someone with a FEE–HELP debt dies, only the repayment due in that tax year is billed; the rest is cancelled.
- d) The Government requires that, before you sign the FEE–HELP form, you **must** read the **FEE–HELP Information** booklet so that you are aware of your obligations under the scheme. If you participate in FEE–HELP, your details will be listed in DEEWR'S **Higher Education Information Management System (HEIMS)**, and you will receive a **Commonwealth Higher Education Student Support Number (CHESSN)**, which remains unique to you for life.

The administration at the University and YTU offices take your right to privacy seriously, and only use information you provide for the purpose for which you give it to us. The second page of the FEE–HELP form includes your Tax File Number, which will be seen by only two people in the Office of the Vice-Chancellor: your college office will keep a copy of the first page, which does not include your TFN.

For further information:

Read the **FEE–HELP Information Booklet**

Visit the **Study assist website** at: www.studyassist.gov.au

Call the FEE–HELP enquiry line on **1800 020 108**.

THE CENTRE FOR RESEARCH IN RELIGION AND SOCIAL POLICY

New research centre within the University of Divinity:

The Centre for Research in Religion and Social Policy

The University of Divinity in late 2016 established a new research organisation, the Centre for Research in Religion and Social Policy, with Dr Gordon Preece as its Interim Director. His initial role is to set up the institutional framework for the Centre, and in mid-2017 a research director will be appointed.

The new Centre is hosted in the Study Centre at Yarra Theological Union, and will replace the Yarra Institute for Religion and Social Policy in promoting closer engagement by the Churches and their Colleges with current public and social issues.

The Committee of the new Centre consists of Prof Gabrielle McMullen (chair), Professor John McDowell, Dr Matthew Beckmann, Revd John Bottomley, Dr Timothy Jones and Professor Therese D'Orsa.

The Yarra Institute for Religion and Social Policy was founded as an independent ecumenical research organisation within the Melbourne College of Divinity, and has also been hosted at YTU.

With encouragement from MCD, the Yarra Institute was launched in April 2009 by the Hon Brian Howe, as an initiative of the advocacy group, Social Policy Connections. Its research projects are listed on its website at www.yarrainstitute.org.au. It was always the hope of the Yarra Institute that such a research centre would be firmly established as part of MCD/the University of Divinity.

In October 2016, the Board of the Yarra Institute dissolved itself and appointed Dr Bruce Duncan CSsR and Dr Stephen Ames as an Executive Committee to see that the various research projects commissioned by the Institute were completed, and then to formally close the organisation later in 2017. Bruce Duncan has been the director, with its Board, consisting of Dr Stephen Ames (chair), Dr Matthew Beckmann, Dr John Bottomley, Dr Jim D'Orsa, Professor Therese D'Orsa, Dr Anne Elvey, Dr Rowan Ireland, Prof John McDowell, Captain Genevieve Peterson and Dr Paul Rule.

The members of the Yarra Institute are very pleased to see the University of Divinity formally commissioning the new Centre, and will endeavour to support and participate in its research work and activities.

Contact: Email: director@yarrainstitute.org.au

Mail: PO Box 505, Box Hill VIC 3128

Phone 9899 4777

LIBRARIES

Within Yarra Theological Union there are four individual libraries for the use of Faculty and enrolled students. They are the provincial libraries of some of the orders which constitute YTU.

St Paschal Library (Franciscan OFM)

This is the Library of the Franciscan Province of the Holy Spirit and is the main resource centre for Franciscan studies within Australia. Its comprehensive collection of Catholic theological material is also available to faculty and students from the University of Divinity. The collection of about 40,000 monographs and 150 journal titles is strong in patristic and medieval studies, ancient languages, contemporary theology and art history. In addition to the friars' own library resources, St Paschal Library houses two additional collections: in 1988 the Missionaries of the Divine Word (SVD) placed their missiology collection (currently 3274 books) into St Paschal Library; and in 1995 the YTU library collection (currently 3578 books) was similarly integrated. Because one of the aims of these three organisations is the education of Catholic clergy and laity, this amalgamation of library resources enriches the collection for all users.

Telephone: (03) 9896 4450

Facsimile: (03) 9898 0181

Email: info.library@franciscans.org.au

Web: www.vspc-franciscan.org.au

St Paschal Library staff:

Librarian & Manager: Miranda Fyfield, BA, Grad Dip Librarianship, DipEd., BTheol., AALIA

Assistant Librarian: Sai Gaytan, BLibSt (Mex.), AALIA (*on parental leave 2016/2017*)

Assistant Librarian (temporary 2016/2017): Ross McPhee, BA(Hons), Grad.Cert.Prof.Writ.,

Grad.Dip.Info.Mgt., MA(Theol)

Library Assistant: Leonie Parsons

Carmelite Library (OCarm)

214 Richardson St, Middle Park, 3206.

Tel: (03) 9682 8553.

Email: info@carmelitelibrary.org

Library strength: Spirituality

Patrick Murphy Memorial Library, Dorish Maru College (SVD)

Catalogue: <http://ytu-dwml.calyx.net.au>

Library strength: Mission Studies.

Redemptorist Seminary Library and Social Justice Library (CSSr)

Library strength: Systematic Theology and Social Justice.

Catalogue: <http://ytu-rsl.calyx.net.au>

(Social Justice Library situated in the Study Centre at YTU)

The Library Manager of Dorish Maru College and Redemptorist Libraries is Siobhan Foster BA, BTheol, DipLib. Siobhan can be contacted by email: fostersiohban@hotmail.com or Mobile: 0412 674 602.

For addresses and telephone numbers of the libraries, refer to page 12 of this Handbook under: YTU Member Colleges

University of Divinity library information can be found at

<http://www.divinity.edu.au/library/>

STUDENTS' REPRESENTATIVE COUNCIL (SRC)

The purpose of the SRC is to cooperate in and complement the objectives of YTU by representing and serving students enrolled there. It is represented on the Senate and Education Board by the President and Secretary, and in each Faculty Department by representatives from the student body.

The SRC is composed of a President, Secretary, and Treasurer elected from among the whole student body. This election takes place in the second semester, to take effect in the following year. There are elected representatives from the independent students and it is desirable that each member College has a representative, elected at the beginning of each year

The student body, together with the Faculty, is responsible for organising and advertising events and activities throughout the year, of which the following are significant for 2016:

February	24	Orientation Programme and BBQ
March	13-17	Hospitality Week
March	17	Inaugural Eucharistic Celebration and Supper
August	11	SRC Evening
November	24	End of Year Eucharist and Supper

The SRC also has responsibility for:

- a) Encouraging students to actively participate as FIRE carrier ambassadors.
- b) Organising the weekly Eucharists
- c) Arranging and promoting the opening and closing Eucharists
- d) Providing facilities for the students in the Common Room
- e) Managing SRC finances
- f) Organising social functions throughout the year
- g) Upkeep of the Prayer Room
- h) Supporting the work of the Chaplain
- i) Managing the election of, and supporting and communicating with, the departmental representatives
- j) Electing a representative to the OH& S committee
- k) Creating a weekly student bulletin

STUDENT REPRESENTATIVES ON DEPARTMENTS

The election of the Student Representatives is managed by the SRC. These students represent their peers in Departments A&B, C or D, and will attend Department meetings. They are a voice for students on planning and decision making and may have further opportunities to attend other Boards or working groups. The SRC communicates with and supports the student representatives.

CHAPLAINCY

Chaplain: Sue Richardson MA(Theol), AMusA, DipFormSpir, DipStudSpir, Cert SD, Dip.T

Mobile Ph: 0438005339

Email: sue.rich1@bigpond.com

The Chaplain's room is situated in the Study Centre. The Chaplain is available for all at YTU and encourages those who wish to make a set time to meet, to call or email.

YOUR RIGHTS AS A UNIVERSITY OF DIVINITY STUDENT

As a student of the University of Divinity you have the rights and responsibilities outlined on page 8 of this Handbook. Please read them carefully. You risk suspension or exclusion if you contravene them.

You have the right to privacy.

The Yarra Theological Union supports and endorses the National Privacy Principles contained in the Privacy Amendment (Private Sector) Act 2000 and will comply with these principles whenever personal information is collected by us. In accordance with the National Privacy Principles

- YTU will only collect personal information from you with your prior knowledge and consent.
- YTU will only use personal information provided by you for the purposes for which it was collected.
- YTU will not disclose your personal information to a third party without your consent.
- YTU will not disclose your personal information to other institutions and authorities except if required by law or other regulation.
- YTU will remove personal information from its records when it is no longer required (except where archiving is required).
- YTU will have processes and policies to protect the personal information that it has under its control from:
 - unauthorised access,
 - improper use,
 - alteration,
 - unlawful or accidental destruction and accidental loss.

Because YTU students are enrolled in University of Divinity degree and diploma programs, a certain amount of information needs to be exchanged between the YTU office and the Office of the Vice Chancellor, and on occasions other colleges of the University.

You have the right to the highest standards of teaching and learning.

In order to protect the high academic standing of your degree or diploma, all forms of cheating, plagiarism or other academic fraud (including illegitimate use of internet resources) are strictly forbidden, and anyone found engaging in them faces serious consequences. To assist with this, you are required to state on each assignment that it is your own work.

You have the right to be treated fairly in all academic and administrative matters. If you feel this has not happened, you have rights under the appeals policy to lodge an appeal, or in some cases to lodge a grievance under the grievance policy. These policies, and the procedures which go with them, are available on the University website:

<http://www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/>

You have the right to be safe, and to feel safe, in the university's environments. Harassment in any form – spiritual, sexual or discriminatory (e.g. on the grounds of race, gender, ethnicity, disability, theological outlook) – is wrong, and is not tolerated. There is provision for dealing confidentially, effectively, and justly with any harassment that may occur within YTU. If you wish to discuss a concern in relation to these matters please contact:

YTU Academic Dean, Ross Fishburn (03) 9890 3771: ext 3

YTU President, Chris Monaghan (03) 9890 3771: ext 2

The Chaplain: Sue Richardson 0438005339

Or a Peer contact Officer

Any of these people will be able to refer you to an appropriate advisor or support person to assist you to explore and resolve your concern

Finally, once you have commenced a degree or diploma with University of Divinity, ***you are assured that university educational and financial resources are in place to see you through to its completion.*** If the highly unlikely situation arises that the university cannot deliver a course for which you have paid fees, these will be refunded, or you can transfer to another provider, nominated for this purpose by the university.

All University of Divinity policies and procedures (including grievance issues) may be found at www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/ These include:

Examinations & Assessment Policy

Extensions & Special Consideration Policy

Academic Misconduct Policy

Appeals Policy

Grievances Policy

Integrity Statement

In addition to the policies and procedures of University of Divinity, Yarra Theological Union is committed to the code of conduct "Integrity in Ministry"(2004) that outlines the principles and standards for Catholic Clergy and Religious in Australia and

"Integrity in the Service of the Church"(2011) for Lay Workers in the Catholic Church in Australia.

For more information see www.catholicreligioussaustralia.org

DISABILITY

YTU acknowledges some classrooms currently offer no provision for people with disabilities. Students with disabilities are asked to make their particular needs known to the YTU Academic Dean or Postgraduate Coordinator either at their initial interview or at enrolment, so that every effort can be made to accommodate these needs.

GENERAL COURSE REQUIREMENTS (DEGREES & DIPLOMAS)

1. STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

International Students pursuing **Undergraduate or Postgraduate coursework Studies** at University of Divinity need to have achieved an average International English Language Test Score (IELTS) of at least 6.5, with no band under 6.0.

International students pursuing **Postgraduate Research degrees** need to have achieved an average International English Language Test Score (IELTS) of at least 7.0, with a minimum of 6.5 in each area. In the University's central office, [the Office of the Vice Chancellor] overseas student matters are the responsibility of the Director of Quality and Standards and are administered by the Overseas Students Officer.

2. INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

NN1000Y: Introduction to Tertiary Studies in Theology will be offered in 2017. This unit is offered for one and a half hours per week in both first and second semester, and is strongly recommended for students who have not previously done tertiary study. Normally students undertake the unit only for one semester. No fee is charged.

3. STUDY LOAD

The workload of an undergraduate student shall be a maximum of four (4) units per semester. This is a BTheol regulation. Any exception to this requirement must be approved by the Academic Dean. As a guide to students and lecturers, YTU accepts a system of demand hours. One class hour is considered as requiring two hours of private study for undergraduate students and three hours of study for postgraduate students.

4. ATTENDANCE AT LECTURES AND TUTORIALS

Students are expected to attend all lectures and tutorials, as set out in unit outlines. Students should advise the lecturer if they are unable to attend. Attendance at the first lecture is particularly important. An absence of more than 25% of lectures or tutorials in a unit is normally regarded as too great to sustain active engagement in that unit and may impact adversely on the student's learning.

5. ASSESSMENT

The University's Learning & Teaching Committee advises the following regarding assessment:

First Level: receipt of early feed-back via a piece of work not substantially counting towards assessment; assessment of more than one piece of work including a component under formal examination conditions; written work not in excess of 4,000 words.

Second Level: written work requirement is 4,000-5,000 words.

Third Level: written work requirement is 5,000-6,000 words.

Postgraduate Level: written work requirement is 6000 words.

Each student will be assessed in the manner indicated in the particular unit outlines in this Handbook, and in accordance with UD regulations where appropriate.

Results are published according to the following grades for all UD degrees:

High Distinction	=	85% +
Distinction	=	75% – 84%
Credit	=	65% – 74%
Pass	=	50% – 64%
Fail	=	0% – 49%
W	=	Withdrawal

Assessment Registration

In the first three weeks of the semester, students can withdraw from assessment without penalty. (No mark will appear on their record.)

Up to the end of the ninth teaching week in each semester, students can withdraw from assessment and they will be marked 'W' on their official transcript. Those who withdraw after this date will normally be marked 'F' (Fail).

Assignments

Assignments must be presented in the format prescribed in the Style guide on pages 180 -187. They must be submitted by the date determined by the lecturer. The last day for assignments to be handed in is the last day of the examination session at the end of each semester. Any extension of time must be requested from the lecturer at least two days before the date on which the assignment is due. Extension beyond the final day of the examination period cannot be granted by the lecturer, but must be referred to the Academic Dean, and can only be granted on the basis of serious medical or pastoral grounds

Students should keep a second copy of all assignments submitted. Students should keep copies of all written work for at least three months because all written materials that contribute toward assessment in degree units must be available for possible inspection by a second examiner outside YTU.

All assessment tasks must be submitted through Turnitin and ARK.

Extensions of time

A lecturer's extension may be granted for up to two weeks within the semester, if application is made before the due date of the assignment, and on adequate grounds.

Any extension beyond the examination period must be approved by the Academic Dean. The extension is recorded as an "E" on the student's transcript. Other than in exceptional circumstances, as approved by the Academic Dean, students with this designation are required to complete the assigned requirements within 28 days of the conclusion of the examination period.

If a student has not sought an extension but still hands in a piece of work after the due date, and the lecturer accepts the late work, a penalty will be enforced as follows:

- Work submitted up to one week late without an official extension will normally have its recorded grade reduced by one level (e.g. Distinction to Credit), though such work passed by one examiner must have at least a Pass grade recorded.
- Work submitted later than one week but up to one month late without an official extension is normally awarded a Pass grade only, unless it fails to reach a Pass standard.
- For work submitted later than one month or on the last day of semester without an official extension, a Fail grade is normally recorded.

Examinations

Unmarked and unannotated copies of the Revised Standard Version (RSV) or the New Revised Standard Version (NRSV) must be used for all examinations in Biblical Studies.

Students for whom English is a second language.

Students for whom English is a second language may take extra time for each written examination. In the first year of study, students are allowed fifty percent extra time. In subsequent years of study, students are allowed twenty five percent extra time. Such students may take a dictionary into the examination.

6. ARK: OUR LEARNING MANAGEMENT SYTEM

In 2014, the University introduced a Learning Management System for use across all the Colleges of the University.

The name given to the Learning Management System is ARK.

ARK is both a *portal* to access a variety of digital and online resources and *the platform* on which those resources reside. Every student is able to access the resources for the units in which they are enrolled through a password provided to them in conjunction with their enrolment. Most units will now provide the copies of tutorial readings, and other resources as well through ARK. Assignments and essays will be submitted for grading through ARK (and thereby through Turnitin, our plagiarism detection software).

Further details how to access and use ARK are available on the YTU website at www.ytu.edu.au

MAKING SURE WHAT YOU SUBMIT IS ACTUALLY YOUR OWN WORK

The online program **Turnitin** was introduced across the University in 2013. Primarily it is a tool to help both student and teacher be sure that what is in an essay is the student's own work, and not copied from another source without referencing. It is thus both a teaching and learning tool and a tool for the detection of plagiarism. Students are required to submit their assignments through ARK, the university's learning management system, which automatically submits your work through Turnitin. Each student is able to view an originality report upon submission showing those parts of their assignment taken from other sources. Where they see the need to acknowledge quotes or re-paraphrase, they have the opportunity to upload their assignment again up until the due date.

Full instructions concerning the lodgement of assignments via ARK & Turnitin are provided in the unit outline, and on the YTU website.

In the place of the official cover sheet students are required to include a title page to their assignments with their details of their assignments and their own details. The student's name should also be included in the header (top left). Submission online constitutes agreement with the declaration of originality on the official cover sheet.

An extension form cannot be attached to your paper when you submit online via Turnitin.

Extension forms should be completed in the normal manner. Once signed by the lecturer or Dean, the original is given to the student and a copy will be held by the lecturer or Dean.

Plagiarism

An essay must be your own work and largely written in your own words. Plagiarism comes from the Latin *plagiarus*/kidnapper. Plagiarism is considered serious academic misconduct. No part of the work may be copied in whole or part from another student's work, or from any other source (e.g., published books, periodicals or internet) without due acknowledgement of the source.

A student who is found to have sought to gain an unfair advantage by submitting for assessment a piece of written work which either in whole or in part makes unacknowledged use of, or reference to, the work of others, including Internet sources

or

by taking into an examination room unauthorised material, or by copying the work of another candidate in an examination, shall be liable to:

- failure of the unit for which the written work or examination was undertaken, or
- the loss of all marks for the written work or examination, or
- suspension of candidature for the degree.

UNDERGRADUATE ACADEMIC AWARDS

As one of the colleges of University of Divinity, YTU teaches the required units for a number of Undergraduate Awards:

Diploma in Theology
Advanced Diploma in Theology and Ministry
Bachelor of Ministry
Bachelor of Theology

For information on Postgraduate Awards see pages 90 onwards.

REGULATIONS

All of these awards are recognised by legislation of the Parliament of Victoria under terms of the Melbourne College of Divinity Act (1910). The detailed regulations of each award may be found on the university website: www.divinity.edu.au

ENTRANCE REQUIREMENTS

To enter the degree programs (B Theol, B Min etc) you must have qualified for admission to a Victorian University. Satisfactory completion of a Year 12 programme of study at a secondary school normally fulfils this requirement.

The old Probationary Entry Scheme is now only available to enter the Diploma in Theology. Students wishing to use this to access the degree programs must enter the Dip Theol complete this award and the Adv Dip Theol and Min and *then* access the B Theol in the third year of the program.

Probationary Entry to the Diploma in Theology:

Persons who are not qualified to enrol as candidates in accordance with Regulation 33, but have attained the age of twenty-one years prior to the commencement of the semester in which they would be first enrolled, may apply to enrol as probationary candidates for the Diploma in Theology. Such candidates will be required to complete a probationary period of study for the degree, and having successfully completed 60 credit points, will then be permitted to proceed as an ordinary candidate for the award. Candidates who fail more than 15 credit points of units during their probationary candidature will have their candidature terminated.

FIELDS OF STUDY

There are four fields of study for the awards:

Field A Humanities
Field B Biblical Studies
Field C Christian Thought and History
Field D Theology: Mission and Ministry.

(For disciplines within Fields see pp. 39, 44, 55, 68)

ASSESSMENT

At YTU the assessment requirements for units taken towards Diplomas, and Advanced Diplomas are the same as for units taken towards a Bachelor of Theology.

DIPLOMA IN THEOLOGY

In accord with the requirements outlined in Regulation 33, and drawing upon already accredited Bachelor of Theology units, YTU offers this Diploma Course consisting of 120 credit points (usually 8 units) of study, and must include at least 30 points in each of Fields B and C. The award must be completed in not less than one year and not more than three years.

ADVANCED DIPLOMA IN THEOLOGY AND MINISTRY (AdvDipTheol & Min)

In accord with the requirements outlined in Regulation 34, and drawing upon already accredited Bachelor of Theology units, YTU offers this Advanced Diploma Course consisting of 240 credit points (usually 16 units) of study. It must be completed in not less than two years and not more than six years. Students must complete 15 points of study (1 unit) in each of Old Testament, New Testament, Church History and Systematic Theology. This is normally achieved at YTU by completing the following units or their equivalent:

- BN1000Y Entering the World of the New Testament
- BA1000Y Entering the World of the Old Testament: Survey and Method
- CH1001Y A Survey of Early & Medieval Church History (100-1450)
- CT1003Y Beginning With Jesus.

In addition, two further units in Biblical Studies, Systematic Theology or Church History must be completed.

The Advanced Diploma in Philosophy may be undertaken at Catholic Theological College.

BACHELOR OF MINISTRY

This degree must be completed in not less than three years and not more than nine years.

The Bachelor of Ministry consists of 360 points comprised of:

- a) 60 points in a discipline or disciplines in Field B (Biblical Studies) which must include at least 15 points in each Testament;
- b) 30 points in the discipline of Church History;
- c) 60 points in the discipline of Systematic Theology;
- d) 30 points in a discipline or disciplines in Field D (Theology: Mission and Ministry);
- e) 60 points of praxis units in a discipline or disciplines in Field D (Theology: Mission and Ministry); and
- f) A further 120 points.

Each course of study for the Bachelor of Ministry:

- a) must not include more than 180 points at level 1; and
- b) must include at least 90 points at level 3 including 30 points at level 3 in a discipline or disciplines in Field D (Theology: Mission and Ministry).

CREDIT

A maximum of eight units may be obtained in credit for completed degree level work done at other recognised tertiary institutions. A completed degree automatically carries four units of general credit, normally in field A. Up to four units further credit may be granted if the units concerned, in the judgement of UD, closely parallel the content and standard of Bachelor of Ministry studies. Transfer credits are also possible. The total number of credits and transfer credits shall not exceed 240 points.

The Learning and Teaching Committee of UD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.

BACHELOR OF THEOLOGY: BTheol

REGULATIONS

This degree was reviewed and a new regulation (No. 4 of the University Regulations) was approved in 2015. Students who began their degree under the previous regulation will be encouraged to complete the requirements of the new regulation but are not required to do so. Details of the requirements under the old regulations are available from the Academic Dean.

This degree must be completed in not less than three years and not more than nine years.

The Bachelor of Theology consists of 360 points comprised of:

- a) 60 points in a discipline or disciplines in Field B (Biblical Studies) which must include at least 15 points in each Testament;
- b) 30 points in the discipline of Church History;
- c) 60 points in the discipline of Systematic Theology;
- d) 30 points in a discipline or disciplines in Field D (Theology: Mission and Ministry); and
- e) A further 180 points.

Each course of study for the Bachelor of Theology:

- a) must not include more than 180 points at level 1; and
- b) must include at least 90 points at level 3 including 30 points at level 3 in either a discipline or disciplines in Field B (Biblical Studies) or in the discipline of Systematic Theology.

CREDIT

A maximum of eight units may be obtained in credit for completed degree level work done at other recognised tertiary institutions. A completed degree automatically carries four units of general credit, normally in field A. Up to four units further credit may be granted if the units concerned, in the judgment of University of Divinity, closely parallel the content and standard of Bachelor of Theology studies. Transfer credits are also possible. The total number of credits and transfer credits shall not exceed 240 points.

The Learning & Teaching Committee of UD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.

RECOGNITION

The degree has been recognised by a number of tertiary institutions in Victoria and interstate for the purpose of credit towards their degrees. It is the responsibility of those institutions to determine the grounds on which such credit will be given and, in particular, the equivalence or otherwise of subjects completed in the BTheol degree to those offered in their degree.

The degree is also recognised by the Secondary Teachers' Registration Board for the purpose of registration as a secondary teacher in the State of Victoria. In order to obtain such registration, an appropriate qualification in education must be completed in addition to a recognised degree such as the BTheol.

UNIT NUMBERING

The main reason for the numbering system is to indicate the levels of the various units, i.e. Level One, Level Two and Level Three.

To explain more fully by means of examples:

BN1000Y Entering the World of the New Testament

B indicates that the unit is in Field B.

N = New Testament.

The first figure '1' indicates that it is a Level One unit.

The second, third and fourth figures are the proper numbers for the unit itself.

Y indicates that the unit is taught at YTU. [Other Colleges are indicated by different letters.]

CT2310Y Signs and Gifts of God: Sacraments of Life and Church

In Field C, and under the discipline of Systematic Theology (C+T = CT),

this is a Level Two unit.

CH9011Y Foundations of Australian Catholicism

In Field C, and under Church History (C+H=CH), this is a Postgraduate (level 9) unit.

DT2340/3340Y Human Sexuality and Marriage

In Field D, and under the discipline of Moral Theology (D+T =DT), this unit can be taken at Level Two or Level Three.

On pages 188-196 the units offered at YTU in 2017 are listed under their respective disciplines.

Minimum Number: Where "(Min. No. 8)" accompanies a unit description this means that the unit will be offered if the minimum number of students is enrolled.

NOT FOR CREDIT UNITS

NN1000Y Introduction to Tertiary Studies in Theology (No fee for this unit)

NN0310Y Art of the Icon (Fee \$120-)

NR1005Y Reading the Christian Classics, 5 (Fee \$250-)

(There is no fee payable for this unit)

PRESCRIPTION

This unit is recommended for students who have not previously done tertiary study in Australia, or who have not undertaken tertiary studies in a number of years.

CONTENT

This unit will focus on oversight of degree paths, study methods, utilising the library for research, academic style for footnotes and bibliography, reading skills, exercises in note-taking, electronic research, methodology and skill development in essay writing, time management, plagiarism and paraphrasing, the use of the software program Turnitin and a range of academic skills for tertiary study.

METHOD

A ninety minute class for nine weeks

BIBLIOGRAPHY

- Clanchy John, and Brigid Ballard. *Essay Writing for Students*. 3rd ed. Melbourne: Longman Cheshire, 1997.
- Evans, David, and Paula Gruba. *How to Write a Better Thesis*. 2nd ed. Melbourne: Melbourne University Press, 2002.
- Kelly, Gabrielle. *English for Theology*. Hindmarsh, SA: ATF Press, 2004.
- Marshall, Lorraine. *A Learning Companion: Your Guide to Practising Independent Learning*. Frenchs Forest, NSW: Pearson Education Australia, 2006.
- Marshall, Lorraine, and Francis Rowland. *A Guide to Learning Independently*. Frenchs Forest, NSW: Pearson Education Australia, 2006.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed. Chicago, IL: The University of Chicago Press, 2007.
- Turner, Kathy, and Brenda Krenus, Lynette Ireland and Leigh Pointon. *Essential Academic Skills*. 2nd ed. Melbourne: Oxford University Press, 2011.

Coordinator: MICHAEL KELLY CSsR

1st and 2nd semesters Thursdays 10am to 12 noon

(Max. No. 10)

*A prayer experience
Learn to paint icons the traditional way*

CONTENT

This class will include direction in the making of an icon: writing/painting of the icon with gaulle; gluing on the board; positioning of the linen on the board. Learning the "gesso method"; placing 12 coats of gilders whiting; the final sanding to take the "line drawing". Then students will learn the use of the Stylus to incise the plaster ready to receive the colours. Students' first icon will be *Christ Pantocrator*.

At the completion of icon classes for the year there will be a Eucharist and blessing of icons.

The following materials are supplied: wood (pine), linen cloth, glue and gesso. Students supply their own brushes (Sable 0, 00, 000). A colour chart is provided for paints (Gaulle). Handouts are also supplied.

Total Cost: \$120.00 to be paid to the YTU Registrar (Cheques payable to YTU)

LEARNING OUTCOMES

To develop an understanding of what icons are, what their meaning and function is. The writing/painting of icons is approached with prayer and quiet so the student can benefit in his or her prayer life. "Icons are open books to remind us of God."

BIBLIOGRAPHY

Sender, Egon. *The Icon: Image of the invisible, Elements of Theology, Aesthetics and Technique*. Translated by Steven Bigham, Redondo Beach CA: Oakwood Publications, 1988.

John, of Damascus, Saint. *On the Divine Images : Three Apologies Against Those who Attack the Divine Images*. Translated by David Anderson. Crestwood, NY: St. Vladimir's Seminary Press, 1980.

Schonborn, Christoph von. *God's Human Face: The Christ-icon*. San Francisco, CA: Ignatius Press, 1994.

Evdokimov, Paul. *The Art of the Icon : A Theology of Beauty*. Translated by Fr. Steven Bigham. Redondo Beach, CA: Oakwood Publications, 1990.

Contact: BROTHER IGNATIUS HICKSON OFM
St. Paschal College
90 Albion Road, Box Hill 3128
(03) 9896 4400

Classes run from 9th March until 30th November and are held at Yarra Theological Union, 98 Albion Road Box Hill (Classroom to be advised)

All enquiries and payments to be made through YTU reception 9890 3771

NR1005Y READING THE CHRISTIAN CLASSICS, V: A REFORMATION SPECIAL

1st semester Thursday evening

Non-Credit Unit

(Min. No. 4 Max. No. 10)

CONTENT

In November 2017 the Churches will celebrate the 500th Anniversary of Martin Luther's posting of his 95 Thesis which can be seen as the public launching of the Reformation Movement in the 16th Century which resulted in the emergence of several new Churches and the reform of the Catholic Church itself. During this unit we will read and discuss the writings of some of the major Church Reformers: viz. Martin Luther, John Calvin, Thomas Cranmer, Jane Frances de Chantal. A historical background to each of the writings will be presented previous to the discussion.

PREREQUISITES

None

LEARNING OUTCOMES

Upon completion of this unit, it is hoped that the students will be able to:

1. identify the context of each of the classics
2. articulate at least one major insight gleaned from each of the classics
3. evaluate its contribution to the Christian tradition.

ASSESSMENT

None

BIBLIOGRAPHY

Martin Luther. *The Freedom of a Christian*. Minneapolis, MN: Fortress Press, 2008.

John Calvin and Jacobo Sadoletto, *A Reformation Debate*. Ada, MI: Baker Publishing Group, 2000.

Thomas Cranmer. *Miscellaneous Writings and Letters*. Vancouver, BC: Regent College Publ., 2001.

Jane Frances de Chantal. *Depositions in the Cause of the Beatification and Canonization of St. Francis de Sales*. Createspace, 2014.

Lecturer

LARRY NEMER

FIELD A – HUMANITIES UNDERGRADUATE

LANGUAGES

AL1001Y	Hebrew A
AL1002Y	Hebrew B
AL1031Y	Theological German A
AL1032Y	Theological German B

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in alternate years

AL1011Y	New Testament Greek A
AL1012Y	New Testament Greek B

CONTENT

This unit will introduce the students to biblical Hebrew by the study of a brief history of the language, of Hebrew texts selected to serve the students' interests, and of the elements of biblical text criticism.

PREREQUISITES

None

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology of the texts studied
3. demonstrate basic understanding of Hebrew syntax.

ASSESSMENT Weekly tests,(40%) one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

Clines, David C. *A Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.

Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.

*Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

Hostetter, Edwin C. *An Elementary Grammar of Biblical Hebrew*. Biblical Languages: Hebrew 1. Sheffield: Sheffield Academic Press, 2000.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

*Nicholsen, Sarah. *Complete Biblical Hebrew: A Teach Yourself Guide*. TY Language Guides. London: Hodder Education, a division of Hachette UK, 2011.

Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: CUP, 1993.

Wonneberger, Reinhard. *Understanding BHS. A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Pontificio Istituto Biblico, 1984.

Lecturer: To be advised

CONTENT

This unit will further the study of biblical Hebrew by the reading of both prose and poetic Hebrew texts, selected to serve the students' interests, and by exercises in biblical text criticism.

PREREQUISITES

AL1001Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

ASSESSMENT

Weekly tests (40%); one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecture notes covering the required grammar will be provided.

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

*Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.

Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Leiden: Brill, 1988.

*Joüon, Paul, and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. Subsidia Biblica 14/I,II. Rome: Pontificio Istituto Biblico, 1991.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

Wonneberger, Reinhard. *Understanding BHS. A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Pontificio Istituto Biblico, 1984.

Lecturer: To be advised

CONTENT

This unit is an introduction to German for Theological and Biblical studies. It will introduce students to the morphology and syntax of the language, vocabulary and skills in translating selected passages.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. translate simple sentences from German theological/biblical literature to English
2. demonstrate a knowledge of German vocabulary, in particular of the theological and exegetical terminology
3. demonstrate an understanding of German morphology and syntax
4. use German dictionaries effectively.

ASSESSMENT

Weekly tests (equivalent to 1000 words total) (40%); One two hour exam at the end of the semester (60%)

BIBLIOGRAPHY***Books recommended for purchase**

Coles, Waltraud, and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

———. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, either:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, 2007.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005

Lecturer JANINA HIEBEL

CONTENT

This unit will further the study of German for Theological and Biblical studies. It will address complex syntax structures as well as advanced grammar, and vocabulary specifically needed in translating academic texts.

PREREQUISITES

AL1031Y: Theological German A or equivalent knowledge of German language

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. translate complex sentences from German theological/biblical literature to English
2. demonstrate a knowledge of German vocabulary, in particular of theological and biblical terminology
3. demonstrate an advanced understanding of German morphology and syntax
4. use German dictionaries effectively.

ASSESSMENT

Weekly tests- (equivalent to 1000 words total) (40%); One two-hour exam at the end of the semester (60%)

BIBLIOGRAPHY***Books recommended for purchase**

Coles, Waltraud, and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

_____. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, either:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, 2007.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005.

Lecturer JANINA HIEBEL

FIELD B – BIBLICAL STUDIES UNDERGRADUATE

OLD TESTAMENT

BA1000Y	Entering the world of the Old Testament: survey and method
BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2013Y/BA3013Y	The Book of Isaiah
BA3415Y	Supervised Reading Unit – Old Testament (15 points)
BA3430Y	Supervised Reading Unit – Old Testament (30 points)

NEW TESTAMENT

BN1000Y	Entering the world of the New Testament
BN2011Y/BN3011Y	Luke - Acts
BN2013Y/BN3013Y	The Gospel of John
BN3015Y	Biblical Land and the Gospels (Overseas Travel Unit)
BN2017Y/BN3017Y	Romans
BN3415Y	Supervised Reading Unit – New Testament (15 points)
BN3430Y	Supervised Reading Unit – New Testament (30 points)

BIBLICAL STUDIES

BS3016Y	Passover and Easter in the Biblical Land (Overseas Travel Unit)
BS3415Y	Supervised Reading Unit – Biblical Studies (15 points)
BS3430Y	Supervised Reading Unit – Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in alternate years

BA2012Y/BA3012Y	Wisdom Literature
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	Book of Jeremiah
BA2017Y/BA3017Y	The Twelve Prophets
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2014Y/BN3014Y	Galatians

CONTENT

This unit is an introduction to the Old Testament. It consists of a study of the history and geography of biblical Israel, as well as a survey of the literature of the Old Testament and its formation. It includes an introduction to the contemporary critical methodologies used to explore biblical texts and an application of these to specific texts.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a knowledge of the history of Israel/Judah, ca. 1000 – 63 BCE, and of the geography of the biblical land and its surrounds
2. list and recognise the structure of the Old Testament and the main types of biblical literature found there
3. demonstrate awareness and an elementary use of resources for research and academic exegetical literature
4. exegete a text of the Old Testament, showing a familiarity with contemporary critical methods of interpretation
5. discuss contemporary debates about the historicity of the Old Testament and describe the ongoing significance of the text for the Christian community.

ASSESSMENT

1500 word exegetical essay (35%); 1500 word essay (35%); 1 hour exam (30%)

BIBLIOGRAPHY

- * Bible with the Apocryphal / Deuterocanonical Books. Suitable versions of NRSV (New Revised Standard Version) or RSV (Revised Standard Version). NRSV is preferred.
- Albertz, Rainer. *A History of Israelite Religion in the Old Testament Period. Volume 1: From the Beginnings until the End of the Exile*. London: SCM, 1994.
- . *A History of Israelite Religion in the Old Testament Period. Volume 2: From the Exile to the Maccabees*. London: SCM, 1994.
- Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress, 2004 (2nd ed. 2014).
- Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: Oxford University Press, 2006.
- Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids, MI: Baker Academic, 2005.
- Gerstenberger, Erhard. *Psalms*. FOTL 14. Grand Rapids, MI: Eerdmans, 1988.
- . *Psalms, Part 2 and Lamentations*. FOTL 15. Grand Rapids, MI: Eerdmans, 2001.
- Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Atlanta, GA: John Knox, 2007.
- McKenzie, Steven L., and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Application*. 2nd revised and expanded ed. Louisville, KY: Westminster John Knox, 1999.
- Miller, J. Maxwell. "Introduction to the History of Ancient Israel." In *New Interpreter's Bible*. Vol. 1, 244–271. Nashville, TN: Abingdon 1994.
- Redditt, Paul L. *Introduction to the Prophets*. Grand Rapids, MI: Eerdmans, 2008.
- Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006.
- Westermann, Claus. *Genesis: A Commentary*. 3 Vols. Minneapolis, MN: Augsburg, 1984–1986.
- Whybray, R.N. *Introduction to the Pentateuch*. Grand Rapids, MI: Eerdmans, 1995.

Lecturers: MARY REABURN NDS and JANINA HIEBEL

CONTENT

The unit will commence with a review of approaches used in modern western exegesis of the Pentateuch, an outline of the exegetical approach that will be used in this unit and its relationship to the other approaches. This will be followed by an introduction to the Pentateuch, the critical issues associated with its interpretation, and exegesis of selected texts.

PREREQUISITES

Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate broad familiarity with the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. identify distinctive theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make appropriate use of secondary sources, e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

ASSESSMENT

Level 2: 1500 word paper (35%); 3000 word essay (65%)

Level 3: 2000 word paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY

Baden, Joel S. *The Composition of the Pentateuch. Renewing the Documentary Hypothesis.*

The Anchor Yale Bible Reference Library. New Haven & London: Yale UP, 2012.

Blenkinsopp, Joseph. *The Pentateuch. An Introduction to the First Five Books of the Bible.* New York: Doubleday, 1992.

Campbell, Anthony F., and Mark A. O'Brien. *Sources of the Pentateuch: Texts, Introductions, Annotations.* Minneapolis, MN: Fortress, 1993.

———. *Rethinking the Pentateuch. Prolegomena to the Theology of Ancient Israel.* Louisville, KY: Westminster John Knox, 2005.

Dozeman, T. B., K. Schmid, and B. J. Schwartz, eds. *The Pentateuch: International Perspectives on Current Research.* Tübingen: Mohr Siebeck, 2011.

*Edelman, Diana V., Philip R. Davies, Christopher Nihan and Thomas Römer. *Opening the Books of Moses.* Sheffield: Equinox, 2012.

McDermott, John J. *Reading the Pentateuch: A Historical Introduction.* NY/Mahwah, NJ: Paulist, 2002.

Nicholson, Ernst W. *The Pentateuch in the Twentieth Century: The Legacy of Julius Wellhausen.* Oxford: Clarendon Press, 1998.

Rofé, Alexander. *Introduction to the Composition of the Pentateuch.* Biblical Seminar 58. Sheffield: Sheffield Academic Press, 1999.

Van Seters, John. *The Pentateuch: A Social-Science Commentary.* Trajectories 1. Sheffield: Sheffield Academic Press, 1999.

Wenham, Gordon J. *A Guide to the Pentateuch.* Exploring the Old Testament Vol. 1. Downers Grove, IL: Intervarsity, 2003.

Whybray, Roger N. *Introduction to the Pentateuch.* Grand Rapids, MI: Eerdmans, 1995.

Lecturer: MARK O'BRIEN OP

CONTENT

This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES

Level 2: BA1020Y and BN1020Y or the equivalent

Level 3: At least one unit of Old Testament at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

Level 2

1. demonstrate a knowledge of the various genres found in the Psalter and the contribution of poetics to the study of Psalms
2. show understanding of the various ways the Psalms have been interpreted over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. describe the shape of the Psalter and its impact on the meaning of the Psalms
5. demonstrate awareness of the influence of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today

Level 3

1. demonstrate a knowledge of the various genres found in the Psalter and the contribution of poetics to the study of Psalms
2. show an advanced understanding of the various ways the Psalms have been interpreted over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. critically assess the shape of the Psalter and its impact on the meaning of the Psalms
5. evaluate the value of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today.

ASSESSMENT

Level 2: 1500 word exegetical paper (35%); 3000 word essay (65%)

Level 3: 1500 word exegetical paper (30%); 4500 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Alter, Robert. *The Art of Biblical Poetry*. New York: Basic Books, 1985.

Day, John. *Psalms*. OTG. Sheffield: Sheffield Academic Press, 1992.

Gerstenberger, Erhard S. *Psalms*. FOTL 14. Grand Rapids, MI: Eerdmans, 1988.

———. *Psalms, Part 2 and Lamentations*. FOTL15. Grand Rapids, MI: Eerdmans, 2001.

Holladay, William L. *The Psalms Through Three Thousand Years*. Minneapolis, MN: Fortress Press, 1996.

Kraus, Hans-Joachim. *Psalms 1-59*. Minneapolis, MN: Augsburg, 1988.

———. *Psalms 60-150*. Minneapolis, MN: Augsburg, 1989.

Miller, Patrick D. *They Cried to the Lord: The Form and Theology of Biblical Prayer*. Minneapolis, MN: Fortress Press, 1994.

McCann, J. Clinton, ed. *The Shape and Shaping of the Psalter*. JSOTSup 159. Sheffield: JSOT Press, 1993.

Reid, Stephen B. *Psalms and Practice*. Collegeville, MN: Liturgical Press, 2001.

Zenger, Erich. *A God of Vengeance? Understanding the Psalms of Wrath*. Louisville, KY: Westminster/John Knox Press, 1996.

———. *The Composition of the Book of Psalms*. BETL 238. Leuven: Peeters, 2010

Lecturer: MARY REABURN NDS

CONTENT

The unit will consist of an examination of the major issues associated with contemporary study of the Book of Isaiah, namely how much can be known about the prophet Isaiah and his preaching, the hypothesis of three major editions of the book (chs. 1–39; 40–55 and 56–66) stemming from different periods in Israelite tradition, and the impact this has on one's reading of the book and its theology. The unit will also involve exegesis of selected texts in the book.

PREREQUISITES

Level 2: BA1000Y and BN1000Y

Level 3: Two biblical studies units at level 2

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students at will be able to:

1. demonstrate a development in fundamental exegetical skills and critical approaches used in biblical studies
2. demonstrate knowledge of the common literary forms found in prophetic literature and in particular the book of Isaiah
3. exhibit their knowledge of the central debates about the composition and interpretation of the book of Isaiah
4. show an ability to use scholarly commentaries and other such resources to exegete texts in the book of Isaiah
5. engage in discussion of the theological significance of the texts studied in the unit and their relationship to the Book of Isaiah.
6. **(Level 3)** integrate their advanced exegetical skills in the interpretation of biblical texts
7. **(Level 3)** raise questions about fundamental concepts and approaches in critical study of the book of Isaiah.

ASSESSMENT

Level 2: Two 1000 word exegetical papers (20% each); 2500 word essay (60%)

Level 3: 1500 word exegetical paper (30%); 4000 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

- *Childs, Brevard S. *Isaiah*. Old Testament Library. Louisville, KY: Westminster John Knox, 2001.
- Conrad, Edgar W. *Reading Isaiah*. Overtures to Biblical Theology. Minneapolis, MN: Fortress Press, 1991.
- Goldingay, John. *Isaiah*. New International Bible Commentary on the Old Testament 13. Peabody, MA: Paternoster, 2001.
- Hoppe, Leslie J. *Isaiah*. New College Bible commentary. Old Testament, 13. Collegeville, MN: Liturgical Press, 2012.
- Melugin, Roy, and Marvin A. Sweeney, eds. *New Visions of Isaiah*. JSOTSup 214. Sheffield: Sheffield Academic Press, 1996.
- Oswalt, John N. *The Book of Isaiah: Chapters 1-39*. NICOT. Grand Rapids, MI: Eerdmans, 1986.
- . *The Book of Isaiah: Chapters 40-66*. NICOT. Grand Rapids, MI/Cambridge, UK: Eerdmans, 1998.
- Watts, John D. W. *Isaiah 1-33*. WBC 24. Waco, TX: Word Books, 1985.
- . *Isaiah 34-66*. WBC 25. Waco, TX: Word Books, 1987.
- Wildberger, Hans. *Isaiah: A Commentary*. 3 Vols. Minneapolis, MN: Fortress Press, 1991-2002

Lecturer: MARK O'BRIEN OP

CONTENT

This unit aims to provide students with a comprehensive overview of the formation, socio-historical setting and literary forms of the New Testament literature. Whilst studying the various books of the New Testament, students will be introduced to contemporary methods of critical biblical interpretation. The theological issues of these writings will also be explored.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the social, historical and political milieu of the first century CE
2. describe the relationship between New Testament texts and the Old Testament and articulate implicit and explicit intertextual references
3. discuss issues associated with the critical attitude towards Judaism in some of these texts
4. describe and discuss the formation of these texts as the source documents of the early Christian communities
5. identify and utilise the materials that assist New Testament interpretation, particularly by writing exegetical papers and an exegetical essay.

ASSESSMENT

Two 1000 word exegetical essays (40%); 2000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

* Bible with the Apocryphal / Deuterocanonical Books. Suitable versions of NRSV (New Revised Standard Version) or RSV (Revised Standard Version). NRSV is preferred.

Set Text: *Perkins, PHEME. *Reading the New Testament*. 3rd ed. Revised and Updated. New York: Paulist, 2012. (Available through Amazon or Book Depository)

Boring, Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville, KY: Westminster John Knox Press, 2012.

Gundry, Robert H. *A Survey of the New Testament*. Grand Rapids, MI: Zondervan, 2003.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd. ed. Minneapolis, MN: Augsburg Fortress, 2010.

Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: New Revised Standard Version Bible Translation*. New York: Oxford University Press, 2011.

Malina, Bruce J., and Richard L. Rohrbaugh. *Social-Science Commentary on the Synoptic Gospels*. Minneapolis, MN: Fortress, 1992.

———. *Social Science Commentary on the Gospel of John*. Minneapolis, MN: Fortress, 1998.

Moloney, Francis J. *A Friendly Guide to the New Testament*. Mulgrave, VIC: John Garratt Publishing, 2010..

Powell, Mark Allen. *Introducing the New Testament: A Historical, Literary and Theological Survey*. Grand Rapids, MI: Baker Academic, 2009.

Rhoads, David M., Joanna Dewey, and Donald M. Michie. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.

Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Tuggerah, NSW: Social Science Press, 2003.

Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. 5th ed. Nashville, TN: Thomas Nelson Publishers, 1992.

Lecturer: GLENDA BOURKE SGS

CONTENT

Luke-Acts takes the reader from the annunciation of the birth of John the Baptist through to the ministry of Paul in Rome. In the decades after the death of Jesus the early Christian movement spread to the heart of the empire, and the acceptance of Gentiles into the community of believers was a source of debate. This unit will undertake the study of the origin, nature and distinctive theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts. Attention will be paid to the ways in which Luke makes use of the historiographical techniques of the period and the role played by the speeches in Luke-Acts as a means interpreting the deeper meaning of these events.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or equivalent

Level 3: BA1000Y and BN1000Y plus two units in Field B at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

Level 2

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. discuss the context in which this theology arose
3. engage in an exegesis of various texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. evaluate the significance of the material that is unique to Luke

Level 3

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a critical understanding of the distinctive theology of Luke-Acts
2. exhibit an appreciation of the context in which this theology arose and the ways in which it addresses the challenges faced by Luke's community
3. exegete selected texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. identify the material unique to Luke's Gospel and critically appraise the ways in which these materials have been incorporated into Luke-Acts.

ASSESSMENT

Level 2: 2000 word essay (40%); 3000 word essay (60%)

Level 3: Two 3000 word essays (50% each)

BIBLIOGRAPHY * = set texts recommended for purchase

Bovon, François. *Luke 1. Luke 2. Luke 3.* 3 vols. Hermeneia. Minneapolis, MN: Fortress, 2002–2013.

*Byrne, Brendan. *The Hospitality of God.* Strathfield, NSW: St Pauls, 2000.

Fitzmyer, Joseph A. *The Gospel According to Luke.* 2 vols. New York: Doubleday, 1981/85.

Green, Joel B. *The Gospel of Luke.* NICNT. Grand Rapids, MI: Eerdmans, 1997.

Johnson, Luke T. *The Acts of the Apostles.* Collegeville, MN: Liturgical Press, 1992.

*———. *The Gospel of Luke.* Collegeville, MN: Liturgical Press, 1991.

Mullins, Michael. *The Gospel of Luke: A Commentary.* Dublin: Columba Press, 2010.

Pervo, Richard I. *Acts: A Commentary.* Minneapolis, MN: Augsburg, 2009.

Witherington, Ben. *The Acts of the Apostles.* Grand Rapids, MI: Eerdmans, 1998.

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit offers a critical scholarly study of the theological, literary, and pastoral significance of *The Gospel of John* within its First-Century context. It will include a study of the emergence of Johannine Christianity and its relationship to Judaism following the destruction of Jerusalem, and the distinctive Johannine response to this event. Using narrative-critical methods the unit will follow the text of the Gospel, particularly in its structural and symbolic elements, in order to elucidate the particular theology of this Gospel.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or equivalent

Level 3: BA1000Y and BN1000Y plus two units of Biblical Studies at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

Level 2:

1. describe the background, structure, themes, literary forms and terminology of the Gospel
2. gather information from the primary and secondary sources relevant to this subject and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods
4. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation
5. explain the unique theology of John's Gospel in relation to its first-century context.

Level 3:

1. research and discuss the background, structure, themes, literary forms and terminology of the Gospel
2. appraise information from the primary and secondary sources relevant to this subject, particularly through the use of databases, and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods as distinct from historical critical methods
4. write an exegetical paper on a specific text demonstrating advanced skills in biblical interpretation
5. evaluate the unique theology of John's Gospel in relation to the pastoral needs of its first-century context

ASSESSMENT

Level 2: 2000 word exegetical paper (40%); 3000 word essay or 45 minute taped oral exam

(60%) **Level 3:** 2500 word exegetical paper (40%); 3500 word essay or 45 minute taped oral exam (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Raymond E. *An Introduction to the Gospel of John: Edited, Updated, and Concluded by Francis J. Moloney*. New York: Doubleday, 2003

Coloe, Mary L. *Dwelling in the Household of God: Johannine Ecclesiology and Spirituality*. Collegeville, MN: Liturgical Press, 2007.

Culpepper, R. Alan. *Anatomy of the Fourth Gospel*. Philadelphia, PA: Fortress, 1983.

Koester, Craig R. *Symbolism in the Fourth Gospel*. Minneapolis, MN: Fortress, 2003.

Lee, Dorothy. *Flesh and Glory: Symbolism, Gender and Theology in the Gospel of John*. New York: Crossroad, 2002.

Lincoln, Andrew T. *The Gospel according to Saint John*. BNTC 4 London: Continuum, 2005.

*Moloney, Francis J. *The Gospel of John*. Sacra Pagina 4. Collegeville, MN: Liturgical Press, 1998.

Schneiders, Sandra M. *Written that You May Believe*. New York: Crossroad, 2003.

Yee, G. A. *Jewish Feasts and the Gospel of John*. Wilmington, DE: M. Glazier, 1989.

Lecturer: MARY COLOE PBVM

BN3015Y BIBLICAL LAND AND THE GOSPELS

June 6th – July 3rd 2017 Overseas Intensive Travel Unit

CONTENT:

This unit will have several components. Students will travel to Israel. They will follow a four week course, based at *Ecce Homo* Convent in the Old City of Jerusalem, on one of the Synoptic Gospels which involves lectures on a Synoptic Gospel, on Judaism, and the many religious traditions present. The course is entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke'. In 2017 it will be the Gospel according to Mark. Lectures will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

For more information see www.biblicalformationcentre.com

It is necessary to enrol with the Program in Jerusalem.

PREREQUISITES

One Unit of New Testament at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. discuss the interplay between the geography of the biblical land and the text of the Gospel
2. articulate the significance of the land in relation to the Gospel's presentation of Jesus and his ministry
3. explain the influence of the Galilee on the life of Jesus as reflected in the Gospel studied
4. demonstrate knowledge of the Jewish background to the Gospel studied
5. assess the contribution of archaeology to the study of the Gospel
6. apply the knowledge gained concerning the Gospel and the Galilean influence to preaching or teaching the Gospel in the coming liturgical year
7. discuss the relationship between the various Christian communities encountered in Jerusalem to Christian Ecumenism in Australia.

ASSESSMENT:

An homily or class presentation equivalent to 2500 words on one of the Sunday Liturgical texts studied in Jerusalem (50%); A 2500 word essay – which takes a text from the Gospel of Matthew and explores the significance of studying it in the Biblical land (50%)

BIBLIOGRAPHY

The Land

Brueggemann, Walter. *The Land*. Philadelphia, PN: Fortress Press, 1977.

Habel, Norman C. *The Land is Mine. Overtures to Biblical Theology*. Minneapolis, MN: Fortress Press, 1995.

Shanks, Hershel, and Daniel P. Cole, eds. *Archaeology and the Bible: The Best of BAR*. Vol. 2. Washington, DC: Biblical Archaeology Society, 1990.

The Gospel of Mark

NRSV Bible with the Apocryphal/Deuterocanonical Books [RSV is acceptable]

Recommended: Francis J. Moloney. *A Friendly Guide to the New Testament*. Mulgrave, VIC: Garratt Publishing, 2012.

Culpepper, R. Alan. *Mark*. Macon, GA: Smyth and Helwys, 2007.

Donahue, John R., and Daniel J. Harrington. *The Gospel of Mark. Sacra Pagina 2*. Collegeville, MN: The Liturgical Press, 2002.

LaVerdiere, Eugene. *The Beginning of the Gospel: Introducing the Gospel According to Mark*. 2 vols. Collegeville, MN: The Liturgical Press, 1999.

Marcus, Joel. *Mark 1-8; 8-16* The Anchor Bible. New York: Doubleday, 2000, 2009.

———. *Mark 8-16*. The Anchor Yale Bible. New Haven, CT: Yale University Press, 2009.

Moloney, Francis J. *The Gospel of Mark: A Commentary*. Peabody, MA: Hendrickson 2002.

Supervisors:

MARY COLOE PBVM and MARY REABURN NDS

CONTENT

This unit is an exegetical and thematic exploration of Paul's letter to the Romans. The Christian community of Rome was known to Paul, but he had not visited them. For their part the Roman community of Jewish Christians was concerned that Paul's message and praxis was an authentic one. The letter is written to pave the way for his impending visit and it is Paul's attempt to address their concerns by articulating his understanding of the Christian message and wrestling with a number of significant theological issues including the place of Jesus in God's saving history, the role of the Jewish Law, the failure of the people of Israel to accept Jesus as Messiah, the plight of all humanity under sin, and the possibility of all humanity being saved by faith in Jesus.

PREREQUISITES

Level Two: BA1000Y and BN1000Y or the equivalent

Level Three: BA1000Y, BN1000Y plus 30 points in Field B at second level

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

Level 2

1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. describe Paul's theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature.

Level 3

1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. analyse Paul's theology as it emerges from the letter to the Romans
3. evaluate the social, political and religious context of the Roman community and the ways in which it shapes Paul's arguments in Romans
4. appraise the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature.

ASSESSMENT

Level Two: 2000 word exegetical paper (40%); 3000 word essay (60%)

Level Three: 3000 word exegetical paper (50%); 3000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Byrne, Brendan. *Romans*. Sacra Pagina 6. Collegeville MN: Liturgical Press, 1996.

Dunn, James D. G. *The Theology of Paul the Apostle*. London: T & T Clark, 2003.

_____. *Romans*. 2 vols. Dallas TX: Word, 1988.

Fitzmyer, Joseph A. *Romans*. AB 33. New York: Doubleday, 1993.

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: Eerdmans, 2004.

*Horrell, David G. *An Introduction to the Study of Paul*. 2nd ed. London: T & T Clark, 2006.

Neyrey, Jerome H. *Paul, in Other Words: A Cultural Reading of his Letters*. Louisville, KY: Westminster/John Knox, 1990.

Witherington, Ben. *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament*. Eugene, OR: Cascade, 2009.

Wright, N. T. *Paul: Fresh Perspectives*. London: SPCK, 2005.

BS3016Y PASSOVER AND EASTER IN THE BIBLICAL LAND

March 22nd - April 18th 2017 Intensive Travel Unit

CONTENT:

This Unit combines a study of the Biblical texts associated with the feasts of Passover & Easter (Exodus, Servant Songs & John's Gospel) with an experience of the Biblical Land and the celebration of these feasts in Jerusalem. (This Program is situated in Jerusalem. The students will study: Exodus, the Servant Songs in Isaiah and the Gospel of John. The lens through which this study will be focused are the feasts of Passover and Easter. The celebration of Easter in the Holy Land offers an experience of a variety of Christian celebrations of Holy Week and Easter. It will also allow some participation, with Jewish people, in Passover. There will be excursions to sites where events in the life of Jesus are commemorated.)

For more information see www.biblicalformationcentre.com

It is necessary to enrol with the Program in Jerusalem.

PREREQUISITES

BA1000Y & BN1000Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. exegete the text of the Gospel of John within the context of the First Testament and in a manner which does not promote anti-Jewish sentiment
2. examine the relationship between the feasts of Passover and Easter as found in the selected biblical traditions
3. present the texts of Exodus and Isaiah (Servant Songs) in non supersessionist modes
4. demonstrate familiarity with the role of Jerusalem and the land in the celebration of the feasts of Passover and Easter
5. explore the use of Biblical texts within a liturgical context.

ASSESSMENT:

Exegesis of a text within John 13-20 (35%); Preparation of an "Easter" Liturgy with a strong Biblical component (35%); A reflective paper on the relationship between the feasts of Passover and Easter in light of the 4 weeks experience (30%)

BIBLIOGRAPHY

Coggins, Richard. *The Book of Exodus*. Epworth Commentaries. Peterborough, England: Epworth, 2000.

Coloe, Mary L. *Dwelling in the Household of God*. Collegeville, MN: Liturgical Press, 2006.

Cotter, David. *Exodus*. Berit Olam. Collegeville, MN: Liturgical, 2004.

Hamilton, Victor P. *Exodus: An Exegetical Commentary*. Grand Rapids, MI: Baker Academic Press, 2011.

Lee, Dorothy. *Flesh and Glory: Symbolism, Gender and Theology in the Gospel of John*. New York, NY: Crossroad, 2002.

Neyrey, Jerome H. *The Gospel of John*. NCBC. New York: Cambridge, 2007.

Smiga, George M. *The Gospel of John Set Free*. New York: Paulist Press, 2008.

Supervisors: MARY COLOE PBVM and MARY REABURN NDS

FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE

CHURCH HISTORY

CH1001Y	A Survey of Early/Medieval Church History (100-1450)
CH2002Y	A Survey of Early Modern & Modern Church History (1450-Present)
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2015Y/CH3015Y	Religion in the Age of Faith
CH2230Y/CH3230Y	Catholic Social Thought in Aust. & O/S (=DT2/3230Y)
CH2320Y/CH3320Y	Mary in the Christian Tradition (=CT2/3320Y & DS2/3320Y)
CH3415Y	Supervised Reading Unit – Church History (15 points)
CH3430Y	Supervised Reading Unit – Church History (30 points)

SYSTEMATIC THEOLOGY

CT1003Y	Beginning with Jesus
CT2020Y/CT3020Y	The Cosmos as Creation
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church
CT2320Y/CH3320Y**	Mary in the Christian Tradition (=CH2/3320Y & DS2/3320Y)
CT2331Y/CT3331Y**	Theology in Asia: A Model of Development in Theology (=DM2/3331Y)
CT2340Y/3340Y**	Human Sexuality and Marriage (=DT2/3340Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)
CT3019Y	Human Person: Community and World
CT3024Y	Theological Methods
CT3415Y	Supervised Reading Unit – Systematic Theology (15 points)
CT3430Y	Supervised Reading Unit – Systematic Theology (30 points)

**See crosslisting for detailed unit description

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2014Y/CH3014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH2022Y/CH3022Y**	Vatican II: History, Texts, Theology (=CT2/3022)
CH2210Y/CH/3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/310Y)
CH2511Y/CH3511Y	Martyrs, Minds and Mystics
CT2016Y/CT3016Y	Church: Sign and Sacrament of God's Kingdom
CT2022Y/CT3022Y	Vatican II: History, Texts, Theology (=CH2/3022)
CT2023Y/CT3023Y	Salvation and the End of Time
CT2212Y/CT3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y)
CT2511Y/CT3511Y	Martyrs, Minds and Mystics
CT3012Y	The Christian Doctrine of God: the Holy Trinity
CT3021Y	Women in the Christian Theological Tradition

CH1001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY (100-1450CE)

1st semester Wednesday evening

(Min. No. 8)

CONTENT

This unit fulfils two major functions. Firstly to introduce students to modern skills in the discipline of history: historiography, historical consciousness, research skills, critical use of sources, interpretation methodologies, and presentation of evidenced historical arguments. Secondly, to introduces students to the broad sweep of church history from the end of the apostolic era (c.100CE) to the end of the era of feudal states and of the first flowerings of the Renaissance in the mid fourteenth century. Particular emphasis is placed on the development of the fundamental doctrines and structures of Christianity, the mutual relationships between Church, State and Culture, the Crusades, the observances of popular religion and challenges to the Church's authority in the High Middle Ages, leading to the growth of movements towards reform.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate understanding of the dynamic meaning of church history
2. analyse critically both primary and secondary historical sources
3. present a critical evaluation of selected historical documents from the period
4. engage with debates surrounding major historiographical issues of this period
5. research and assemble evidence for a sustained historical argument on a selected event in early or medieval church history
6. identify and discuss the inter-relationship between history and theology

ASSESSMENT

800 word material culture study (20%); 1200 word document study (30%) 2000 word research essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: Oxford University Press, 1999. (or other versions)

Bradley, James, and Richard Muller. *Church History: An Introduction to Research, Reference Works and Methods*. Grand Rapids, MI: Eerdmans, 1995.

Brooke, Rosalind and Christopher Brooke. *Popular Religion in the Middle Ages*. 2nd ed. London: Thames and Hudson, 1984.

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, AD 200-1000*. 2nd Ed. Oxford: Blackwell, 2003.

Cooper, Kate. *Band of Angels: The Forgotten World of Early Christian Women*. London: Atlantic Books, 2013.

Eusebius of Caesarea. *The Church History*. Edited by Paul Maier. Grand Rapids, MI: Kregel Academic, 2007.

Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids, MI: Eerdmans, 2003.

Gonzalez, Justo L. *The Changing Shape of Church History*. St. Louis, MO: Chalice Press, 2002.

Dale, Irvin and Scott Sunquist. *History of the World Christian Movement*. Vol 1. Edinburgh: T&T Clark, 2000.

Logan, F. Donald. *A History of the Church in the Middle Ages*. London: Routledge, 2002.

MacCulloch, Diarmaid. *Christian History: An Introduction to the Western Tradition*. London: SCM Press, 2012.

Lecturers: MATTHEW BECKMANN OFM

CH2002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY (1450 – PRESENT)

2nd semester Wednesday evening

(Min. No. 8)

CONTENT

This unit develops the students' historical methodology and research skills, building on fundamental learnings from the first survey (CH1001Y). Applying these skills, it surveys the history of the Church from the Renaissance to the present. Particular emphasis is given to the current historiography of the Long Reformation (14th to 18th Centuries) and its aftermaths, to the Enlightenment, colonialism, the Age of Revolutions, The great age of mission and the Religious developments of the 19th Century in church authority structures and 'Social Christianity', as a preface to interpreting twentieth century conflicts, reforms and renewal.

PREREQUISITES

CH1001Y or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate understanding of the dynamic meaning of church history
2. analyse critically both primary and secondary historical sources
3. assess and weigh the meaning and significance of selected historical evidence
4. integrate historiographical debates into historical analysis
5. research and assemble evidence for a sustained historical argument on a selected event in early modern or modern church history
6. demonstrate the interrelationship between history and theology.

ASSESSMENT

2000 word document study (40%); 3000 word research essay (60%).

BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: Oxford University Press, 1999 (or other editions)
- Bireley, Robert. *The Refashioning of Catholicism, 1450–1700*. Washington, DC: CUA Press, 1999.
- Burleigh, Michael. *Earthly Powers: Religion and Politics from the Enlightenment to the Great War*. London: Harper Collins, 2006.
- Burleigh, Michael. *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: Harper Collins, 2006.
- Cameron, Euan. *The European Reformation*. 2nd ed. Oxford: OUP, 2012.
- Duffy, Eamonn. *The Stripping of the Altars*. New Haven, CT: Yale University Press, 1992.
- Howell, Martha, and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, NY: Cornell University Press, 2001.
- Jenkins, Keith. *Re-Thinking History*. London: Routledge, 2002.
- Lindberg, Carter. *The European Reformations*. 2nd ed. Oxford: Wiley-Blackwell, 2010.
- Wallace, Peter G. *The Long European Reformation*. New York: Palgrave MacMillan, 2004.

Lecturer: MATTHEW BECKMANN OFM

CONTENT

This unit studies the origins and growth of Christian art by exploring ways in which liturgy and devotions in the early church found expression in visual culture. Themes and topics to be presented will include: the art of the catacombs; the centrality of monasticism and of the city of Constantinople in Eastern Christianity; the mosaics of Ravenna and Rome; the emergence of new art forms such as the icon; the iconoclastic controversy; the impact of Byzantine art and architecture in the medieval West e.g. Monreale in Norman Sicily and San Marco in Venice.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify the central iconographic themes of Early Christian and Byzantine art
2. apply the vocabulary of visual analysis and historical inquiry in written communication
3. distinguish critically the various lenses (historical, ideological, spiritual) through which the interpreter views visual images in both oral and written work
4. plan and execute a research essay which clearly states an argument, and evaluates evidence, both literary and visual, to support the argument
5. **LEVEL 3:** review critically several methodological perspectives within art historical scholarship.

ASSESSMENT

Level 2: 1000 word paper (20%); one hour, (equivalent to 1000 words) slide exam (30%); 2000 word research essay (50%)

Level 3: 1500 word paper (20%); one hour, (equivalent to 1000 words) slide exam (30%); 3000 word research essay (50%)

BIBLIOGRAPHY

* = set texts recommended for purchase

Brubaker, Leslie and Mary B. Cunningham. (eds.) *The Cult of the Mother of God in Byzantium. Text and Images*. Farnham, UK.: Ashgate, 2011.

Cormack, R. *Writing in Gold: Byzantine Society and Its Icons*. London: George Philip, 1985.

-----, *Byzantine Art*. Oxford: Oxford University Press, 2000.

Finney, Paul Corbey, *The Invisible God: The Earliest Christians on Art*. New York: Oxford University Press, 1994.

Grabar, A. *Christian Iconography: A Study of Its Origins*. Princeton: Princeton University Press, 1968.

Jensen, R.M. *Understanding Early Christian Art*. London: Routledge, 2000.

Kessler, Herbert. *Spiritual Seeing: Picturing God's Invisibility in Medieval Art*. Philadelphia: University of Pennsylvania Press, 2000.

Kitzinger, E. *Byzantine Art in the Making*. Cambridge, MA.: Harvard University Press, 1977.

*Lowden, J. *Early Christian and Byzantine Art*. London: Phaidon, 1997.

Safran, Linda. ed. *Heaven on Earth. Art and the Church in Byzantium*. University Park, PA: Pennsylvania State University Press, 2002.

Spier, Jeffrey. ed. *Picturing the Bible: The Earliest Christian Art*. New Haven: Yale University Press, 2007.

Vassilaki, Maria. ed. *Mother of God. Representations of the Virgin in Byzantine Art*. Milan: Skira, 2000.

Lecturer: CLAIRE RENKIN

CONTENT

Immense creativity, great energy and remarkable displays of faith marked the church of the Middle Ages, from the revival of the western 'Roman Empire' in 800 to the Empire's demise in the East in 1453. This era saw matters of religion and faith touch all aspects of life and so this unit looks at the interplay between religion and the rest of medieval society. Topics to be considered include relations with Islam & Judaism, heresy, superstition & magic, doctrinal reform, women, schools, crusades and popular religion. A better understanding of the deep roots of modern religion in the Middle Ages enriches our understanding of the contemporary church.

PREREQUISITES

CH1001Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

Level 2

1. identify the pertinent elements of the historical context of the mediaeval church
2. analyse critically primary and secondary sources for mediaeval church history
3. engage in historical analysis of the practices of both official and popular religion
4. present a sustained argument in mediaeval church history about a nominated issue
5. demonstrate awareness of historiographical issues in mediaeval studies

Level 3

1. identify the pertinent elements of the historical context of the mediaeval church
2. analyse critically primary and secondary sources for mediaeval church history
3. engage in historical analysis of the practices of both official and popular religion
4. present a sustained argument in mediaeval church history about a nominated issue
5. demonstrate awareness of historiographical issues in mediaeval studies
6. articulate the contemporary significance of church history of the Middle Ages

ASSESSMENT

Level 2: 1500 word document study (35%); 3000 word research essay (65%)

Level 3: 2000 word document study (35%); 3000 word research essay (65%)

BIBLIOGRAPHY

- Cook, William and Ronald Herzman. *The Medieval World View: An Introduction*. New York: OUP, 2004.
- Le Goff, Jacques. *Medieval Civilization*. London: Blackwell, 1991.
- Linehan, Peter. *The Medieval World*. London: Routledge, 2001.
- Lynch, Joseph H., and Phillip C. Adamo. *The Medieval Church: A Brief History*. London: Longman. 2014
- Pelikan, Jaroslav. *The Spirit of Eastern Christianity 600-1700*. Chicago, IL: University of Chicago Press, 1989.
- Riley-Smith, Jonathan. *The Crusades: A Short History*. New Haven, CT: Yale UP, 1987.
- Rubin, Miri, ed. *Medieval Christianity in Practice*. Princeton, NJ: Princeton University Press, 2009.
- Shinner, John, ed. *Medieval Popular Religion*. Orchard Park, NY: Broadview Press, 2009.
- Vauchez, André. *The Laity in the Middle Ages: Religious Belief and Devotional Practices*. Trans. Margery J Schneider. Notre Dame, IN: UND Press, 1993.

Lecturer: MATTHEW BECKMANN OFM

CONTENT

This unit will examine Catholic social and political ideas and movements in Europe and elsewhere, and evaluate their impact and interpretation in Australia. It will consider key issues in Catholic social movements in Europe, outline the backgrounds to the papal social encyclicals, and trace their development internationally to Popes John Paul II, Benedict XVI and Francis.

PREREQUISITES

A foundational unit in Church History or moral Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. show competence in reading and interpreting the main social encyclicals
2. demonstrate familiarity with key social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. describe key debates about Catholic social movements, and analyse various views
4. demonstrate in written form a critical appropriation of some aspect of the subject
5. display understanding of the cultural origins and development of social justice traditions in the Church
6. **level 3 only:** Critically evaluate aspects of Church social teaching.

ASSESSMENT

Level 2: 1500 word essay (40%); 2500 word essay (60%)

Level 3: 2000 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

- Boswell, Jonathan S., Francis P. McHugh and Johan Verstraeten, eds. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. London: T & T Clark, 2007.
- Curran, Charles. *Catholic Social Teaching 1891 - Present*. Washington, DC: Georgetown University Press, 2002.
- Dorr, Donal. *Option for the Poor and for the Earth*. Maryknoll NY: Orbis, 2012.
- Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne, VIC: CollinsDove, 1991.
- . *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: UNSW Press, 2001.
- Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown UP, 2004.
- Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne, VIC: Collins Dove, 1993.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- Pabst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge, UK: James Clarke & Co., 2011.
- Tornielli, Andrea and Galeazzi, Giacomo. *This Economy Kills: Pope Francis on Capitalism and Social Justice*. Collegeville, MN: Liturgical Press, 2015.
- Valley, Paul. *Pope Francis: Untying the Knots*. London: Bloomsbury, 2013.

Lecturer: BRUCE DUNCAN CSsR

CH2320Y/3320Y MARY IN THE CHRISTIAN TRADITION

2nd semester

Cross listed as CT2/3320Y & DS2/3320Y

(Min. No. 8)

Intensive unit: Saturdays: Aug 5th & 19th; Sept 2nd & 16th; Oct 14th & 28th

CONTENT

This unit explores the place of Mary in the tradition of western Christianity, through various prisms: theology, scripture, art, spirituality, history, hymnody and more. Mary will be studied using the tools of these disciplines. The unit will consider the role of Mary in history, culture and theology both methodically and critically.

PREREQUISITES

CH1001Y or CT1000Y or DS1001Y or equivalent.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

Level 2:

1. identify the biblical foundations to Christian traditions concerning Mary
2. situate the theologies about, cults of, and devotion to Mary within their historical context
3. link the developments in theological reflection upon Mary to cultural and artistic expressions of her and her cult
4. provide a critique of a Marian spirituality in the light of the theological, biblical and historical traditions concerning Mary
5. present a sustained and multidisciplinary argument on a selected aspect of the Christian tradition concerning Mary

Level 3:

1. analyse the biblical foundations to Christian traditions concerning Mary
2. set out the theologies about, cults of, and devotion to Mary within their historical context
3. describe the mutual effect of developments in theological reflection upon Mary and of cultural and artistic expressions of her and her cult
4. assess a Marian spirituality in the light of the theological, biblical and historical traditions concerning Mary
5. present a sustained and multidisciplinary argument on a selected aspect of the Christian tradition concerning Mary

ASSESSMENT

Level 2: Five reflections of 500 words each (50%); Major Essay 2500 words (50%)

Level 3: Five reflections of 500 words each (50%); Major Essay 3000 words (55%)

BIBLIOGRAPHY * = set texts recommended for purchase

The Anglican-Roman Catholic International Commission. *Mary: Grace and Hope in Christ*. Harrisburg, PA/ London: Morehouse, 2005.

Boss, Sarah Jane. *Mary: The Complete Resource*. Oxford: OUP, 2007.

Ebertshauser, Caroline. *Mary: Art, Culture and Religion through the Ages*. New York: Crossroad Publications, 1998.

Farrell, Marie. *Gathering with Mary Under the Southern Cross*. Strathfield, NSW: St Paul's, 2007

Gaventa, Beverly Roberts. *Mary: Glimpses of the Mother of Jesus*. Columbia, SC: University of South Carolina Press, 1995.

Graef, Hilda, ed. *Mary: A History of Doctrine and Devotion*. Notre Dame, IN: Christian Classics, 2009.

Johnson, Elizabeth. *Truly Our Sister: A Theology of Mary in the Communion of Saints*. New York: Continuum, 2003.

Katz, Melissa R., ed., *Divine Mirrors: The Virgin Mary in the Visual Arts*. Oxford: OUP, 2001.

Levine, Amy-Jill, ed. *A Feminist Companion to Mariology*. London: T & T Clark, 2005.

Rubin, Miri. *Mother of God: A History of the Virgin Mary*. New Haven, CT: Yale UP, 2009.

Lecturer: CLAIRE RENKIN, CHRIS MONAGHAN CP, JANETTE GRAY RSM,
MATTHEW BECKMANN OFM

CONTENT

"No-one has ever seen God. It is God the only Son, who is close to the Father's heart who has made him known" (John1:18). Ultimately, the normative source of our knowledge of God is what God reveals of Godself through Jesus the Christ. This unit introduces the study of theology, its sources and methods, through the study of Christology. It focusses on Jesus Christ, his life and ministry, his death and resurrection, and the subsequent reflection of the Church on his identity.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the issues involved in the quests for the historical Jesus and the fruits of these quests
2. identify the theological issues at stake in a selected topic in Christology
3. discuss a selected topic in Christology in the light of the Scriptures and contemporary theological writing
4. reflect theologically on the identity of Jesus in the light of Scripture and Tradition

ASSESSMENT

1000 word essay (25%); 2000 word essay (50%); 1000 word summative reflection (25%)

BIBLIOGRAPHY

* = set texts recommended for purchase

Bockmuehl, Markus, ed. *The Cambridge Companion to Jesus*. Cambridge: Cambridge University Press, 2001.

Fuellenbach, John. *The Kingdom of God: The Message of Jesus Today*. Maryknoll, NY: Orbis Books, 1995.

Karkkainen, Veli-Matti. *Christology: A Global Introduction*. Grand Rapids, MI: Baker Academic, 2003.

Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.

McDermott, Brian. *Word Become Flesh: Dimensions of Christology*. Collegeville, MN: Michael Glazier, 1993.

Matera, Frank. *New Testament Christology*. Louisville KY: Westminster, 1999.

Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus, Vol 1-3*. New York: Doubleday, 1991-2001. Volume 4. New Haven: Yale University Press, 2009.

Murphy, Francesca Aran. *The Oxford Handbook of Christology*. Oxford: Oxford University Press, 2015.

O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. Oxford: Oxford University Press, 2009.

Pagola, Jose A. *Jesus: An Historical Approximation*. Columbia, FL: Convivium Press, 2012.

*Rausch, Thomas. *Who is Jesus? An Introduction to Christology*. Collegeville, MN: Liturgical Press, 2003.

Lecturer: ROSS FISHBURN

CONTENT

This unit aims to explore the meaning and implications of the Christian belief that the cosmos is the creation of God which, although declared to be good, is experienced in brokenness. It comprises four elements: (1) theological and scientific views of the cosmos; (2) theological problems raised by the brokenness ('fallenness') of existence in the world; (3) theological views of the place and responsibility of humankind in the world; and (4) the tension between theological and scientific expectations/hopes about the eventual future of the cosmos.

PREREQUISITES

CT1000Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. analyse various biblical views of the world as God's good but broken creation
2. compare and contrast the several stages of the modern encounter between theology and the physical sciences
3. give a critical account of various views of how God interacts with the world
4. formulate some practical implications of belief in creation for Christian spirituality and ethics
5. demonstrate a critical awareness of some major approaches to theodicy **(for level 3)**

ASSESSMENT

Level 2: 2000 word essay (50%); 2000 word essay (50%)

Level 3: 2500 word essay (50%); 2500 word essay (50%)

BIBLIOGRAPHY

- Anderson, B., ed. *Creation in the Old Testament*. Minneapolis, MN: Fortress Press, 1984.
- Astley, J. and A. Loades, eds. *Creation: A Reader*. London: T & T Clark, 2003.
- Barbour, I. *Religion in an Age of Science*. London: SCM Press, 1990.
- Davis, S.T. *Encountering Evil: Live Options in Theodicy*. Atlanta, GA: John Knox Press, 1981.
- Edwards, D. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.
- Gilkey, L. *Maker of Heaven and Earth: The Christian Doctrine of Creation in the Light of Modern Knowledge*. Lanham, MD: University Press of America, 1985.
- Granberg-Michaelson, W. *Ecology and Life: Accepting our Environmental Responsibility*. Waco, TX: Word Books, 1988.
- Hall, D.J. *Imaging God: Dominion as Stewardship*. Grand Rapids, MI: W.B. Eerdmans, 1986.
- Klaiber, Walter. *On Creation: Religion and Science in Dialogue*. Translated Randi H. Lundell. Nashville, TN: Abingdon, 2011.
- Mangum, J., ed. *The New Faith-Science Debate: Probing Cosmology, Technology and Theology*. Minneapolis, MN: Fortress Press, 1989.
- Moltmann, J. *God in Creation: An Ecological Doctrine of Creation*. London: SCM Press, 1985.
- Polkinghorne, J.C. *The Work of Love: Creation as Kenosis*. Grand Rapids, MI: W.B. Eerdmans, 2001.
- Polkinghorne, J., and M. Welker, eds. *The End of the World and the Ends of God: Science and Theology on Eschatology*. Harrisburg, PA: Trinity Press International, 2000.
- Southgate, C. et al. *God, Humanity and the Cosmos: A Textbook in Science and Religion*. Harrisburg, PA: T & T Clark, 1999.

Lecturer: CHRISTIAAN MOSTERT

CONTENT

This unit aims to present with ecumenical sensitivity the origin, meaning and purpose of the Christian sacraments. It begins by outlining foundational concepts upon which contemporary sacramental theology rests, including the importance of symbol, ritual, Jesus as primordial sacrament and the Church as fundamental sacrament. Using this framework, the unit then undertakes a survey of the seven sacraments, paying particular attention to their historical, symbolic, liturgical and pastoral dimensions. Finally, the unit explores and evaluates more recent directions within sacramental theology as a discipline.

PREREQUISITES

Level 2: CT1000Y or equivalent and two units in Biblical Studies at level one

Level 3: As above plus one unit of Systematic Theology at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the importance of foundational concepts such as symbol and ritual in defining and describing sacraments
2. discuss the importance of Jesus Christ as primordial sacrament and the Church as fundamental sacrament in defining and describing sacraments
3. identify significant developments in the historical evolution of the sacraments
4. analyse the sacraments in terms of their key historical developments, symbolic meanings, and liturgical expression
5. **(Level 3)** explain how the sacraments manifest the presence and work of the Holy Spirit.

ASSESSMENT

Level 2: 1500 word essay (40%); 2500 word major essay (60%)

Level 3: 2000 word essay (40%); 3000 word major essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: The Liturgical Press, 2001.

Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third Publications, 1983.

Lawler, Michael. *Symbol and Sacrament: A Contemporary Sacramental Theology*. Omaha, NE: Creighton University Press, 1987, 1995.

Martinez, German. *Signs of Freedom: Theology of the Christian Sacraments*. Mahwah, NJ: Paulist Press, 2003.

*Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Ligouri, MO: Triumph, 2001.

Mitchell, Nathan. *Meeting Mystery: Liturgy, Worship, Sacraments*. Maryknoll, NY: Orbis, 2006.

Noll, Ray. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999 (2nd printing 2001).

Osborne, Kenan. *Sacramental Theology: A General Introduction*. Mahwah, NJ: Paulist Press, 1988.

Rahner, Karl. *The Church and the Sacraments*. New York: Herder and Herder, 1963.

Schillebeeckx, Edward. *Christ the Sacrament of Encounter with God*. New York & London: Sheed & Ward, 1963.

Vorgrimler, Herbert. *Sacramental Theology*. Collegeville, MN: Liturgical Press, 1992.

Wainwright, Geoffrey, and Karen Westerfield Tucker, eds. *The Oxford Dictionary of Christian Worship*. Oxford and New York: Oxford University Press, 2006.

Lecturer: GAVIN BROWN

CONTENT

"Christians are made, not born" (Tertullian). This unit explores with ecumenical sensitivity the origin, history and meaning of the processes involved in persons becoming Christians. The unit begins by briefly exploring insights drawn from cultural anthropology and ritual studies regarding the significance attached to initiation. On this basis, the unit then follows two lines of inquiry. The first represents an historical survey, charting the practices of Christian initiation in the early Church and the subsequent emergence of the three separate sacraments of initiation: baptism, confirmation and Eucharist. The second line of inquiry investigates the sacraments of initiation as they stand in the post-Vatican II Catholic Church, paying particular attention to the RCIA, continuing debates surrounding different approaches to the sacraments of initiation and, finally, the significance of the Eucharist as both the high point of the journey of faith for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES

Level 2: CT1000Y

Level 3: CT1000Y and an extra 30 points of Systematic Theology at Level 2

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analyzing key texts and rites associated with the sacraments of initiation
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. **(Level 3)** explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church.

ASSESSMENT

Level 2: 1500 word essay (40%); 2500 word essay (60%)

Level 3: 2000 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

- Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Mazza, Enrico. *The Celebration of the Eucharist: The Origin of the Rite and the Development of its Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Mick, Lawrence. *Living Baptism Daily*. Collegeville, MN: Liturgical Press, 2004.
- Morris, Thomas. *The RCIA Transforming the Church – A Resource for Pastoral Implementation*. New York/Mahwah, NJ: Paulist Press, 1989, 1997.
- O'Loughlin, Frank. *Christ Present in the Eucharist*. Strathfield, NSW: St Paul Publications, 2000.
- Osborne, Kenan. *The Christian Sacraments of Initiation*. New York: Paulist Press, 1987.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. Mahwah, NJ: Paulist Press, 1993
- Wood, Susan K. *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism*. Collegeville, MN: Michael Glazier, 2009.

Lecturer: GAVIN BROWN

CONTENT

This unit is a study of Christian reflection on what it means to be human in relation to God and what makes up our humanity. It explores biblical foundations including humanity as created in the image of God, human freedom, grace, nature and grace, sin, persons and community, and how these are embodied through human arrangements such as family, race, work, and the limitations of sickness and disability, ageing and death.

PREREQUISITES

CT1000Y, CT2011Y or equivalent and at least one more unit of Systematic Theology at level 2; at least one unit in Biblical Studies.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. describe and discuss the main features of Christian teaching on the human person
2. analyse and evaluate the relative contributions of cultures on understanding Christian teaching about the human person
3. identify and assess theological understanding about humanity's and God's relationship
4. identify and describe the theological understanding of grace in relation to persons
5. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship.

ASSESSMENT

3000 word research essay (50%); Two seminar papers, 1500 words each (50%)

BIBLIOGRAPHY

- Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang Publishers, 2013.
- Duffy, Stephen. *The Dynamics of Grace*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.
- Edwards, Denis. *Human Experience of God*. New York, NY: Paulist, 1983.
- Gonzalez, M.A. *Created in God's Image*. Maryknoll, NY: Orbis, 2007.
- McFarland, Ian. *Difference and Identity: A Theological Anthropology*. Cleveland, OH: Pilgrim, 2001.
- Pannenberg, Wolfhart. *Anthropology in Christian Perspective* (trans. G.W. Bromiley). Edinburgh: T. & T. Clark, 1985.
- Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Liturgical Press, 2012.
- Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/ Liturgical Press, 1991
- Schwarz, Hans. *The Human Being: Theological Anthropology*. Grand Rapids, MI: Eerdmans, 2013.
- Welker, Michael. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: Eerdmans, 2014.
- Young, Norman. *Creator, Creation and Faith*. London: Collins, 1976.

Lecturer: JANETTE GRAY RSM

CONTENT

This unit is an investigation into the manner in which theology is done and how theologians engage in their craft, rather than a discussion of the content of their conclusions. Thus, it examines their own descriptions of the theological process and their output. The unit provides students with an array of methodological tools for theological work.

PREREQUISITES

45 points of Systematic Theology including 15 points of Christology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify and describe the main methodologies employed in Christian theology
2. assess the effectiveness of these theological tools in different contexts
3. apply a variety of theological tools to a presented consideration
4. articulate the strengths and weaknesses of various theological approaches.

ASSESSMENT

1000 word book review (20%); 2000 word comparison exercise (30%); 3000 word major essay (50%)

BIBLIOGRAPHY

Allen, Paul. *Theological Method: A Guide for the Perplexed*. London: T&T Clark, 2012.

Balthasar, Hans Urs von. *Theo-Dramatic*. San Francisco, CA: Ignatius Press, 1988.

Bevans, Stephen. *Contextual Theology for the Twenty-First Century*. Eugene, OR: Pickwick, 2011.

Bohm, David. *Wholeness and the Implicate Order*. London: Routledge, 1980.

Eckhardt, A. Roy. *The Theologian at Work*. London: SCM Press, 1968.

Egan, Philip. *Philosophy and Catholic Theology*. Collegeville, MN: Liturgical Press, 2009.

Gallagher, Michael. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. London: DLT, 2010.

Gutiérrez, Gustavo. *A Theology of Liberation*. New York: Orbis, 1988.

Hartwell, Herbert. *The Theology of Karl Barth: An Introduction*. London: Duckworth, 1964.

Jones, Serene. *Feminist Theory and Christian Theology: Cartography of Grace*. Minneapolis MN: Fortress Press, 2000.

Lonergan, Bernard. *Method in Theology*. Toronto: University of Toronto Press, 1979.

Rahner, Karl. *Foundations of Christian Faith*. New York: Seabury Press, 1987.

Schussler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York, NY: Crossroads, 1994.

Stone, Howard. *How to Think Theologically*. Minneapolis, MN: Fortress Press, 1996.

Lecturer: MATTHEW BECKMANN OFM

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

CANON LAW

DC3415Y Supervised Reading Unit – Canon Law (15 points)

DC3430Y Supervised Reading Unit – Canon Law (30 points)

LITURGY

DL2422Y/DL3422Y Ritual and Pastoral Care: In Sickness and Life's Ending
(=DP2/3422Y)

DL2423Y/DL3423Y Proclaiming the Word of God (=DP2/3423Y)

DL3415Y Supervised Reading Unit – Liturgical Studies (15 points)

DL3430Y Supervised Reading Unit – Liturgical Studies (30 points)

MISSIOLOGY

DM1330Y Introduction to the Theology of Mission

DM2011Y/DM3011Y A Comparative Study of Religions

DM2331Y/DM3331Y Theology in Asia: A Model of Development in Theology

DM2470Y/DM3470Y Social Teaching and Aboriginal Australians (=DT2/3470Y)

DM3415Y Supervised Reading Unit – Missiology (15 points)

DM3430Y Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1001Y Foundations for Pastoral Practice

DP2010Y Faith, Religion and Spirituality

DP2111Y/DP3111Y Ministry in Contemporary Context

DP3006Y Professional Issues in Pastoral Ministry

DP3481Y Leadership in a Faith Community (=DR3481Y)

DP9100S Clinical Pastoral Education (CPE)

DP3415Y Supervised Reading Unit – Pastoral Theology & Ministry Studies
(15 points)

DP3430Y Supervised Reading Unit – Pastoral Theology & Ministry Studies
(30 points)

RELIGIOUS EDUCATION

DR2/3350Y** Sacraments of Initiation: Baptism, Confirmation, Eucharist (CT2/3350Y)

DR3481Y** Leadership in a Faith Community (=DP3481Y)

DR3415Y Supervised Reading Unit – Religious Education (15 points)

DR3430Y Supervised Reading Unit – Religious Education (30 points)

SPIRITUALITY

DS1000Y Foundations for Christian Spirituality

DS2320Y/DS3320Y** Mary in the Christian Tradition (=CH2/3320Y & CT2/3320Y)

DS3415Y Supervised Reading Unit – Spirituality (15 points)

DS3430Y Supervised Reading Unit – Spirituality (30 points)

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

MORAL THEOLOGY

DT1000Y	Introduction to Moral Theology
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology
DT2012Y/DT3012Y	Justice and Human Rights
DT2016Y/DT3016Y	Equity and Sustainability
DT2017Y/DT3017Y	Theology and Social Reconciliation
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & O/S (=CH2/3230Y)
DT2340Y/DT3340Y	Human Sexuality and Marriage (CT2/3340Y)
DT2470Y/DT3470Y**	Social Teaching and Aboriginal Australians (=DM2/3470Y)
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)

UNITS FROM OTHER COLLEGES

DP9100S	Clinical Pastoral Education (CPE)
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**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

CANNON LAW DC

DC2011Y/DC3011Y	Canon Law A
DC2012Y/DC3012Y	Canon Law B

LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy (=DP1430Y DS1430Y)
DL2010Y/DL3010Y	Liturgy: Presiding and Participating in Community Celebrations

MISSIONOLOGY DM

DM2012Y/DM3012Y	Evangelisation Today: Theory and Praxis
DM2015Y/DM3015Y	Recent Approaches to Mission
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)
DP2422Y/DP3422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL2/3422Y)

SPIRITUALITY DS

DS2101Y	Spiritual Leaders (Heart of Life)
DS2212Y/DS3212Y	Art History and Spirituality in Western Europe (= CH2/3212Y)

MORAL THEOLOGY DT

DT2016Y/DT3016Y	Equity and Sustainability
DT3013Y	Theology and Ethics in Medicine
DT3014Y	Can War be Just?

CONTENT

This unit examines the Catholic Church's ritual care in sickness, dying and death. It explores the ensemble of rites in the ritual books *Pastoral Care of the Sick: Rites of Anointing and Viaticum* (1983) and the *Order of Christian Funerals* (1989). Attention will be given to the theological, liturgical and pastoral underpinnings of these rites, examining them as a ritual process through which the church is present in times of sickness, death and bereavement.

PREREQUISITES

Level 2: One unit in liturgy or equivalent

Level 3: As above, plus one unit from Field D at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a familiarity with the church's rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstance (Level 3)

ASSESSMENT

Level 2: Article Review, 1000 words (20%); 1000 word seminar presentation paper based on *Pastoral Care of the Sick* (20%); 2500 word essay (60%)

Level 3: Article Review, 1000 words (20%); 1000 word seminar presentation paper based on *Pastoral Care of the Sick* (20%); 3500 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Pastoral Care of the Sick: Rites of Anointing and Viaticum. Sydney: Dwyer, 1983.

Order of Christian Funerals. Sydney: Dwyer, 1989.

Gusmer, Charles. *And You Visited Me: Sacramental Ministry to the Sick and the Dying*. New York: Pueblo, 1984.

Kasza, John C. *Understanding Sacramental Healing: Anointing and Viaticum*. Chicago, IL: Hillenbrand Books, 2006.

*Larson-Miller, Lisette. *The Sacrament of Anointing of the Sick*. Lex Orandi Series. Collegeville, MN: Liturgical Press, 2005.

Long, Thomas. *Accompany Them With Singing: The Christian Funeral*. Louisville, KY: Westminster John Knox Press, 2009.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical Press, 2009.

Rutherford, Richard, and Tony Barr. *The Death of a Christian: The Order of Christian Funerals*. Rev. ed. Collegeville, MN: Liturgical Press, 1990.

Sheppy, Paul. *Death, Liturgy and Ritual: A Pastoral and Liturgical Theology*. Burlington, VT: Ashgate Publishing Ltd, 2003.

*Smith, Margaret. *Facing Death Together: Parish Funerals*. Chicago, IL: Liturgy Training Publications, 1998.

Lecturer:

MARGARET SMITH SGS

DL2423Y/3423Y PROCLAIMING THE WORD OF GOD

1st semester Wednesday morning

(Min. No. 8)

Cross listed as DP2/3423Y

CONTENT

The unit will explore issues and approaches to preaching while concentrating on the application of this knowledge to the proclamation of the Word of God in liturgical and cultural contexts.

PREREQUISITES

Level 2: At least two units of Biblical Studies and two units of Systematic Theology

Level 3: As above and also two further units at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different "texts" involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community.

ASSESSMENT

Level 2: Preparation, delivery and evaluation of a homily equivalent to 2000 words (60%); 2000 word essay (40%)

Level 3: Preparation, delivery and evaluation of a homily equivalent to 2000 words (60%); 3000 word essay (40%)

BIBLIOGRAPHY

Brosend, William. *The Preaching of Jesus: Gospel Proclamation Then and Now*. Louisville, KY: Westminster John Knox Press, 2010.

Burghardt, Walter J. *Preaching the Just Word*. New Haven, CT, and London: Yale University Press, 1996.

DeBona, Gueric. *Preaching Effectively, Revitalising your Church*. New York/Mahwah, NJ: Paulist Press, 2009.

DeLeers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: The Liturgical Press, 2004.

Hilkert, Mary C. *Naming Grace: Preaching and the Sacramental Imagination*. New York: Paulist Press, 1997.

Lischer, Richard, ed. *The Company of Preachers: Wisdom on Preaching, Augustine to the Present*. Grand Rapids, MI: William B. Eerdmans, 2002.

Untener, Kenneth. *Preaching Better: Practical Suggestions for Homilists*. New York/Mahwah, NJ: Paulist Press, 1999.

Wallace, James A. *Preaching to the Hungers of the Heart: The Homily on the Feasts and within the Rites*. Collegeville, MN: The Liturgical Press, 2002.

Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: The Liturgical Press, 1998.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

The unit will begin with the conceptual clarification of the terms mission and missiology followed by an analysis of the biblical foundations of mission and its historical developments leading to the contemporary issues. It will also examine the key Catholic documents on mission.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. discuss the meaning of the terms mission and missiology
2. interpret the biblical foundation of mission
3. describe the missionary nature of Christian vocation
4. analyse the impact of colonialism on mission

ASSESSMENT

A 1500 word tutorial presentation and discussion of a case study in mission (40%);
2500 word essay describing the missionary nature of the church and critically examining how it can be practiced in contemporary Australia (60%)

BIBLIOGRAPHY

- Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker Academic, 2003.
- Bevans, Stephen B., and Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Blackburn, W. Ross. *The God who Makes Himself Known: Missionary Heart of the Book of Exodus*. Downers Grove, IL: Intervarsity Press, 2012.
- Bosch, David J. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Flett, John. *The Witness of God*. Grand Rapids, MI: Eerdmans, 2010.
- Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.
- Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis Books, 2006.
- Ott, Craig. *et al. Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Redford, B. Shawn. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis Books, 2009.
- Sunquist, Scott W. *Understanding Christian Mission. Participation in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013.
- Skreslet, H. Stanley. *Comprehending Mission*. Maryknoll, NY: Orbis Books, 2012.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

The unit provides an empathetic understanding of the different religions practised in Australia including the Aboriginal religions and the New Religious Movements, in their historic settings. The unit will begin with a description of religion itself and will conclude with an emphasis on comparative theology and inter religious dialogue.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. list the main tenets of at least three religions in Australia
2. describe the common aspects of Islam and Christianity
3. demonstrate an empathetic understanding of Australian Aboriginal religions
4. compare prayer in Christianity and the primal religions
5. examine the claims of uniqueness by any one religion (**level 3 only**)

ASSESSMENT

Level 2: Tutorial presentation and paper 2000 words (40%); 2500 word essay (60%)

Level 3: Tutorial presentation and paper 2000 words (40%); 3000 word essay (60%)

BIBLIOGRAPHY

- Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: AltaMira Press, 2001.
- Charlesworth, Max, ed. *Aboriginal Religions in Australia*. Hampshire: Ashgate Publishing, 2005.
- Chury, Stephen M., ed. *Global Religious Movements*. Farnah, England: Ashgate, 2014.
- Clooney, Francis, ed. *The New Comparative Theology: Interreligious Insights from the Next Generation*. London: T&T Clark, 2010.
- Eliade, Mircea. *Patterns in Comparative Religion*. London: Sheed & Ward, 1958.
- Hill, Brennan R. *World Religions and Contemporary Issues*. New London: Twenty Third Publications, 2013.
- Kinnard, Jacob N. *The Emergence of Buddhism: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress Press, 2011.
- Lassner, Jacob. *Jews, Christians and The Abode of Islam*. Chicago, IL: University of Chicago Press, 2012.
- Poceski, Mario. *Introducing Chinese Religions*, London: Routledge, 2009.
- Reynolds, Gabriel Said. *The Emergence of Islam: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress Press, 2012.
- Sarma, Deepak, ed. *Hinduism A Reader*. Oxford: Blackwell Publishing, 2008.
- Singh, Kaur. *Sikhism*. New York: Fact On File Inc., 2004.
- Yandell, Keith, and Harold, Netland. *Buddhism: A Christian Exploration and Appraisal*. Downers Grove, IL: IVP Academic, 2009.
- Zainal, Abidin Bagir, *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide, SA: AFT Press, 2005.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

The unit will offer students a review of the major Asian theologians as well as the major theological themes that have developed in the Asian context of religious pluralism, different cultures, the poor, and marginalized groups like women, *dalits* and others.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. discuss the work of at least one significant Asian theologians
2. articulate three major Asian theological themes
3. compare three characteristics of Asian theology with that of western theology
4. examine the relevance of Asian theology for mission in Asia
5. make a case for contextual theology [*level 3 only*]

ASSESSMENT

Level 2: Class presentation and 1500 word essay (40%); 3000 word essay (60%)

Level 3: Class presentation and 2000 word essay (40%); 4000 word essay (60%)

BIBLIOGRAPHY

Amaladoss, Michael. *Making Harmony. Living in a Pluralistic World*, Chennai: IDCR, 2003.

Chung, Hyun Kyung. *Struggle to be the Sun Again: Introducing Asian Women's Theology*. Maryknoll, NY: Orbis Books. 1990.

Clarke, Manchala, and Philip Peacock. *Dalit Theology in the 21st Century*. Oxford: University Press, 2011.

England, John. *Living Theology in Asia*. London: SCM Press, 1981.

Fabella, Virginia, and Park Sun Ai Lee, eds. *We Dare to Dream: Doing Theology as Asian Women*. Maryknoll, NY: Orbis Books. 1990.

Fernandez, Eleazar. *Toward a Theology of Struggle*, Maryknoll, NY: Orbis Books, 1994.

Gonsalves, Francis. *God of Our Soil: Towards Subaltern Trinitarian Theology*, Delhi: ISPCK, 2010.

Kavunkal, Jacob *et al.* *Church In The Service of Asia's Peoples*. Pune: Jnana Deepa Vidyapeeth, 2003.

Kim, Sebastian, ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press. 2008.

Parratt, John. *The Other Jesus: Christology in Asian Perspective*. Frankfurt: Peter Lang, 2012.

Phan, Peter. *Christianity with an Asian Face*. Maryknoll, NY: Orbis Books, 2003.

Pieris, Anoma. *An Asian Theology of Liberation*. Maryknoll, NY: Orbis Books, 1989.

Sugirtharaja, R.S., ed. *Asian Faces of Jesus*, Maryknoll, NY: Orbis Books, 1995.

Sugirtharaja, Rasiah. *Frontiers in Asian Christian Theology: Emerging Trends*. Maryknoll, NY: Orbis Books, 1994.

Suh, D.Kwang-sun. *The Korean Minjung in Christ*. Hong Kong: Commission on Theological Concerns, 2002.

Tirimanna, V., ed. *Sprouts of Theology from Asian Soil*. Bangalore: Claretian Publications, 2007.

Wilfred, Felix. *Asian Public Theology: Critical Concerns*. New Delhi: ISPCK, 2010.

Lecturer: JACOB KAVUNKAL SVD

DM2470Y/3470Y SOCIAL TEACHING AND ABORIGINAL AUSTRALIANS

1st semester Wednesday morning

Crosslisted as DT2/3470Y

(Min. No. 8)

CONTENT

The unit will provide students with an exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people. A key resource is Dominic O'Sullivan's *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*.

PREREQUISITES

Level 2: One level one unit in Missiology or Moral Theology

Level 3: At least one level two unit in Missiology or Moral Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. trace the developments of the church's social teaching relating to key indigenous themes
2. show evidence of competence and discernment in the use of relevant resource material
3. examine key ecclesial, theological and biblical texts and explore implications for the church's teaching and practice in indigenous issues today
4. present orally, in a clear, convincing and engaging manner, a relevant research topic
5. provide a critical analysis and response to the impact of the church's social teaching on indigenous peoples, especially Aboriginal Australians
6. articulate critical reflection on personal experiences relating to the church's social teaching and Aboriginal Australians (Level 3)

ASSESSMENT

Level 2: Written tutorial 1000 words (30%); 3000 word essay (70%)

Level 3: Written tutorial 1000 words (30%); 4000 word essay (70%)

BIBLIOGRAPHY

- Arbuckle, Gerald A. *Culture, Inculturation, and Theologians*. Collegeville, MN: Liturgical Press, 1996.
- Copeland, M. Shawn. *Enfleshing Freedom*. Minneapolis, MN: Fortress Press, 2010.
- Cornish, Sandie. *The Catholic Human Rights Tradition and the Rights of Indigenous Peoples*. Blackburn, VIC: Collins Dove, 1994.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.
- Fletcher, Frank, and Fabian Byers eds. *Jesus and the Dreaming*, Strathfield, NSW: St Pauls Publications, 2013.
- Hall, Gerard, and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne, VIC: Mosaic Press, 2012.
- Massingale, Bryan N. *Racial Justice and the Catholic Church*. Maryknoll, NY: Orbis, 2010.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- Nardoni, Enrique. *Rise up, O Judge: A Study of Justice in the Biblical World*. Peabody, MA: Hendrikson, 2004.
- O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

This unit will explore two important areas of understanding underpinning good pastoral practice: human development theory, and theological notions of the self. After exploring theories of human psychological development, the unit will explore how we come to understand the self within a pastoral setting. This will involve developing a theological understanding of the person within context: personal, familial, social and global. This unit will explore key concepts in developmental theory as well as selected theological works that bridge the gap between pastoral psychology and pastoral practice.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the main theories of and approaches to human development
2. compare and contrast selected theoretical positions (both theological and psychological) on human development and the theology of the self
3. identify key notions of the self within different social and cultural contexts
4. demonstrate an understanding of the place of human development theory, and a theological understanding of the self, within pastoral practice
5. formulate a pastoral practice strategy with this understanding in mind.

ASSESSMENT

1000 word essay demonstrating a clear understanding of human development theory (20%);

1000 word seminar paper on one specific cultural understanding of the self (20%);

2000 word essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment. (60%)

BIBLIOGRAPHY

Boyd, Denise, and Helen Bee. *Lifespan Development*. 6th ed. Sydney, NSW: Pearson, 2011.

Harré, Rom. *The Singular Self: An Introduction to the Psychology of Personhood*. London: Sage Publications, 1998.

Harter, Susan. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford Publications, 2012.

Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.

Lerner, Richard M. *Concepts and Theories of Human Development*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum, 1997.

Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. Hoboken, NJ: Jossey-Bass Publishers, 1998.

Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 2nd ed. New York: Image Books, 1979/2010.

Rogoff, Barbara. *The Cultural Nature of Human Development* Oxford: Oxford University Press, 2003.

Taylor, Charles. "The Dialogical Self." In *The Interpretive Turn: Philosophy, Science, Culture*, edited by D.R. Hiley, J.F. Bohman and R. Shusterman, 304-314. Ithica: Cornell University Press, 1991.

Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: William B. Eerdmans, 2014.

Lecturer: DAVID LEARY OFM

CONTENT

This unit provides an opportunity for participants to reflect on decreasing interest in institutional religion, but increasing interest in spirituality.

Using a range of educational tools, the unit will examine: generational differences in the western post-modern world; the role of religion in traditional and post-traditional societies; an overview of the development theory; biblical, traditional and more modern understandings of faith; the dialogue between institutional religion and personal spirituality; the modern challenges facing individuals and religious communities in our contemporary scientifically oriented society.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify the impact of generational and cultural changes on the role of religion, images of God and the understanding of faith
2. exhibit an awareness of theological and developmental theories of human growth
3. discuss cultural and age-related issues in the construction and reconstruction of meaning
4. recognize the relationship between people's image of God and their ideas about religion and spirituality
5. analyse the challenges and possibilities of reconstructing personal and communal meaning in contemporary scientifically oriented society.

ASSESSMENT

1500 word essay (30%); 3000 word essay (70%)

BIBLIOGRAPHY

- Bouma, Gary. *Australian Soul - Religion and Spirituality in Australia*. Melbourne, VIC: Cambridge University Press, 2006.
- Cowdell, Scott. *God's Next Big thing – Discovering the Future Church*. Mulgrave, VIC: John Garratt, 2004.
- Delio, Ilia. *The Emergent Christ*, New York: Orbis Books, 2011.
- Frame, Tom. *Losing my Religion- Unbelief in Australia*. Sydney: UNSW Press, 2009.
- Gallagher, Michael Paul. *Faith Maps*. London: Darton, Longman and Todd, 2010.
- Langmead, Ross. *Reimagining God and Mission*. Adelaide: ATF, 2007.
- O'Leary, Daniel. *Begin with the Heart Recovering a Sacramental Vision*. Dublin: The Columba Press, 2008.
- Maher, Anthony, ed. *Bridging the Divide Between Faith, Theology and Life*. Adelaide: ATF Theology, 2015.
- Ranson, David. *Across the Great Divide – Bridging Religion and Spirituality Today*. Strathfield, NSW: St Paul's, 2002.
- Rolheiser, Ronald. *Seeking Spirituality – Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.
- _____. *Secularity and the Gospel - Being Missionaries to our Children*. New York: Crossroad, 2006.
- Tacey, David. *Beyond Literal Belief, Religion as Metaphor*. Mulgrave, VIC: Garratt Publishing, 2015.
- Treston, Kevin. *Emergence for life not fall from grace*. Preston, VIC: Mosaic, 2013.
- Walker, Andrew. *Spirituality in the City*. London: SPCK, 2005.
- Webb, Val. *In Defence of Doubt*. St. Louis, MI: Chalice Press, 1995.

Lecturer: ROSE MARIE PROSSER

CONTENT

This unit will invite students to a consideration of issues and concerns in the theology and practice of ministry in contemporary Christian pastoral contexts. It will address the origins of Christian ministry in the Scriptures and the historical developments that have formed and informed the contemporary practice and theology of mission and ministry in both Catholic and ecumenical contexts. Ministry shapes the church but the church shapes ministry so we will examine the role that ecclesiology plays in the theology and practice of ministry. Lay and ordained ministry will be examined in the context of pastoral leadership and the necessity for a ministerial spirituality to sustain and develop the future shape of ecclesial ministry.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. describe and analyse the development of Christian ministry over the centuries
2. identify the different roles of lay and ordained ministry
3. analyse relevant issues in contemporary pastoral leadership
4. articulate a spirituality that will sustain those in ministry
5. **Level 3 only** demonstrate an understanding of the importance of ecclesiology in pastoral ministry.

ASSESSMENT

Level 2: 1500 word paper and 1000 word review of feedback on a class presentation (50%);
2000 word essay (50%)

Level 3: 2000 word paper and 1000 word review of feedback on a class presentation (50%);
2500 word essay

BIBLIOGRAPHY

- Barrett, David. *Ministry in the New Testament*. Minneapolis, MN: Fortress Press, 1993.
- Bernier, Paul. *Ministry in the Church: a Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: a People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010.
- Hoge, Dean R., and Jacqueline Wegner. *Evolving Visions of the Priesthood: Changes from Vatican II to the Turn of the New Century*. Collegeville, MN: The Liturgical Press, 2003.
- O'Meara, Thomas. *Theology of Ministry*. Rev. ed. Mahwah, NJ: Paulist Press, 1999.
- Pickard, Stephen. *Theological Foundations for Collaborative Ministry: Explorations in Practical, Pastoral and Empirical Theology*. London: Ashgate, 2009.
- Osborne, Kenan B. *Ministry: Lay Ministry in the Roman Catholic Church: Its History and Theology*. Eugene, OR: Wipf & Stock, 2003.
- Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis Books, 1983.
- Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.

Lecturer: MICHAEL A KELLY CSsR

CONTENT

This unit will explore a broad range of personal, professional and ethical issues common in pastoral ministry, offering students an opportunity to engage in a reflexive process on pastoral practice. The unit will emphasise the interrelatedness of theory and practice in ministry, and the intersection of the personal and the professional. It will focus on issues such as: personal calling and discernment; personal virtues and professional skills as foundations to ethical practice; professional ethics; ethical decision making; confidentiality; professional boundaries, power and trust; and potential areas of professional misconduct. The unit will also focus on the significance of reflection, professional consultation and supervision in the maintenance of a compassionate and just ministry, and ministerial and spiritual health and wellbeing.

PREREQUISITES

DP1001Y Foundations of Pastoral Practice

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. compare and contrast various ethical approaches within the “helping professions”
2. analyse, articulate and reflect theologically on professional ethics in a pastoral setting
3. demonstrate and illustrate a clear understanding of ethical standards in pastoral practice
4. critically analyse complex ethical dilemmas within a pastoral setting, demonstrating theory, ethical decision-making and ethical resolutions
5. synthesise the personal, professional and ethical complexities of the pastoral setting.

ASSESSMENT

1000 word essay (20%); 1500 word essay (30%); 2500 word essay (50%)

BIBLIOGRAPHY

* = set texts recommended for purchase

*Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.

Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament: A Practical Theology for Professional Caregivers*. London: Jessica Kingsley Publishers, 2003.

Carroll, Michael and Maria C. Gilbert. *On Being a Supervisee: Creating Learning Partnerships*. London: Vakuni Publishing, 2011.

Carroll, Michael and Elisabeth Shaw. *Ethical Maturity in the Helping Professions: Making Difficult Life and Work Decisions*. London: Jessica Kingsley Publishers, 2013.

Corey, Gerald, M. S. Corey and Patrick Callanan. *Issues and Ethics in the Helping Professions*. 9th ed. Sydney: Cengage Learning, 2014.

Davys, Allyson and Liz Beddoe. *Best Practice in Professional Supervision: A Guide for the Helping Professions*. London: Jessica Kingsley Publishers, 2010.

Estadt, Barry K., John R. Compton and Melvin Blanchette, eds. *The Art of Clinical Supervision: A Pastoral Counseling Perspective*. Eugene, OR: Wipf & Stock, 2005.

Fook, Jan and Fiona Gardner. *Practising Critical Reflection: A Resource Handbook*. Milton Keynes, UK: Open University Press, 2008.

Lynch, Gordon. *Pastoral Care & Counselling*. Ethics in Practice, edited by Tim Bond. London: Sage Publications, 2002.

Robinson, Simon. *Spirituality, Ethics and Care*. London: Jessica Kingsley, 2008.

Welfel, Elizabeth Reynolds. *Ethics in Counseling & Psychotherapy: Standards, Research, and Emerging Issues*. 6th ed. Sydney: Cengage Learning, 2015.

Lecturer: DAVID LEARY OFM

CONTENT

This unit will explore the socio-cultural context in which ecclesial and educational leadership operates. Focusing on the importance of a shared vision that guides a faith community, it will explore the following issues: biblical foundations, approaches to and styles of leadership, ethical issues, goal setting, collaborative partnerships, spirituality, self-care, communication, management and conflict resolution skills, the identification and formation of aspiring leaders, professional development and client outcomes.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify biblical foundations for contemporary approaches to faith leadership
3. identify and address a range of issues that a person in leadership must confront
4. critically evaluate the tensions of leadership from a Christian perspective
5. identify the core responsibilities of Christian leadership.

ASSESSMENT

Class presentation with 2000 word paper (40%); 3000 word essay (60%)

BIBLIOGRAPHY

- Clawson, James G. *Level Three Leadership: Getting Below the Surface*. 3rd ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.
- Dorr, Donal. *Spirituality of Leadership: Inspiration, Empowerment, Intuition and Discernment*. Dublin: Columba Press, 2006.
- Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. New York/Mahwah, NJ: Paulist Press, 2007.
- Duignan, Patrick A. *Education Leadership: Key Challenges and Ethical Challenges*. London: Cambridge University Press, 2007.
- Everist, Norma Cook, and Craig L. Nessian. *Transforming Leadership: New Vision For Church In Mission*. Minneapolis, MN: Augsburg, 2008.
- Ganmin, Carole. *Shaping Catholic Parishes: Pastoral Leaders in the 21st Century*. Chicago, IL: Loyola Press, 2008.
- Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013.
- Greenleaf, Robert K., Larry C. Spears and Stephen R. Covey. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. 25th Anniversary ed. Mahwah, NJ: Paulist Press, 2002.
- Jewell, Marti R., and David A Ramsey. *The Changing Face of Church: Emerging Models of Parish Leadership*. Chicago, IL: Loyola Press, 2010.
- Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. 3rd ed. San Francisco, CA: Jossey-Bass, 2003.
- Rademacher, William J., John Weber and David McNeill, eds. *Understanding Today's Catholic Parish*. Mystic, CT: Twenty-third Publications, 2007.
- Sofield, Loughlan, and Carroll Juliano. *Collaboration: Using Our Gifts in Ministry*. Notre Dame: Ave Maria Press, 2000.
- Tuohy, David. *Leading Life to the Full: Scriptural Reflections on Leadership in Catholic Schools*. Dublin: Veritas, 2005.
- Yukl, Gary A. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Lecturer: MICHAEL A. KELLY CSsR

DP9100S CLINICAL PASTORAL EDUCATION (CPE)

This unit is offered at Postgraduate level, but Undergraduate students may enrol in it.

AIM AND CONTENT

Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian pastoral ministry. Through supervised encounters with people, and the feedback from peers and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain new understanding of the human situation.

PREREQUISITES:

One unit in Biblical Studies, Systematic Theology and Pastoral Theology & Ministry Studies

ADMISSION

At present CPE programmes are available in several centres in Victoria:

Alfred & Community CPE Centre – 9076 3138;

Austin Hospital CPE Centre –

Based at Heidelberg Repatriation Hospital – 9496 2895;

Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;

Mercy Centre – Mercy Hospital for Women – 8458 4688;

Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 9656 1301

Royal Melbourne Hospital – 9342 2155

Southern Health CPE Programme –

Monash Clayton, Pastoral Care Office – 9594 2332

Casey Berwick – 8768 1583

Uniting CPE - the John Paver Centre – 9251 5489

Email: andy.calder@victas.uca.org.au

Contact should be made to the association of supervisors in other States or New Zealand for alternatives outside Victoria.

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education. Concurrent enrolment in the unit through YTU, as well as through the CPE provider is essential for credit to be obtained.

Contact for application forms should be made to individual Centres. Further information is available on website www.aspea.org.au.

METHOD

Each unit consists of 400 hours of supervised learning in pastoral ministry for a group of between three and six peers, including ten hours of individual supervision, sixty hours of peer group supervision and 150 hours in the practice of pastoral ministry. 60 hours are allocated for personal written reflection on experience and written unit requirements. The unit can be completed over a minimum of ten and a maximum of forty-four weeks.

ASSESSMENT

Progress is assessed by the Clinical Supervisor and will include written reports, case studies, evaluations and theological reflections.

CONTENT

The unit addresses understandings of spirituality and various approaches to its study, e.g. (i) historical, (ii) theological and (iii) anthropological. Traditional Christian spiritualities, both apostolic and mystical are examined, as well as other selected spiritualities, including indigenous and eco-spiritualities. The unit includes a transformational perspective, inviting students to relate the study of spirituality to their own personal contexts.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. Articulate the fundamental nature and the methods of spirituality
2. Discourse on the development of spirituality over time
3. Give a critical reflection on a selected aspect of Christian spirituality
4. Make a critical personal response to a specific selected aspect of the unit.

ASSESSMENT

1000 word tutorial presentation (25%); 2000 word essay 50(%); 1000 word integrative assignment (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

Downey, Michael. ed. *The New Dictionary of Catholic Spirituality*. Collegeville, MN: Liturgical Press, 1993.

Edwards, Denis. *Ecology at the Heart of Faith*. Maryknoll, NY: Orbis Books, 2006.

Groody, Daniel. *Globalisation, Spirituality and Justice*. Maryknoll, NY: Orbis Books, 2007.

Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Oxford, UK: Blackwell Publishing, 2005.

McGinn, Bernard, John Meyendorf and Jean Leclercq. *Christian Spirituality: Origins to the Twelfth Century*. London: Routledge & Kegan Pau, 1987.

Schreiter, Robert J. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis, 1998.

Stockton, Eugene. *The Aboriginal Gift: Spirituality for a Nation*. Alexandria, NSW: Millenium Press, 1995.

Wiseman, James A. *Spirituality and Mysticism*. Maryknoll, NY: Orbis Books, 2006.

Woods, Richard. *Christian Spirituality: God's Presence through the Ages*. Maryknoll, NY: Orbis, 2006.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

Taking its direction from Scripture and Church Tradition, this unit explores the essential components for understanding and appreciating Moral Theology as a theological discipline, and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry, Spirituality and Church Law.

Particular emphasis is given to Covenant relationship: the human person made in the image and likeness of God and transformed in the new life of the Risen Christ, and consequently on the principles and processes for making responsible moral choices as a Christian in the context of everyday life.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. describe the development of universal ethics, western moral philosophy and the Judeo-Christian moral tradition
2. identify the sources, tradition and principles of Catholic Moral Theology
3. discuss the key moral concepts of conscience, conversion, discipleship, reconciliation, and other fundamental concepts of Catholic Moral Theology
4. demonstrate an ability to apply Catholic moral principles to life situations
5. discourse critically on issues of current ethical concern in society and Christian moral responses appropriate to these issues.

ASSESSMENT

Reflection on weekly readings (2000 words total) (40%); 2500 word essay (60%)

BIBLIOGRAPHY

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: Rowman and Littlefield, 2012.
- Curran, Charles. *The Development of Moral Theology Five Strands*. Washington, DC: Georgetown University Press, 2013.
- Darragh, Neil, ed. *A Thinker's Guide To Sin: Talking About Sin Today*. Auckland NZ: Accent Publications, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney, NSW: E. J. Dwyer Press, 2005.
- Harrington, Daniel, and James Keenan. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham, MD: Sheed & Ward, 2002.
- Keenan, James. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Continuum, 2010.
- McDonagh, Enda, and Vincent MacNamara, eds. *An Irish Reader in Moral Theology: The Legacy of the Last Fifty Years*. Dublin: Columba Press, 2009.
- MacNamara, Vincent. *The Call To Be Human: Making Sense of Morality*. Dublin: Veritas Publications, 2010.
- Nichols, Alan. *Street Called Choice: Ethical Choices for Ordinary People*. Melbourne, VIC: Acorn Press, 2005.
- Wadell, Paul. *Happiness and the Christian Moral Life: An Introduction To Christian Ethics*. Lanham, MD: Rowman & Littlefield Publishers Inc., 2012.
- Woods, Walter. *Walking With Faith: New Perspectives on the Sources and Shaping of Catholic Moral Life*. Collegeville, MN: Liturgical Press, 2002.

Lecturer: PHILIP MALONE MSC

CONTENT

This unit aims to build on the introductory unit in moral theology by exploring a range of important theories and practical issues in moral theology today. The areas to be explored include issues such as major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, moral issues concerning human life, reproductive technologies, surrogacy, euthanasia, abortion, the Church's role in the arena of politics and public life, problems of divorce/remarriage, the public agenda on gay/lesbian marriage/union, human migration, corporate social responsibility, and capital punishment.

PREREQUISITES

DT1000Y Introduction to Moral Theology or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. critique the key literature, both secular and religious, on a number of current ethical questions
2. identify the foundations and developments in the Catholic tradition regarding its positions on a range of ethical issues
3. critically evaluate the ethical positions of both secular and religious sources on a chosen topic
4. apply Christian ethical methodology to current debates on key moral issues
5. present a cogent and sustained argument for a position taken on a specified issue.

ASSESSMENT

Level 2: 1500 word tutorial paper (30%); 2500 word essay (70%)

Level 3: 1500 word tutorial paper (30%); 3500 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Callahan, Daniel. *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford University Press: Oxford / New York, 2012.

Curran, Charles E. *History and Contemporary Issues: Studies in Moral Theology*. New York: Continuum, 1996.

Curran, Charles E., and Richard A. McCormick, eds. *Readings in Moral Theology*. Vols 3, 5, 6, 7, 9, 13. New York: Paulist, 1979 - 2003.

Jonsen, Albert R., Robert M. Veatch and LeRoy Walters, eds. *Sourcebook In Bioethics: A Documentary History*. Washington, DC: Georgetown University Press, 1998.

Kasper, Walter. *Mercy: The Essence of the Gospel and the Key to Christian Life*. Mahwah, NJ: Paulist Press, 2014.

Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.

*Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.

Pope Francis. *Evangelii Gaudium: The Joy of the Gospel: Apostolic Exhortation*. Frederick, MD: The Word Among Us Press, 2013.

Williams, Oliver F., ed. *Peace Through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact*. Notre Dame, IN: University of Notre Dame Press, 2008.

———. *Corporate Social Responsibility: The Role of Business in Sustainable Development*. New York: Routledge, 2014.

Lecturers: BERNARD TEO CSsR

CONTENT

This unit will trace the historical development and understanding of human rights and their relations to justice. It will examine some influential contemporary theories of justice and human rights. Particular attention will be given to the Roman Catholic understanding of justice and rights and how they found expressions in official Catholic documents and in the writings of Catholic theologians. Finally, some current issues such as work, environment, property, political responsibilities of a citizen, globalisation and capital punishment will be addressed.

PREREQUISITES

Level 2: DT1000Y or equivalent

Level 3: One unit in Philosophy at level 2 and DT1000Y or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a grasp of the philosophical and theological foundations of the various conflicting justice and human rights positions in public discourse
2. engage in critical dialogue with groups that are involved in justice and human rights issues in the public domain, both local and international, in regard to the foundations for justice and rights
3. demonstrate competency to make informed choices about the justice and rights groups they want to commit themselves to with their various social agendas
4. discuss the conflicting rights and duties that politicians and citizens have to face when formulating public policies for the body politic
5. identify the foundations necessary to pursue their personal interests in these issues through research and reading.

ASSESSMENT

Level 2: 1500 word tutorial paper (30%), 2500 word essay (70%)

Level 3: 1500 word tutorial paper (30%), 3500 word essay (70%)

BIBLIOGRAPHY

- Curran, Charles E. *Catholic Social Teaching 1891- Present: A Historical, Theological and Ethical Analysis*. Washington, DC: Georgetown University Press, 2002.
- Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 2nd ed. Ithaca, NY: Cornell University Press, 2003.
- Hollenbach, David. *Claims in Conflict: Retrieving and Renewing the Catholic Human Rights Tradition*. New York: Paulist Press, 1979.
- . *Justice, Peace, and Human Rights: American Catholic Social Ethics in a Pluralist Context*. New York: Crossroad, 1988.
- Ishay, Micheline. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd ed. New York: Taylor and Francis Group, 2007.
- Lauren, Paul Gordon. *The Evolution of International Human Rights: Visions Seen*. Philadelphia, PA: University of Pennsylvania Press, 2003.
- Laqueur, Walter, and Barry Rubin, eds. *The Human Rights Reader*. Philadelphia, PA: Temple University Press, 1979.
- Lebacqz, Karen. *Six Theories of Justice*. Minneapolis, MN: Augsburg Publishing House, 1986.
- Mahoney, Jack. *The Challenge of Human Rights: Origin, Development and Significance*. Oxford: Blackwell, 2007.
- Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Vatican City: Liberia Editrice Vaticana, 2004.

Lecturer:

BERNARD TEO CSsR

CONTENT

Inspired by the social encyclical of Pope Francis, *Laudato Si'*, this unit investigates the global crises in economics, social inequality and climate change, and responses from Christian social traditions. It explores debates about sustainability in the light of global warming, and what this will mean for economic development, particularly for the alleviation of hunger and poverty through the Sustainable Development Goals. It will explore the relationships between religious belief, economics and the environment, and the role of values in these debates.

PREREQUISITES

One foundational unit in Moral Theology, DT1000Y, or its equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. describe key debates about sustainability and economic development
2. critically evaluate arguments examined in the unit
3. demonstrate understanding of the moral principles involved in economic activity and the environment
4. discuss the moral dimensions of these issues and their consequences
5. outline the responsibilities of the churches in affirming values needed for equitable development and sustainability.
6. **Level 3** critically evaluate major moral aspects in current economic and environmental issues.

ASSESSMENT

Level 2: One 1500-word essay (40%); one 2500 word essay (60%)

Level 3: One 2000-word essay (40%); one 3000 word essay (60%)

BIBLIOGRAPHY

Clarke, Matthew, ed. *Handbook of Research on Development and Religion*. Cheltenham UK: Edward Edgar, 2013.

Finn, Daniel K., ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: Oxford University Press, 2010.

Forrester, Duncan B. *Beliefs, Values and Policies: Conviction Politics in a Secular Age*. Oxford: Oxford University Press, 1989.

Francis (Pope), *Laudato Si: On the Care of Our Common Home*, 2015, various editions.

Pabst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge UK: James Clarke & Co., 2011.

Sachs, Jeffrey. *The Age of Sustainable Development*. New York: Columbia University Press, 2015.

_____. *The Price of Civilization: Economics and Ethics after the Fall*. London: The Bodley Head, 2011.

Scribner, Todd. *A Partisan Church: American Catholicism and the Rise of Neoconservative Catholics*. Washington DC: Catholic University of America Press, 2015.

Sniegocki, John. *Catholic Social Teaching and Economic Globalization: The Quest for Alternatives*. Milwaukee, WI: Marquette University Press, 2009.

Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: W.W. Norton & Co., 2010.

_____. *Making Globalization Work: The Next Steps to Global Justice*. London: Allen Lane, 2006.

Todaro, Michael, and Stephen Smith. *Economic Development*. Harlow, England: Addison Wesley, 2015.

Tornielli, Andrea and Galeazzi, Giacomo. *This Economy Kills: Pope Francis on Capitalism and Social Justice*. Collegeville MN: Liturgical Press, 2015.

Lecturer: BRUCE DUNCAN CSsR

DT2017/3017Y THEOLOGY AND SOCIAL RECONCILIATION

1st semester Thursday evening

(Min. No. 8)

CONTENT

This unit presents an analysis of Christian understandings of reconciliation in three dimensions: vertical (between persons and God), horizontal (persons among themselves), and cosmic (between persons and the created world). A key focus is on the horizontal dimension of reconciliation referring to God's healing of groups and societies hurt deeply by injustice, oppression and discrimination. Divine reconciliation connects with, and becomes a part of, secular social reconciliation. Students will explore truth-telling, struggling for justice and working toward forgiveness as the three vital elements of the social process of reconciliation that aims at healing, studying various national reconciliations as exemplars.

PREREQUISITES

At least one unit in Moral Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a clear understanding of Christian reconciliation
2. expound the relationship between religious reconciliation and secular reconciliation
3. demonstrate understanding of the dynamic relationship between truth, forgiveness, justice, healing and reconciliation
4. evaluate secular social reconciliation as a process and a goal
5. manifest understanding of the complexity of the process of seeking justice and loving mercy
6. **Level 3:** demonstrate the uniqueness of each process of forgiveness and reconciliation

ASSESSMENT

Level 2: 1500 word tutorial presentation (30%); 3000 word research essay (70%)

Level 3: 1500 word tutorial presentation (30%); 3500 word research essay (70%)

BIBLIOGRAPHY

- Bloomfield, David, Teresa Barnes and Luc Huyse, eds., *Reconciliation after Violent Conflict: A Handbook*. Stockholm: International Institute for Democracy & Electoral Assistance, 2003.
- Cantacuzino, Marina. *The Forgiveness Project: Stories for a Vengeful Age*. London: Jessica Kingsley Publishers, 2015.
- O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.
- Pollefeyt, Didier ed. *Incredible Forgiveness: Christian Ethics between Fanaticism and Reconciliation*. Leuven: Peeters, 2004.
- Pope Francis I. *Misericordiae vultus*, 2015.
- _____. *Amoris laetitia*, 2016.
- Schreiter, Robert J. *Reconciliation: Mission and Ministry in a Changing Social Order*. Maryknoll, NY: Orbis Books, 1992.
- _____. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis Books, 1998.
- Szablowinski, Zenon. "The Dynamic Relationship between Roman Catholic Reconciliation and Social Reconciliation in Chile and South Africa." D. Theol. diss. Melbourne College of Divinity, 2004.
- Voiss, James K. *Rethinking Christian Forgiveness: Theological, Philosophical, and Psychological Explorations*. Collegeville, MN: Liturgical Press, 2015.
- Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, TN: Abingdon Press, 1996.

Lecturer: ZENON SZABLOWINSKI SVD

DT2340Y/3340Y HUMAN SEXUALITY AND MARRIAGE

1st semester Wednesday evening

(Min. No. 8)

Crosslisted as CT2/3340Y

CONTENT

This unit will treat specifically of the rich and positive meaning of sexuality in the Catholic tradition. It will review the foundations or sources of a Christian ethics of sexuality and marriage. Then it will treat more specifically the meaning of sexuality and its role in human relations, the human response to God as sexual persons, including particular questions, for example, positive living as sexual persons, sexual abuse, homosexuality, prostitution, contraception, etc., as time allows. It will also investigate the meaning of marriage as a human institution and Christian sacrament, its history and development.

PREREQUISITES

Level 2: DT1300 or equivalent

Level 3: As above, plus one level two unit in Moral Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate understanding of the Scriptural and Church teachings on, sexuality, and its human foundations.
2. discuss the origins and historical development of the moral theology of sexuality, and marriage as a sacrament
3. identify principles and guidelines to evaluate and offer a Christian response to relevant questions on sexuality and marriage, both general and specific
4. demonstrate understanding of the integration of sexuality as a basic area of spiritual life.

ASSESSMENT

Level 2: 3000 word essay (60%); 1500 word written preparation for tutorial presentation and discussion (40%)

Level 3: 4000 word essay (60%); 1500 word written preparation for tutorial presentation and discussion (40%)

BIBLIOGRAPHY * = set texts recommended for purchase

Cahill, Lisa Sowle. *Sex, Gender and Christian Ethics*. Cambridge: Cambridge UP, 1996.

Collins, Raymond F. *Sexual Ethics and the New Testament: Behaviour and Belief*. New York, NY: Crossroad, 2000.

*Genovesi, Vincent J. *In Pursuit of Love: Catholic Morality and Human Sexuality*. Wilmington, DE: Glazier, 1987.

Guindon, André. *The Sexual Language: An Essay in Moral Theology*. Ottawa: University of Ottawa Press, 1979.

Dominian, Jack. *Living Love: Restoring Hope in the Church*. London: Darton, Longman and Todd, 2004.

Hanigan, J. *Homosexuality: The Test Case for Christian Social Ethics*. New York: Paulist Press, 1988.

Lawler, Michael G. *Marriage and the Catholic Church: Disputed Questions*. Collegeville, MN: Liturgical Press, 2001.

Mackin, Theodore. *What is Marriage?* New York: Paulist Press, 1982.

———. *The Marital Sacrament*. New York: Paulist, 1989.

*Salzman, Todd A., and Michael G. Lawler. *The Sexual Person: Toward a Renewed Catholic Anthropology*. Washington, DC: Georgetown University Press 2008.

Lecturer: BERNARD TEO CSsR

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AWARDS

Postgraduate Coursework Awards available through YTU*

Graduate Certificate in Divinity
Graduate Certificate in Teaching Religious Education
Graduate Certificate in Theology
Graduate Diploma in Theology [General]
Graduate Diploma in Theology [Specialised]
(Specialisations: Biblical Languages, Biblical Studies, Liturgy, Ministry
Studies, Missiology, Pastoral Care, Religious Education, Social
Justice, Spirituality and Spiritual Direction)
Master of Arts (Specialisations: Church History, Pastoral Care,
Social Justice, Theology)
Master of Theological Studies
Master of Divinity

Postgraduate Research Awards

Master of Philosophy
Master of Theology
Doctor of Philosophy
Doctor of Theology

Detailed regulations for all students for all awards can be found at:
www.divinity.edu.au

* Not every award of the University of Divinity is available at all Colleges, but advice about enrolment, and the possibility of taking units toward an award, at any College, is available through the Office of the Postgraduate Coordinator at YTU.

Please see page 17 for dates for applications for higher degrees by research.

PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY BT^{THEOL} OR BM^{IN} (ALSO BA/BT^{THEOL}; BT^{THEOL}/BM^{IN})	
<p>■ BT^{THEOL}, BM^{IN} (ALSO BA/BT^{THEOL}, BT^{THEOL}, BM^{IN})</p> <p style="text-align: center;">↓</p> <p>[1] GRADUATE DIPLOMA IN THEOLOGY Consists of six units (90 points) of study (four specialised units and two electives). Specialisations include: Biblical Languages, Biblical Studies, Liturgy, Ministry Studies, Missiology, Pastoral Care, Religious Education, Social Justice, Spirituality, Spiritual Direction and Theology.</p> <p>[2] If articulating to a Research Master's (MT^{HEOL}, MP^{HIL}), the Graduate Diploma consists of 60 points (four units) in an area of specialisation, and a 12,000 word research essay (30 points) essay graded to at least 75% and a 75% average across the coursework and research components of the degree.</p> <p style="text-align: center;">↓</p> <p>■ MT^{HEOL} OR MP^{HIL} [1] A 40,000 word thesis (including eight hours of postgraduate seminars per annum) <i>or</i> [2] 30 points of post-graduate study (including eight hours of postgraduate seminars per annum) plus a 25,000 word thesis.</p> <p>■ DT^{HEOL} 100,000 word thesis</p>	<p>■ BT^{THEOL}, BM^{IN} (ALSO BA/BT^{THEOL}, BT^{THEOL}, BM^{IN})</p> <p style="text-align: center;">↓ ↓</p> <p>■ MASTER OF THEOLOGICAL STUDIES Ten units (150 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 30 points of Foundational units, and must complete a Capstone unit worth at least 15 points).</p> <p>This may articulate to Research Master's by completion of a 12,000 word research essay (30 points) as part of the award. Confirmation of candidature for a research Master's requires that the research essay be graded to at least 75% and a 75% average across the coursework components of the degree.</p> <p style="text-align: center;">↓</p> <p>■ MT^{HEOL} OR MP^{HIL} [1] A 40,000 word thesis thesis (including eight hours of postgraduate seminars per annum) <i>or</i> [2] 30 points of post-graduate study thesis (including eight hours of postgraduate seminars per annum) plus a 25,000 word thesis.</p>

UNIVERSITY OF DIVINITY
POSTGRADUATE AWARDS (CONTINUED)

■ GRADUATE CERTIFICATE IN THEOLOGY

■ **GRADUATE DIPLOMA IN THEOLOGY**
[GENERAL] or DIRECT ENTRY TO
MA(THEOL)

The Graduate Diploma in Theology consists of 90 points of study (six units): three foundational units from at least two Fields and three disciplines and three elective units. Students using direct entry will have to complete 120 points including the required foundational units and a capstone unit.

MA(THEOL)

or

If articulating to a **Research Master's**, the Graduate Diploma consists of 60 points (4 units) and a 12,000 word research essay (30 points) graded to at least 75%, and a 75% average across the coursework components of the award.

■ MPhil (RESEARCH)

or Two postgraduate units (30 points) plus a 25,000 word thesis. Both options require the student to complete eight hours of postgraduate seminars per annum.

■ **PHD**

■ MASTER OF DIVINITY

105 points of Foundation units

and

Not less than **105 points** and not more than **150 points** of **Elective units** (candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D)

and

A Capstone unit worth at least 15 points

An **MDiv** graduate who has completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework and research components of the degree may articulate to a research award (**MTHEOL**, **MPHIL**, **PHD**, **DTHEOL**).

GRADUATE CERTIFICATE IN DIVINITY (GCDiv)

Entry Requirements:	Undergraduate degree (or equivalent)
Structure:	Three (3) units of study at postgraduate level
Normal Duration:	1 - 3 semesters (i.e 1.5 years)
Articulation:	Graduates may proceed to a Graduate Diploma or Masters degree.

GRADUATE CERTIFICATE IN THEOLOGY (GRADCERTHEOL)

The Graduate Certificate in Theology offers a general introduction to the disciplines of theology, and provides foundations for further study in theology.

Entry Requirements:	Bachelor's degree (or equivalent)
Structure:	Three foundational units (in at least 2 Fields and three Disciplines)
Normal Duration:	1 - 3 semesters (i.e 1.5 years)
Articulation:	Graduates may proceed to a Graduate Diploma or Masters degree.

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION (GRADCERTTEACHRE)

The Graduate Certificate in Teaching Religious Education is principally, although not exclusively, designed to enable teachers to gain accreditation to teach religious education in a Catholic school.

The Graduate Certificate allows those who have an undergraduate, or higher, qualification in another discipline to pursue theological and educational units that will enhance their ability to reflect on and communicate the Catholic faith.

Entry Requirements:	Bachelor's degree (or equivalent)
Structure:	Four (4) units of 10 point study with each unit normally being taught over two Saturdays and two days in the school term holidays (Box Hill), plus one 5 point unit taken cumulatively over the four units.
Normal Duration:	Two (2) years (part-time)
Articulation:	Graduate Diploma in Theology (3 additional units = 45 points) On completion of the Graduate Diploma in Theology students can articulate to Master of Arts (Theol) (6 units = 90 points) On completing the GCTRE, a person may enrol directly into the MA(theol).

GRADUATE DIPLOMA IN THEOLOGY [GENERAL] (GRADDIPTHEOL)

The Graduate Diploma in Theology [General] offers a general introduction to the disciplines of theology, and provides foundations for further study in theology.

Entry Requirements: Bachelor's degree (or equivalent)

Structure: Six (6) units of study at postgraduate level

- Three foundational units (in at least 2 Fields and three Disciplines)

and

- Three (3) elective units

Normal Duration: 1 - 3 years

Articulation: Master of Arts (Theol)
If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research award (**MTHEOL** or **MPHIL, DTHEOL, PHD**). If not, they can apply for candidature in the coursework **MA(Theol)**.

GRADUATE DIPLOMA IN THEOLOGY [SPECIAL] (GRADDIPTHEOL)

The Graduate Diploma in Theology [Specialised] offers a theology graduate the opportunity to pursue postgraduate level studies and to specialise in a particular theological discipline (e.g., Biblical Studies, Social Justice etc.).

Entry Requirements: Bachelor of Theology (or equivalent)

Structure: Six (6) units of study at postgraduate level

- Four (4) units in a specialised discipline of theology and two (2) elective units

Normal Duration: 1 - 3 years

Articulation: Master of Theology, Master of Philosophy, or Doctor of Theology, Doctor of Philosophy

If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research award (**MTHEOL, MPHIL, DTHEOL, PHD**). If not, they can apply for candidature in the coursework **MA(Theol)**.

MASTER OF ARTS MA(Theol)

Pathway 1: The Master of Arts (Theology) degree offers candidates the opportunity to undertake studies in Bible, Theology and allied disciplines. Applicants with an undergraduate or higher degree, can enrol directly into the MA(Theol).

Pathway 2: The MA(Theol) is an opportunity to deepen and consolidate the grounding in theology achieved in the Graduate Diploma in Theology.

Entry Requirements: **Pathway 1:** Bachelor's degree from University of Divinity, or from a University or College recognised by the Board for the purposes of the degree **or**
Pathway 2: Graduate Diploma in Theology (or equivalent)

Structure: *Coursework Degree MA(Theol)*
Pathway 1: Twelve (12) postgraduate units which must include a capstone unit worth at least 15 points.
Pathway 2: Six (6) postgraduate units which must include a capstone unit worth at least 15 points.

Normal Duration: 2 - 6 years

Articulation: Master of Theology, Master of Philosophy, Doctor of Philosophy/Theology [If **MA(Theol)** from the Institution, with a 12,000 word research essay graded to at least 75%].

MASTER OF DIVINITY (MDIV)

The Master of Divinity is a first degree in theology for graduates in another discipline. The MDiv offers a high level of theological study with a broad and challenging engagement across the full range of disciplines.

Entry Requirements: Bachelor degree in any discipline

Structure: Eighteen (18) semester units of 15 points = 270 points at graduate level

- **105 points of Foundational units**

Comprised of 30 points of units in a single Biblical Language, 30 points of units in Field B, 30 points in Field C, and 15 points in Field D (candidates may complete a further 15 points of Foundational study in any Field or Discipline)

- **Not less than 105 points and not more than 150 points of Elective units**

Candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D

- **Capstone unit (minimum of 15 points)**

Candidates must complete a Capstone unit worth at least 15 points

Normal Duration: 3 - 9 years

Articulation: On completion of the **MDiv** from the UD with a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree one can apply for entry to a Research Masters (**MTHEOL**, **MPHIL**) or direct entry to a doctoral award (**DTHEOL**, **PHD**).

MASTER OF THEOLOGICAL STUDIES (MTS)

The Master of Theological Studies is a coursework Master's degree offering candidates, who hold a primary degree in theology, the opportunity to undertake units of study that inform and broaden their undergraduate studies.

Entry Requirements: Bachelor of Theology (or equivalent)

Structure: **150 Credit points** (normally 10 units)

- Candidates may include up to 30 points of Foundational units
- Candidates must include a **Capstone Unit** worth at least 15 points

Normal Duration: 1.5 - 5 years

Articulation: **Research:** Master of Theology, Master of Philosophy, Doctor of Philosophy/Theology (if the **MTS** includes a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework components of the degree.) One could also articulate to a coursework award, the **MA(Theol)**.

MASTER OF PHILOSOPHY (MPHIL)

The Master of Philosophy is a research degree open to those whose studies included a four year Bachelor degree with Honours or equivalent in an appropriate discipline. The degree program needs to have included a 12,000 word research essay.

Entry Requirements: Four year Bachelor degree with Honours or equivalent in an appropriate discipline. The 12,000 word research essay needs to have been assessed at 75% or higher.

A Graduate Diploma in an appropriate discipline including a 12,000 word research essay which needs to have been assessed at 75% or higher.

Structure

- 30 points of postgraduate (additionally, participation in eight hours of postgraduate seminars per year of candidacy) and a minor thesis of 25,000 words

or

- major thesis of 40,000 words

Normal Duration: 1 - 1.5 years (full-time), 3 years (part-time)

Articulation: Doctor of Philosophy

MASTER OF THEOLOGY (MTHEOL)

The Master of Theology is a research degree open to theology graduates whose studies included a 12,000 word research essay demonstrating research competence in a theological discipline.

- Entry Requirements:** Bachelor of Theology with Honours (H1 or 2A i.e., at least 75%)
- or**
- a Graduate Diploma in Theology from the University of Divinity, or an MDIV, or an MTS each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree
- or**
- An MA(Theol) from the University of Divinity, with a 12,000 word research essay graded to at least 75%

Structure

- 30 points of postgraduate (additionally, participation in eight hours of postgraduate seminars per year of candidacy) and a minor thesis of 25,000 words
- or**
- major thesis of 40,000 words (additionally, participation in eight hours of postgraduate seminars per year of candidacy)

Normal Duration: 1 - 1.5 years (full-time), 3 years (part-time)

Articulation: Doctor of Theology, Doctor of Philosophy

DOCTOR OF PHILOSOPHY (PhD)

The Doctor of Philosophy is a research degree that enables interaction with the discipline of theology by building on studies undertaken in a previous degree(s), usually in other disciplines.

Entry Requirements:

- a Graduate Diploma in Theology from the Institution, or an MDiv, or an MTS each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree
- or*
- An MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure:

- 1) Thesis of 100,000 words
- 2) An exegeted research project where the project itself is presented in non-textual media. Appended to such projects must be a written exegesis of the project that contributes to the production of new knowledge through critical reflection upon the project. At least 50% of the project must be in written form
- 3) A portfolio of publications with at least one substantial integrating article (Regulation 26.1.8)

Every candidate for this degree must participate in eight hours of postgraduate seminars per year of candidacy.

Normal Duration:

Minimum 4 years (4 years full-time,
8 years part-time)

DOCTOR OF THEOLOGY (DTHEOL)

The Doctorate in Theology requires the writing of a thesis that forms a distinct contribution to theological learning, shows evidence of original research, and the exercise of critical and analytical abilities.

Entry Requirements:

- A Specialised Graduate Diploma in Theology from the Institution, an MDiv, an MTS, each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

- An MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure:

Thesis of 100,000 words

Every candidate for this degree must participate in eight hours of postgraduate seminars per year of candidacy.

Normal Duration:

Minimum 4 years (4 years full-time,
8 years part-time)

FIELD A – HUMANITIES POSTGRADUATE

LANGUAGES

AL8001Y	Hebrew A (Foundational unit)
AL8002Y	Hebrew B (Foundational unit)
AL8031Y	Theological German A (Foundational unit)
AL8032Y	Theological German B (Foundational unit)

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

AL8011Y	New Testament Greek A (Foundational unit)
AL8012Y	New Testament Greek B (Foundational unit)

CONTENT

This unit will introduce the students to biblical Hebrew by the study of a brief history of the language, of Hebrew texts selected to serve the students' interests, and of the elements of biblical text criticism.

PREREQUISITES

None

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. demonstrate basic command of text-critical procedures.

ASSESSMENT

Weekly tests (40%); one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

Clines, David C. *A Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.

Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.

*Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

Hostetter, Edwin C. *An Elementary Grammar of Biblical Hebrew*. Biblical Languages: Hebrew 1. Sheffield: Sheffield Academic Press, 2000.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

*Nicholsen, Sarah. *Complete Biblical Hebrew: A Teach Yourself Guide*. TY Language Guides. London: Hodder Education, a division of Hachette UK, 2011.

Sáenz-Badillos, Angel. *A History of the Hebrew Language*. Cambridge: CUP, 1993.

Wonneberger, Reinhard. *Understanding BHS. A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Pontificio Istituto Biblico, 1984.

Lecturer: To Be Advised

CONTENT

This unit will further the study of biblical Hebrew by the reading of both prose and poetic Hebrew texts, selected to serve the students' interests, and by exercises in biblical text criticism.

PREREQUISITES

AL8001Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

ASSESSMENT

Weekly tests (40%); one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecture notes covering the required grammar will be provided.

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

*Elliger, Karl, and Wilhelm Rudolph, eds. *Biblia Hebraica Stuttgartensia*. 3rd ed. Stuttgart: Deutsche Bibelgesellschaft, 1987.

Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

Holladay, William L. *A Concise Hebrew and Aramaic Lexicon of the Old Testament*. Leiden: Brill, 1988.

*Joüon, Paul, and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. Subsidia Biblica 14/I,II. Rome: Pontificio Istituto Biblico, 1991.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

Wonneberger, Reinhard. *Understanding BHS. A Manual for the Users of the Biblia Hebraica Stuttgartensia*. Subsidia Biblica 8. Rome: Pontificio Istituto Biblico, 1984.

Lecturer: To be advised

CONTENT

This unit is an introduction to German for Theological and Biblical studies. It will introduce students to the morphology and syntax of the language, vocabulary and skills in translating selected passages.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. translate simple sentences from German theological/biblical literature to English
2. translate short passages of German texts that have been studied, as well as simpler unknown German texts, and answer comprehension questions on these texts
3. demonstrate a knowledge of German vocabulary, in particular of theological and biblical terminology
4. demonstrate an understanding of German morphology and syntax
5. use German dictionaries effectively.

ASSESSMENT

Weekly tests- (equivalent to 1,000 words total) (40%); One three-hour exam (60%)

BIBLIOGRAPHY *Texts recommended for purchase

Coles, Waltraud, and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

———. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, **either**:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, **2007**.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005.

Lecturer: JANINA HIEBEL

CONTENT

This unit will further the study of German for Theological and Biblical studies. It will address complex syntax structures as well as advanced grammar, and vocabulary specifically needed in translating academic texts.

PREREQUISITES

(AL8031Y) Theological German A or equivalent knowledge of German language

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. translate complex sentences from German theological/biblical literature to English
2. translate short passages of German texts that have been studied, as well as simpler unknown German texts, and answer comprehension questions on these texts
3. demonstrate a knowledge of German vocabulary, in particular of theological and biblical terminology
4. demonstrate an advanced understanding of German morphology and syntax
5. use German dictionaries effectively.

ASSESSMENT

Weekly tests- (equivalent to 1,000 words total) (40%); One three-hour exam at the end of the semester (60%)

BIBLIOGRAPHY * Books recommended for purchase

Coles, Waltraud, and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

———. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, **either**:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, 2007.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005.

Lecturer: JANINA HIEBEL

FIELD B – BIBLICAL STUDIES POSTGRADUATE

OLD TESTAMENT

BA8000Y	Entering the World of the Old Testament: Survey & Method (Foundational unit)
BA9010Y	Pentateuch
BA9011Y	Psalms
BA9013Y	The Book of Isaiah
BA9415Y	Supervised Reading Unit – Old Testament (15 points)
BA9430Y	Supervised Reading Unit – Old Testament (30 points)

NEW TESTAMENT

BN8000Y	Entering the World of the New Testament
BN9011Y	Luke - Acts
BN9013Y	The Gospel of John
BN9015Y	Biblical Land and the Gospels (Overseas Travel Unit)
BN9017Y	Romans
BN9415Y	Supervised Reading Unit – New Testament (15 points)
BN9430Y	Supervised Reading Unit – New Testament (30 points)

BIBLICAL STUDIES

BS9415Y	Supervised Reading Unit – Biblical Studies (15 points)
BS9430Y	Supervised Reading Unit – Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	Book of Jeremiah
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9014Y	Galatians
BS9500Y	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y DL/DP9500Y)

CONTENT

This unit is an introduction to the Old Testament. It consists of a study of the history and geography of biblical Israel, as well as a survey of the literature of the Old Testament and its formation. It includes an introduction to the contemporary critical methodologies used to explore biblical texts and an application of these to specific texts.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the history of Israel/Judah, 1000–63 BCE, and of the geography of the biblical land and its surrounds
2. identify and describe the structure of the Old Testament and the different types of literature found in the Old Testament
3. locate and use resources for research and academic exegetical literature
4. demonstrate a familiarity with and an ability to apply contemporary methods critically in the interpretation of selected Old Testament texts
5. engage critically with contemporary debates about the historicity of the Old Testament and evaluate the ongoing significance of the text for the Christian community.

ASSESSMENT

2000 word exegetical essay (35%); 4000 word major essay (65%)

BIBLIOGRAPHY

- * Bible with the Apocryphal / Deuterocanonical Books. Suitable versions of NRSV (New Revised Standard Version) or RSV (Revised Standard Version). NRSV is preferred.
- Albertz, Rainer. *A History of Israelite Religion in the Old Testament Period. Volume 1: From the Beginnings until the End of the Exile*. London: SCM, 1994.
- . *A History of Israelite Religion in the Old Testament Period. Volume 2: From the Exile to the Maccabees*. London: SCM, 1994.
- Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress, 2004 (2nd ed. 2014).
- Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: Oxford University Press, 2006.
- Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids, MI: Baker Academic, 2005.
- Gerstenberger, Erhard. *Psalms*. FOTL 14. Grand Rapids, MI: Eerdmans, 1988.
- . *Psalms, Part 2 and Lamentations*. FOTL 15. Grand Rapids, MI: Eerdmans, 2001.
- Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Atlanta, GA: John Knox, 2007.
- McKenzie, Steven L., and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Application*. 2nd revised and expanded ed. Louisville, KY: Westminster John Knox, 1999.
- Miller, J. Maxwell. "Introduction to the History of Ancient Israel." In *New Interpreter's Bible*. Vol. 1, 244–271. Nashville, TN: Abingdon 1994.
- Redditt, Paul L. *Introduction to the Prophets*. Grand Rapids, MI: Eerdmans, 2008.
- Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006.
- Westermann, Claus. *Genesis: A Commentary*. 3 Vols. Minneapolis, MN: Augsburg, 1984–1986.
- Whybray, R.N. *Introduction to the Pentateuch*. Grand Rapids, MI: Eerdmans, 1995.

Lecturers: MARY REABURN NDS and JANINA HIEBEL

CONTENT

The unit will commence with a review of approaches used in modern western exegesis of the Pentateuch, an outline of the exegetical approach that will be used in this unit and its relationship to the other approaches. This will be followed by an introduction to the Pentateuch, the critical issues associated with its interpretation, and exegesis of selected texts.

PREREQUISITES

Successful completion of one foundational unit in Old Testament

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. demonstrate a critical knowledge of the theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of the Pentateuch
6. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

ASSESSMENT

2000 word paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY

- Baden, Joel S. *The Composition of the Pentateuch. Renewing the Documentary Hypothesis*. The Anchor Yale Bible Reference Library. New Haven & London: Yale UP, 2012.
- Blenkinsopp, Joseph. *The Pentateuch. An Introduction to the First Five Books of the Bible*. New York: Doubleday, 1992.
- Campbell, Anthony F., and Mark A. O'Brien. *Sources of the Pentateuch: Texts, Introductions, Annotations*. Minneapolis, MN: Fortress, 1993.
- . *Rethinking the Pentateuch. Prolegomena to the Theology of Ancient Israel*. Louisville, KY: Westminster John Knox, 2005.
- Dozeman, T. B., K. Schmid, and B. J. Schwartz (eds) *The Pentateuch: International Perspectives on Current Research*. Tübingen: Mohr Siebeck, 2011
- *Edelman, Diana V., Philip R. Davies, Christopher Nihan and Thomas Römer. *Opening the Books of Moses*. Sheffield: Equinox, 2012.
- McDermott, John J. *Reading the Pentateuch: A Historical Introduction*. NY/Mahwah, NJ: Paulist, 2002.
- Nicholson, Ernst W. *The Pentateuch in the Twentieth Century: The Legacy of Julius Wellhausen*. Oxford: Clarendon Press, 1998.
- Rofé, Alexander. *Introduction to the Composition of the Pentateuch*. Biblical Seminar 58. Sheffield: Sheffield Academic Press, 1999.
- Van Seters, John. *The Pentateuch: A Social-Science Commentary*. Trajectories 1. Sheffield: Sheffield Academic Press, 1999.
- Wenham, Gordon J. *A Guide to the Pentateuch*. Exploring the Old Testament Vol. 1. Downers Grove, IL: Intervarsity, 2003.
- Whybray, Roger N. *Introduction to the Pentateuch*. Grand Rapids, MI: Eerdmans, 1995.

Lecturer: MARK O'BRIEN OP

CONTENT

This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES

Successful completion of BA8000Y or equivalent.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a knowledge of the various genre found in the Psalter and the contribution of poetics to the study of Psalms
2. show understanding of the various ways the Psalms have been studied over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. critically examine the shape of the Psalter and its impact on the meaning of the Psalms
5. assess the value of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today
6. compare and evaluate contemporary insights in the study of the Psalms.

ASSESSMENT

2000 word exegetical paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY * = set texts recommended for purchase

Alter, Robert. *The Art of Biblical Poetry*. New York: Basic Books, 1985.

Day, John. *Psalms*. OTG. Sheffield: Sheffield Academic Press, 1992.

Gerstenberger, Erhard S. *Psalms*. FOTL 14. Grand Rapids, MI: Eerdmans, 1988.

———. *Psalms, Part 2 and Lamentations*. FOTL15. Grand Rapids, MI: Eerdmans, 2001.

Holladay, William L. *The Psalms Through Three Thousand Years*. Minneapolis, MN: Fortress Press, 1996.

Jacobson, Rolf A., ed. *Soundings in the Theology of Psalms: Perspectives and Methods in Contemporary Scholarship*. Minneapolis, MN: Fortress Press, 2010.

Kraus, Hans-Joachim. *Psalms 1-59*. Minneapolis, MN: Augsburg, 1988.

———. *Psalms 60-150*. Minneapolis, MN: Augsburg, 1989.

Miller, Patrick D. *They Cried to the Lord: The Form and Theology of Biblical Prayer*. Minneapolis, MN: Fortress Press, 1994.

McCann, J. Clinton, ed. *The Shape and Shaping of the Psalter*. JSOTSup 159. Sheffield: JSOT Press, 1993.

Reid, Stephen B. *Psalms and Practice*. Collegeville, MN: Liturgical Press, 2001.

Zenger, Erich. *A God of Vengeance? Understanding the Psalms of Wrath*. Louisville, KY: Westminster/John Knox Press, 1996.

———. *The Composition of the Book of Psalms*. BETL 238. Leuven: Peeters, 2010.

Lecturer: MARY REABURN NDS

Elective unit

2nd semester Wednesday evening

(Min. No. 8)

CONTENT

The unit will consist of an examination of the major issues associated with contemporary study of the Book of Isaiah, namely how much can be known about the prophet Isaiah and his preaching, the hypothesis of three major editions of the book (chs. 1–39; 40–55 and 56–66) stemming from different periods in Israelite tradition, and the impact this has on one's reading of the book and its theology. The unit will also involve exegesis of selected texts in the book.

PREREQUISITES: BA8000Y and BA8000Y or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate competence in the methodologies and conventions of advanced research appropriate to Old Testament texts
2. demonstrate a comprehensive understanding of the range of approaches used in critical study of the book of Isaiah
3. raise questions about fundamental concepts and approaches in critical study of the book of Isaiah
4. demonstrate a broad knowledge of relevant background material in the study of the book of Isaiah
5. develop a specific topic of research in a critically rigorous, sustained and self-directed manner.

ASSESSMENT

2000 word exegetical paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY * = set texts recommended for purchase

- *Childs, Brevard S. *Isaiah*. Old Testament Library. Louisville, KY: Westminster John Knox, 2001.
- Conrad, Edgar W. *Reading Isaiah*. Overtures to Biblical Theology. Minneapolis, MN: Fortress Press, 1991.
- . *Reading the Latter Prophets*. London/New York: T & T Clark, 2003.
- Goldingay, John. *Isaiah*. New International Bible Commentary on the Old Testament 13. Peabody, MA: Paternoster, 2001.
- Hoppe, Leslie J. *Isaiah*. New College Bible commentary. Old Testament, 13. Collegeville, MN: Liturgical Press, 2012.
- Melugin, Roy, and Marvin A. Sweeney, eds. *New Visions of Isaiah*. JSOTSup 214. Sheffield: Sheffield Academic Press, 1996.
- Oswalt, John N. *The Book of Isaiah: Chapters 1-39*. NICOT: Grand Rapids, MI: Eerdmans, 1986.
- . *The Book of Isaiah: Chapters 40-66*. NICOT. Grand Rapids, MI/Cambridge, UK: Eerdmans, 1998.
- Seitz, Christopher. *Zion's Final Destiny: The Development of the Book of Isaiah* Minneapolis, MN: Fortress Press, 1991.
- Watts, John D. W. *Isaiah 1-33*. WBC 24. Waco, TX: Word Books, 1985.
- . *Isaiah 34-66*. WBC 25. Waco, TX: Word Books, 1987.
- Wildberger, Hans. *Isaiah: A Commentary*. 3 Vols. Minneapolis, MN: Fortress Press, 1991 - 2002.
- Williamson, H.G.M. *A Critical and Exegetical Commentary on Isaiah 1–27: Volume 1: Commentary on Isaiah 1-5*. London/New York: T & T Clark, 2006.

Lecturer: MARK O'BRIEN OP

CONTENT

This unit aims to provide students with a comprehensive overview of the formation, socio-historical setting and literary forms of the New Testament literature. Whilst studying the various books of the New Testament, students will be introduced to contemporary methods of critical biblical interpretation. The theological issues of these writings will also be explored.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an advanced understanding of the social, historical and political milieu of the first century CE
2. analyse the relationship between New Testament texts and the Old Testament and articulate implicit and explicit intertextual references
3. discuss issues associated with the critical attitude towards Judaism in some of these texts
4. describe and discuss the formation of these texts as the source documents of the early Christian communities
5. use contemporary critical methods of biblical interpretation to prepare an exegetical essay
6. use resources, such as commentaries, dictionaries and concordances, for biblical research and communicate their findings in a research essay.

ASSESSMENT

2000 word exegetical essay (35%); 4000 word research essay (65%)

BIBLIOGRAPHY

* Bible with the Apocryphal / Deuterocanonical Books. Suitable versions of NRSV (New Revised Standard Version) or RSV (Revised Standard Version). NRSV is preferred.

Set Text: *Perkins, PHEME. *Reading the New Testament*. 3rd ed. Revised and Updated. New York: Paulist, 2012. (Available through Amazon or Book Depository)

Boring, M. Eugene. *An Introduction to the New Testament: History, Literature, Theology*. Louisville, KY: Westminster John Knox Press, 2012.

Holladay, Carl R. *A Critical Introduction to the New Testament. Interpreting the Message and Meaning of Jesus Christ*. Nashville, TN: Abingdon Press, 2005.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd. ed. Minneapolis, MN: Augsburg Fortress, 2010.

Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: New Revised Standard Version Bible Translation*. New York: Oxford University Press, 2011.

Malina, Bruce J., and Richard L. Rohrbaugh. *Social-Science Commentary on the Synoptic Gospels*. Minneapolis, MN: Fortress, 1992.

Moloney, Francis J. *A Friendly Guide to the New Testament*. Mulgrave, VIC: John Garratt Publishing, 2010.

Rhoads, David M., Joanna Dewey, and Donald M. Michie. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.

Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Tuggerah, NSW: Social Science Press, 2003.

Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. 5th ed. Nashville, TN: Thomas Nelson Publishers, 1992.

Lecturer: GLENDA BOURKE SGS

CONTENT

Luke-Acts takes the reader from the annunciation of the birth of John the Baptist through to the ministry of Paul in Rome. In the decades after the death of Jesus the early Christian movement spread to the heart of the empire, and the acceptance of Gentiles into the community of believers was a source of debate. This unit will undertake the study of the origin, nature and distinctive theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts. Attention will be paid to the ways in which Luke makes use of the historiographical techniques of the period and the role played by the speeches in Luke-Acts as a means of interpreting the deeper meaning of these events.

PREREQUISITES

Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. exhibit an appreciation of the context in which this theology arose
3. engage in an exegesis of various texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. evaluate the significance of the material that is unique to Luke
6. apply appropriate skills in contemporary critical methods of biblical interpretation.

ASSESSMENT

2000 word exegetical paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Bovon, François. *Luke 1. Luke 2. Luke 3*. 3 vols. Hermeneia. Minneapolis, MN: Fortress, 2002–2013.

*Byrne, Brendan. *The Hospitality of God*. Strathfield, NSW: St Pauls, 2000.

Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 vols. New York: Doubleday, 1981 & 1985.

Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1997.

Johnson, Luke T. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.

———. *The Gospel of Luke*. Collegeville, MN: Liturgical Press, 1991.

Mullins, Michael. *The Gospel of Luke: A Commentary*. Dublin: Columba Press, 2010.

Nolland, John. *Luke*. 3 vols. WBC. Dallas, TX: Word Books, 1989-1993.

Pervo, Richard I. *Profit with Delight: The Literary Genre of Acts of the Apostles*. Philadelphia, PA: Fortress Press, 1987.

Tannehill, Robert C. *The Narrative Unity of Luke-Acts*. Vol. 1 Luke. Philadelphia, PA: Fortress, 1986.

———. *The Narrative Unity of Luke-Acts*. Vol. 2 Acts. Minneapolis, MN: Fortress, 1990.

Witherington, Ben. *The Acts of the Apostles. A Socio-Rhetorical Commentary*. Grand Rapids, MI: Eerdmans, 1998.

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit offers a critical scholarly study of the theological, literary, and pastoral significance of *The Gospel of John* within its First-Century context. It will include a study of the emergence of Johannine Christianity and its relationship to Judaism following the destruction of Jerusalem, and the distinctive Johannine response to this event. Using narrative-critical methods the unit will follow the text of the Gospel, particularly in its structural and symbolic elements, in order to elucidate the particular theology of this Gospel.

PREREQUISITES

At least one foundational unit in Biblical Studies, preferably two units

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. examine and explain the background, structure, themes, literary forms and terminology of the Gospel
2. evaluate information from the primary and secondary sources, particularly by using databases relevant to this subject and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods as distinct from historical critical methods
4. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation
5. synthesise and explain the unique theology of John's Gospel in relation to its first-century context
6. support their arguments by using biblical dictionaries, lexicons and key Hebrew and Greek words.

ASSESSMENT

2000 word exegetical paper (40%); 4000 word essay or 1hour taped oral exam (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

NRSV Bible with the Apocryphal/Deuterocanonical Books [RSV is also acceptable]

Brown, Raymond E. *An Introduction to the Gospel of John: Edited, Updated, and Concluded by Francis J. Moloney*. New York: Doubleday, 2003.

Coloe, Mary L. *Dwelling in the Household of God: Johannine Ecclesiology and Spirituality*. Collegeville, MN: Liturgical Press, 2007.

Culpepper, R. Alan. *Anatomy of the Fourth Gospel: A Study in Literary Design*. Philadelphia, PA: Fortress, 1983.

Koester, Craig R. *Symbolism in the Fourth Gospel: Meaning, Mystery, Community*. 2nd ed. Minneapolis, MN: Fortress, 2003.

———. *The Word of Life: A Theology of John's Gospel*. Grand Rapids, MI: Eerdmans, 2008.

Lee, Dorothy. *Flesh and Glory: Symbolism, Gender and Theology in the Gospel of John*. New York: Crossroad, 2002.

Lincoln, Andrew T. *The Gospel according to Saint John*. Black's New Testament Commentaries, 4. London: Continuum, 2005.

* Moloney, Francis J. *The Gospel of John*. Sacra Pagina 4. Collegeville, MN: Liturgical Press, 1998.

Schneiders, Sandra M. *Written that You May Believe: Encountering Jesus in the Fourth Gospel*. Rev. and Expanded. New York: Crossroad, 2003.

Yee, Gale. *A Jewish Feasts and the Gospel of John*. Wilmington, DE: M. Glazier, 1989.

Lecturer: MARY COLOE PBVM

CONTENT

This unit will have several components. Students will travel to Israel. They will follow a four week course, based at *Ecce Homo* Convent in the Old City of Jerusalem, on one of the Synoptic Gospels which involves lectures on a Synoptic Gospel, on Judaism, and the many religious traditions present. The course, is entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke' (whichever is the Gospel for the following liturgical year). In 2017 it will be the Gospel according to Mark. Lectures will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

For more information see www.biblicalformation.org

It is necessary to enrol with the Program in Jerusalem.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. discuss the interplay between the geography of the biblical land and the text of the Gospel
2. articulate the significance of the land in relation to the Gospel's presentation of Jesus and his ministry
3. explain the influence of the Galilee on the life of Jesus as reflected in the Gospel studied
4. demonstrate knowledge of the Jewish background to the Gospel studied
5. assess the contribution of archaeology to the study of the Gospels
6. apply the knowledge gained concerning the Gospel and the Galilean influence to preaching or teaching the Gospel in the coming liturgical year
7. critique a contemporary presentation of Jesus' setting within his Jewish context.

ASSESSMENT

A 3000 word critical review of Sean Freyne, *Jesus, a Jewish Galilean: A New Reading of the Jesus Story*. London: T&T Clark, 2004. (50%); A 3000 word essay – which takes on text from the Gospel studied and explores the significance of studying it in the Biblical land. (50%)

BIBLIOGRAPHY**The Land**

Brueggemann, Walter. *The Land*. Philadelphia, PN: Fortress Press, 1977.

Habel, Norman C. *The Land is Mine. Overtures to Biblical Theology*. Minneapolis, MN: Fortress Press, 1995.

Shanks, Hershel, and Daniel P. Cole, eds. *Archaeology and the Bible: The Best of BAR*. Vol. 2. Washington, DC: Biblical Archaeology Society, 1990.

The Gospel of Mark

NRSV Bible with the Apocryphal/Deuterocanonical Books [RSV is acceptable]

Recommended: Francis J. Moloney. *A Friendly Guide to the New Testament*. Mulgrave, VIC: Garratt Publishing, 2012.

Culpepper, R. Alan. *Mark*. Macon, GA: Smyth and Helwys, 2007.

Donahue, John R., and Daniel J. Harrington. *The Gospel of Mark*. Sacra Pagina 2. Collegeville, MN: The Liturgical Press, 2002.

LaVerdiere, Eugene. *The Beginning of the Gospel: Introducing the Gospel According to Mark*. 2 vols. Collegeville, MN: The Liturgical Press, 1999.

Marcus, Joel. *Mark 1-8; 8-16* The Anchor Bible. New York: Doubleday, 2000, 2009.

———. *Mark 8-16*. The Anchor Yale Bible. New Haven, CT: Yale University Press, 2009.

Moloney, Francis J. *The Gospel of Mark: A Commentary*. Peabody, MA: Hendrickson 2002.

Supervisors: MARY COLOE PBVM and MARY REABURN NDS

CONTENT

This unit is an exegetical and thematic exploration of Paul's letter to the Romans. The Christian community of Rome was known to Paul, but he had not visited them. For their part the Roman community of Jewish Christians was concerned that Paul's message and praxis was an authentic one. The letter is written to pave the way for his impending visit and it is Paul's attempt to address their concerns by articulating his understanding of the Christian message and wrestling with a number of significant theological issues including the place of Jesus in God's saving history, the role of the Jewish Law, the failure of the people of Israel to accept Jesus as Messiah, the plight of all humanity under sin, and the possibility of all humanity being saved and justified by faith in Jesus.

PREREQUISITES Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. demonstrate an understanding of Paul's theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature
6. demonstrate appropriate skills in contemporary critical methods of biblical interpretation

ASSESSMENT

2000 word exegetical paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

- *Byrne, Brendan. *Romans*. Sacra Pagina 6. Collegeville MN: Liturgical Press, 1996.
- Donfried, Karl P., ed. *The Romans Debate*. 2nd ed. Edinburgh: T & T Clark, 1991.
- Dunn, James D. G. *The Theology of Paul the Apostle*. London: T & T Clark, 2003.
- . *Romans*. 2 vols. Dallas TX: Word, 1988.
- Esler, Philip F. *Conflict and Identity in Romans: The Social Setting of Paul's Letter*. Minneapolis, MN: Fortress, 2003.
- Fitzmyer, Joseph A. *Romans*. AB 33. New York: Doubleday, 1993.
- Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: Eerdmans, 2004.
- *Horrell, David G. *An Introduction to the Study of Paul*. 2nd ed. London: T & T Clark, 2006.
- Neyrey, Jerome H. *Paul, in Other Words: A Cultural Reading of his Letters*. Louisville, KY: Westminster/John Knox, 1990.
- Witherington, Ben. *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament*. Eugene, OR: Cascade, 2009.
- Wright, Nicholas T. *Paul: Fresh Perspectives*. London: SPCK, 2005.

Lecturer: CHRISTOPHER MONAGHAN CP

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

CHURCH HISTORY

CH8001Y	Early/Medieval Church History (100-1450)
CH9002Y	Early Modern & Modern Church History (1450-Present)
CH9012Y	Introduction to Early Christian Art and Architecture
CH9015Y	Religion in the Age of Faith
CH9230Y	Catholic Social Thought in Aust. & O/S (=DT9230Y)
CH9320Y	Mary in the Christian Tradition (=CT9320Y & DS9320Y)
CH9415Y	Supervised Reading Unit – Church History (15 points)
CH9430Y	Supervised Reading Unit – Church History (30 points)

SYSTEMATIC THEOLOGY

CT8003Y	Beginning with Jesus
CT9019Y	Human Person: Community and World
CT9020Y	The Cosmos as Creation
CT3024Y	Theological Methods
CT9310Y	Signs & Gifts of God: Sacraments of Life and Church
CT9320Y**	Mary in the Christian Tradition (=CH9320Y & DS9320Y)
CT9331Y**	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9340Y**	Human Sexuality and Marriage (=DT9340Y)
CT9350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR9350Y)
CT9415Y	Supervised Reading Unit – Systematic Theology (15 points)
CT9430Y	Supervised Reading Unit – Systematic Theology (30 points)

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

CH9010Y	Reformation Histories and Theology
CH9011Y	Foundations of Australian Catholicism
CH9012Y	Introduction to Early Christian Art and Architecture
CH9022Y**	Vatican II: History, Texts, Theology (=CT9022Y)
CH9210Y	Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700(=DS9210Y)
CH9211Y	In search of the Foundress: The Painted life of Mary Ward (1585 - 1645) (=DS9211Y)
CH9212Y	Art History and Spirituality in Western Europe (= DS9212Y)
CH9500Y	The Bible and Art Re-Visioning of Biblical Interpretation: (=BS9500Y DL/DP9500Y)
CH9511Y	Martyrs, Minds and Mystics
CT8001Y	Foundations for Christian Thinking (Foundational unit)
CT8002Y	Introduction to Theology in a Global Perspective (Foundational unit)
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	Church: Sign and Sacrament of God's Kingdom
CT9022Y	Vatican II : History, Texts, Theology (=CH9022Y)
CT9021Y	Women in the Christian Theological Tradition
CT9023Y	Salvation and the End of Time
CT9511Y	Martyrs, Minds and Mystics

****see crosslisting for detailed description**

CONTENT

This unit fulfils two major functions. Firstly to introduce students to modern skills in the discipline of history: historiography, historical consciousness, research skills, critical use of sources, interpretation methodologies, and presentation of evidenced historical arguments. Secondly, to introduces students to the broad sweep of church history from the end of the apostolic era (c.100CE) to the end of the era of feudal states and of the first flowering of the Renaissance in the mid fourteenth century. Particular emphasis is placed on the development of the fundamental doctrines and structures of Christianity, the mutual relationships between Church, State and Culture, the Crusades, the observances of popular religion and challenges to the Church's authority in the High Middle Ages, leading to the growth of movements towards reform.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate understanding of the dynamic meaning of church history
2. analyse critically both primary and secondary historical sources
3. present a critical evaluation of selected historical evidence from the period
4. engage with debates on major historiographical issues surrounding of this period
5. research and assemble evidence for a sustained historical argument on a selected event in early or medieval church history
6. identify and discuss the inter-relationship between history and theology formulate reasoned historical interpretations of key moments in church's history.

ASSESSMENT

1500 word essay (25%); 1500 word document study (25%); 3000 word essay (50%)

BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd Ed. London: Oxford University Press, 1999 (or other versions)
- Bradley, James, and Richard Muller. *Church History: An Introduction to Research, Reference Works and Methods*. Grand Rapids, MI: Eerdmans, 1995.
- Brooke, Rosalind, and Christopher Brooke. *Popular Religion in the Middle Ages*. London: Thames and Hudson, 1984.
- Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, AD 200-1000*. 2nd ed. Oxford: Blackwell, 2003.
- Cooper, Kate. *Band of Angels: The Forgotten World of Early Christian Women*. London: Atlantic Books, 2013.
- Eusebius of Caesarea. *The Church History*. Edited by Paul Maier. Grand Rapids, MI: Kregel Academic, 2007.
- Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids, MI: Eerdmans, 2003.
- Gonzalez, Justo L. *The Changing Shape of Church History*. St. Louis, MO: Chalice Press, 2002.
- Dale, Irvin, and Scott Sunquist. *History of the World Christian Movement*. Vol 1. Edinburgh: T&T Clark, 2000.
- Logan, F. Donald. *A History of the Church in the Middle Ages*. London: Routledge, 2002.
- MacCulloch, Diarmaid. *Christian History: An Introduction to the Western Tradition*. London: SCM Press, 2012.

Lecturer: MATTHEW BECKMANN

CH9002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY (1450-PRESENT)

Elective Unit

(Min. No. 8)

2nd semester Wednesday evening

CONTENT

This unit develops the students' historical methodology and research skills, building on fundamental learnings from the first survey (CH8001Y). Applying these skills, it surveys the history of the Church from the Renaissance to the present. Particular emphasis is given to the current historiography of the Long Reformation (14th to 18th Centuries) and its aftermaths, to the Enlightenment, colonialism, the Age of Revolutions, and the Religious developments of the 19th Century in church authority structures and 'Social Christianity', as a preface to interpreting twentieth century conflicts, reforms and renewal.

PREREQUISITES

CH8001Y or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. employ fruitfully the dynamic meaning of church history
2. analyse critically both primary and secondary historical sources
3. argue a critical evaluation of selected historical evidence from the period
4. integrate historiographical debates into historical analysis
5. research, arrange and analyse evidence within a sustained historical argument on a selected event in early modern or modern church history
6. identify and demonstrate the inter-relationship between history and theology formulate reasoned historical interpretations of key moments in church's history

ASSESSMENT

1500 word essay (25%); 1500 word document study (25%); 3000 word essay (50%)

BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: Oxford University Press, 1999 (or other editions)
- Bireley, Robert. *The Refashioning of Catholicism, 1450 – 1700*. Washington, DC: CUA Press, 1999.
- Burleigh, Michael. *Earthly Powers: Religion and Politics from the Enlightenment to the Great War*. London: Harper Collins, 2006.
- Burleigh, Michael. *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: Harper Collins, 2006.
- Cameron, Euan. *The European Reformation*. 2nd ed. Oxford: OUP, 2012.
- Duffy, Eamonn. *The Stripping of the Altars*. New Haven, CT: Yale University Press, 1992.
- Howell, Martha and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, NY: Cornell University Press, 2001.
- Jenkins, Keith. *Re-Thinking History*. London: Routledge, 2002.
- Lindberg, Carter. *The European Reformations*. 2nd ed. Oxford: Wiley-Blackwell, 2010.
- Wallace, Peter G. *The Long European Reformation*. New York: Palgrave MacMillan, 2004.

Lecturer: MATTHEW BECKMANN

CONTENT

This unit studies the origins and growth of Christian art by exploring ways in which liturgy and devotions in the early church found expression in visual culture. Themes and topics to be presented will include: the art of the catacombs; the centrality of monasticism and of the city of Constantinople in Eastern Christianity; the mosaics of Ravenna and Rome; the emergence of new art forms such as the icon; the iconoclastic controversy; the impact of Byzantine art and architecture in the medieval West e.g. Monreale in Norman Sicily and San Marco in Venice.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. identify the central iconographic themes of Early Christian and Byzantine art
2. demonstrate ability to use vocabulary of visual analysis and historical inquiry in written communication at a more advanced level
3. demonstrate a sophisticated understanding of the various lenses (historical, ideological, spiritual) through which the interpreter views visual images
4. engage in critical analysis of a variety of methodological perspectives of art historical scholarship
5. display appropriate research skills.

ASSESSMENT

1500 word critical review (20%); 1 hour slide exam (30%); 3500 word essay (50%)

BIBLIOGRAPHY

* = set texts recommended for purchase

- Brubaker, Leslie, and Mary B. Cunningham. eds. *The Cult of the Mother of God in Byzantium. Text and Images*. Farnham, UK.: Ashgate, 2011.
- Cormack, R. *Writing in Gold: Byzantine Society and Its Icons*. London: George Philip, 1985.
- _____. *Byzantine Art*. Oxford: Oxford University Press, 2000.
- Finney, Paul Corbey. *The Invisible God: The Earliest Christians on Art*. New York: Oxford University Press, 1994.
- Grabar, A. *Christian Iconography: A Study of Its Origins*. Princeton, NJ: Princeton University Press, 1968.
- Jensen, Robin M. *Understanding Early Christian Art*. London: Routledge, 2000.
- Kessler, Herbert. *Spiritual Seeing: Picturing God's Invisibility in Medieval Art*. Philadelphia, PN: University of Pennsylvania Press, 2000.
- Kitzinger, E. *Byzantine Art in the Making*. Cambridge, MA.: Harvard University Press, 1977.
- *Lowden, Ernst John. *Early Christian and Byzantine Art*. London: Phaidon, 1997.
- Safran, Linda, ed. *Heaven on Earth. Art and the Church in Byzantium*. University Park, PA: Pennsylvania State University Press, 2002.
- Spier, Jeffrey. ed. *Picturing the Bible: The Earliest Christian Art*. New Haven: Yale University Press, 2007.
- Vassilaki, Maria, ed. *Mother of God. Representations of the Virgin in Byzantine Art*. Milan: Skira, 2000.

Lecturer: CLAIRE RENKIN

CONTENT

Immense creativity, great energy and remarkable displays of faith marked the church of the Middle Ages, from the revival of the western 'Roman Empire' in 800 to the Empire's demise in the East in 1453. This era saw matters of religion and faith touch all aspects of life and so this unit looks at the interplay between religion and the rest of medieval society. Topics to be considered include relations with Islam & Judaism, heresy, superstition & magic, doctrinal reform, women, schools, crusades and popular religion. A better understanding of the deep roots of modern religion in the Middle Ages enriches our understanding of the contemporary church.

PREREQUISITES

CH8001Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the interaction between mediaeval church history with the wider historical context
2. analyse critically primary and secondary sources for mediaeval church history
3. demonstrate understanding of religious experience of groups in both the official and popular church
4. formulate a sustained argument in mediaeval church history about a nominated issue
5. engage fruitfully with historiographical issues in mediaeval studies analyse and express the contemporary significance of church history of the Middle Ages.

ASSESSMENT

2000 word document study (40%); 4000 word research essay (60%)

BIBLIOGRAPHY

Cook, William and Ronald Herzman. *The Medieval World View: An Introduction*. New York: OUP, 2004.

Le Goff, Jacques. *Medieval Civilization*. London: Blackwell, 1991.

Linehan, Peter. *The Medieval World*. London: Routledge, 2001.

Lynch, Joseph H., and Phillip C. Adamo. *The Medieval Church: A Brief History*. London: Longman. 2014

Pelikan, Jaroslav. *The Spirit of Eastern Christianity 600-1700*. Chicago, IL: University of Chicago Press, 1989.

Riley-Smith, Jonathan. *The Crusades: A Short History*. New Haven, CT: Yale UP, 1987.

Rubin, Miri, ed. *Medieval Christianity in Practice*. Princeton, NJ: Princeton University Press, 2009.

Shinner, John, ed. *Medieval Popular Religion*. Orchard Park, NY: Broadview Press, 2009.

Vauchez, André. *The Laity in the Middle Ages: Religious Belief and Devotional Practices*. Trans. Margery J Schmeider. Notre Dame, IN: UND Press, 1993.

Lecturer: MATTHEW BECKMANN OFM

CONTENT

This unit will examine Catholic social and political ideas and movements in Europe and elsewhere, and evaluate their impact and interpretation in Australia. It will consider key issues in Catholic social movements in Europe, outline the backgrounds to the papal social encyclicals, and trace their development internationally to Popes John Paul II, Benedict XVI and Francis.

PREREQUISITES

A Foundational unit in Church History or Moral Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. show competence in reading and interpreting key social encyclicals
2. demonstrate the importance of key Catholic social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. analyse debates about Catholic social movements, with an ability to analyse and critique various views
4. critique the strengths and weaknesses in the development of Catholic social thought
5. evaluate the social and political contexts in the development of social justice traditions in the Church

ASSESSMENT

2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

- Boswell, Jonathan S., Francis P. McHugh and Johan Verstraeten, eds. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. London: T & T Clark, 2007.
- Curran, Charles. *Catholic Social Teaching 1891 - Present*. Washington, DC: Georgetown University Press, 2002.
- Dorr, Donal. *Option for the Poor and for the Earth*. Maryknoll, NY: Orbis, 2012.
- Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne, VIC: CollinsDove, 1991.
- . *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: UNSW Press, 2001.
- Dwyer, Judith, ed. *The New Dictionary of Catholic Social Thought*. Collegeville, MN: Liturgical Press, 1994.
- Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown UP, 2004.
- Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne, VIC: Collins Dove, 1993.
- Hornsby-Smith, Michael P. *An Introduction to Catholic Social Thought*. Cambridge, UK: Cambridge University Press, 2006.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- Pabst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge, UK: James Clarke & Co., 2011.
- Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSsR

CONTENT

This unit explores the place of Mary in the tradition of western Christianity, through various prisms: theology, scripture, art, spirituality, history, hymnody and more. Mary will be studied using the tools of these disciplines. The unit will consider the role of Mary in history, culture and theology both methodically and critically.

PREREQUISITES

Normally one foundational unit in CH or CT or DS

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. evaluate Christian traditions concerning Mary in the light of their biblical foundations
2. explain development in the theologies about, cults of, and devotion to Mary because of their historical context
3. analyse the mutual effect of developments in theological reflection upon Mary and of cultural and artistic expressions of her and her cult
4. assess critically a Marian spirituality in the light of the theological, biblical and historical traditions concerning Mary
5. present a sustained and multidisciplinary argument on a selected aspect of the Christian tradition concerning Mary.

ASSESSMENT

Five 600 word reflections (50%); 3000 word Essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

The Anglican-Roman Catholic International Commission. *Mary: Grace and Hope in Christ*. Harrisburg/ London: Morehouse, 2005.

Boss, Sarah Jane. *Mary: The Complete Resource*. Oxford: OUP, 2007.

Ebertshauser, Caroline. *Mary: Art, Culture and Religion through the Ages*. New York: Crossroad Publications, 1998.

Farrell, Marie. *Gathering with Mary Under the Southern Cross*. Strathfield, NSW: St Paul's, 2007

Gaventa, Beverly Roberts. *Mary: Glimpses of the Mother of Jesus*. Columbia, SC: University of South Carolina Press, 1995.

Graef, Hilda, ed., *Mary: A History of Doctrine and Devotion*. Notre Dame, IN: Christian Classics, 2009.

Johnson, Elizabeth. *Truly Our Sister: A Theology of Mary in the Communion of Saints*. New York: Continuum, 2003.

Katz, Melissa R. ed., *Divine Mirrors: The Virgin Mary in the Visual Arts*. Oxford: OUP, 2001.

Levine, Amy-Jill. ed. *A Feminist Companion to Mariology*. London: T & T Clark, 2005.

Rubin, Miri. *Mother of God: A History of the Virgin Mary*. New Haven, CT: Yale UP, 2009.

Lecturer:

CLAIRE RENKIN, CHRIS MONAGHAN CP, JANETTE GRAY RSM,
MATTHEW BECKMANN OFM

CONTENT

"No-one has ever seen God. It is God the only Son, who is close to the Father's heart who has made him known" (John1:18). Ultimately, the normative source of our knowledge of God is what God reveals of Godself through Jesus the Christ. This unit introduces the study of theology, its sources and methods, through the study of Christology. It focusses on Jesus Christ, his life and ministry, his death and resurrection, and the subsequent reflection of the Church on his identity.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the issues involved in the quests for the historical Jesus and the fruits of these quests
2. identify the theological issues at stake in a selected topic in Christology
3. critically apply the sources of the Scriptures and contemporary theological writing to the discussion of a selected topic in Christology
4. critically reflect on the identity of Jesus in the light of Scripture and Tradition.

ASSESSMENT

1500 word essay (25%); 3000 word essay (50%); 1500 word summative reflection (25%)

BIBLIOGRAPHY

* = set texts recommended for purchase

Bockmuehl, Markus, ed. *The Cambridge Companion to Jesus*. Cambridge: Cambridge University Press, 2001.

Fuellenbach, John. *The Kingdom of God: The Message of Jesus Today*. Maryknoll, NY: Orbis Books, 1995.

Karkkainen, Veli-Matti. *Christology: A Global Introduction*. Grand Rapids, MI: Baker Academic, 2003.

Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.

McDermott, Brian. *Word Become Flesh: Dimensions of Christology*. Collegeville, MN: Michael Glazier, 1993.

Matera, Frank. *New Testament Christology*. Louisville KY: Westminster, 1999.

Meier, John P. *A Marginal Jew: Rethinking the Historical Jesus, Vol 1-3*. New York: Doubleday, 1991-2001. Volume 4. New Haven: Yale University Press, 2009.

Murphy, Francesca Aran. *The Oxford Handbook of Christology*. Oxford: Oxford University Press, 2015.

O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. Oxford: Oxford University Press, 2009.

Pagola, Jose A. *Jesus: An Historical Approximation*. Columbia, FL: Convivium Press, 2012.

*Rausch, Thomas. *Who is Jesus? An Introduction to Christology*. Collegeville, MN: Liturgical Press, 2003.

Lecturer: ROSS FISHBURN

Elective Unit

2nd semester Tuesday morning

(Min. No. 8)

CONTENT

This unit is a study of Christian reflection on what it means to be human in relation to God and what makes up our humanity. It explores biblical foundations including humanity as created in the image of God, human freedom, grace, nature and grace, sin, persons and community, and how these are embodied through human arrangements such as family, race, work, and the limitations of sickness and disability, ageing and death.

PREREQUISITES

One unit of Foundational Systematic Theology (CT)

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. describe and discuss the main features of Christian teaching on the human person
2. analyse and evaluate the relative contributions of culture and the world on understanding Christian teaching about the human person
3. identify and assess theological understandings about humanity's and God's relationship
4. identify and describe the theological understandings of grace in relation to persons
5. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship
6. assess and articulate a theological understanding of the dynamic tension revealed in nature/grace; body/soul; person/community
7. demonstrate advanced research skills appropriate to study at graduate level.

ASSESSMENT

Two short seminar papers (1500 words each) (50%); 3000 word research essay (50%)

BIBLIOGRAPHY

- Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang Publishers, 2013.
- Duffy, Stephen. *The Dynamics of Grace*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.
- Edwards, Denis. *Human Experience of God*. New York, NY: Paulist, 1983.
- Gonzalez, M.A., *Created in God's Image*. Maryknoll, NY: Orbis, 2007.
- McFarland, Ian. *Difference and Identity: A Theological Anthropology*. Cleveland, OH: Pilgrim, 2001.
- Pannenberg, Wolfhart. *Anthropology in Christian Perspective* (trans. G.W. Bromiley). Edinburgh: T. & T. Clark, 1985.
- Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Liturgical Press, 2012.
- Sachs, John R., *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/ Liturgical Press, 1991
- Schwarz, Hans. *The Human Being: Theological Anthropology*. Grand Rapids, MI: Eerdmans, 2013.
- Welker, Michael. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: Eerdmans, 2014.
- Young, Norman. *Creator, Creation and Faith*. London: Collins, 1976.

Lecturer: JANETTE GRAY RSM

CONTENT

This unit aims to explore the meaning and implications of the Christian belief that the cosmos is the creation of God which, although declared to be good, is experienced in brokenness. It comprises four elements: (1) theological and scientific views of the cosmos; (2) theological problems raised by the brokenness ('fallenness') of existence in the world; (3) theological views of the place and responsibility of humankind in the world; and (4) the tension between theological and scientific expectations/hopes about the eventual future of the cosmos.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. discuss the biblical views of the world as God's good but broken creation
2. identify the various stages of the modern encounter between theology and the sciences
3. analyse and evaluate a range of views of the nature of God's interaction with the world
4. construct their own account of the doctrine of creation embracing its past, present and future aspects
5. articulate some practical implications of belief in creation for Christian spirituality and ethics

ASSESSMENT

6000 word research essay

BIBLIOGRAPHY

- Anderson, B., ed. *Creation in the Old Testament*. Minneapolis, MN: Fortress Press, 1984.
- Astley, J. and A. Loades, eds. *Creation: A Reader*. London: T & T Clark, 2003.
- Barbour, I. *Religion in an Age of Science*. London: SCM Press, 1990.
- Davis, S.T. *Encountering Evil: Live Options in Theodicy*. Atlanta, GA: John Knox Press, 1981.
- Edwards, D. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.
- Gilkey, L. *Maker of Heaven and Earth: The Christian Doctrine of Creation in the Light of Modern Knowledge*. Lanham, MD: University Press of America, 1985.
- Granberg-Michaelson, W. *Ecology and Life: Accepting our Environmental Responsibility*. Waco, TX: Word Books, 1988.
- Hall, D.J. *Imaging God: Dominion as Stewardship*. Grand Rapids, MI: W.B. Eerdmans, 1986.
- Klaiber, Walter. *On Creation: Religion and Science in Dialogue*. Translated Randi H. Lundell. Nashville, TN: Abingdon, 2011.
- Mangum, J., ed. *The New Faith-Science Debate: Probing Cosmology, Technology and Theology*. Minneapolis, MN: Fortress Press, 1989.
- Moltmann, J. *God in Creation: An Ecological Doctrine of Creation*. London: SCM Press, 1985.
- Polkinghorne, J.C. *The Work of Love: Creation as Kenosis*. Grand Rapids, MI: W.B. Eerdmans, 2001.
- Polkinghorne, J., and M. Welker, eds. *The End of the World and the Ends of God: Science and Theology on Eschatology*. Harrisburg, PA: Trinity Press International, 2000.
- Southgate, C. et al. *God, Humanity and the Cosmos: A Textbook in Science and Religion*. Harrisburg, PA: T & T Clark, 1999.

Lecturer: CHRISTIAAN MOSTERT

Elective Unit

1st semester Thursday evening

(Min. No. 8)

CONTENT

This unit is an investigation into the manner in which theology is done and how theologians engage in their craft, rather than a discussion of the content of their conclusions. Thus, it examines their own descriptions of the theological process and their output. The unit provides students with an array of methodological tools for theological work.

PREREQUISITES

30 points of Systematic Theology including 15 points of Christology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify and describe the main methodologies employed in Christian theology
2. assess the effectiveness of these theological tools in different contexts
3. select and apply appropriate theological tools to a presented consideration
4. analyse critically the strengths and weaknesses of various theological approaches
5. present a rigorous and sustained work of theological analysis employing at least one major modern theological method.

ASSESSMENT

1000 word book review (20%); 2000 word comparison exercise (30%); 3000 word major essay (50%)

BIBLIOGRAPHY

Allen, Paul. *Theological Method: A Guide for the Perplexed*. London: T&T Clark, 2012.

Balthasar, Hans Urs von. *Theo-Dramatic*. San Francisco, CA: Ignatius Press, 1988.

Bevans, Stephen. *Contextual Theology for the Twenty-First Century*. Eugene, OR: Pickwick, 2011.

Bohm, David. *Wholeness and the Implicate Order*. London: Routledge, 1980.

Eckhardt, A. Roy. *The Theologian at Work*. London: SCM Press, 1968.

Egan, Philip. *Philosophy and Catholic Theology*. Collegeville, MN: Liturgical Press, 2009.

Gallagher, Michael. *Faith Maps: Ten Religious Explorers from Newman to Joseph Ratzinger*. London: DLT, 2010.

Gutierrez, Gustavo. *A Theology of Liberation*. New York: Orbis, 1988.

Hartwell, Herbert. *The Theology of Karl Barth: An Introduction*. London: Duckworth, 1964.

Jones, Serene. *Feminist Theory and Christian Theology: Cartography of Grace*. Minneapolis MN: Fortress Press, 2000.

Loneragan, Bernard. *Method in Theology*. Toronto: University of Toronto Press, 1979.

Rahner, Karl. *Foundations of Christian Faith*. New York: Seabury Press, 1987.

Schussler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York, NY: Crossroads, 1994.

Stone, Howard. *How to Think Theologically*. Minneapolis, MN: Fortress Press, 1996.

Lecturer: MATTHEW BECKMANN OFM

CONTENT

This unit aims to present with ecumenical sensitivity the origin, meaning and purpose of the Christian sacraments. It begins by outlining foundational concepts upon which contemporary sacramental theology rests, including the importance of symbol, ritual, Jesus as primordial sacrament and the Church as fundamental sacrament. Using this framework, the unit then undertakes a survey of the seven sacraments, paying particular attention to their historical, symbolic, liturgical and pastoral dimensions. Finally, the unit explores and evaluates more recent directions within sacramental theology as a discipline.

PREREQUISITES

One foundational unit in Systematic Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the importance of foundational concepts such as symbol and ritual in defining and describing sacraments
2. discuss the importance of Jesus Christ as primordial sacrament and the Church as fundamental sacrament in defining and describing sacraments
3. identify significant developments in the historical evolution of the sacraments
4. analyse the sacraments in terms of their key historical developments, symbolic meanings, and liturgical expression
5. explain how the sacraments manifest the presence and work of the Holy Spirit
6. articulate the eschatological, missiological and ethical dimensions of the sacraments
7. evaluate recent research and directions within sacramental theology as a discipline.

ASSESSMENT

2000 word essay (30%); 1000 word seminar paper (20%); 3000 word essay (50%)

BIBLIOGRAPHY

- Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: The Liturgical Press, 2001.
- Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third Publications, 1983.
- Lawler, Michael. *Symbol and Sacrament: A Contemporary Sacramental Theology*. Omaha, NE: Creighton University Press, 1987, 1995.
- Martinez, German. *Signs of Freedom: Theology of the Christian Sacraments*. Mahwah, NJ: Paulist Press, 2003.
- * Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Ligouri, MO: Triumph, 2001.
- Mitchell, Nathan. *Meeting Mystery: Liturgy, Worship, Sacraments*. Maryknoll, New York: Orbis Books, 2006.
- Noll, Ray. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999 (2nd printing 2001).
- Osborne, Kenan. *Sacramental Theology: A General Introduction*. Mahwah, N.J.: Paulist Press, 1988.
- Rahner, Karl. *The Church and the Sacraments*. New York: Herder and Herder, 1963.
- Schillebeeckx, Edward. *Christ the Sacrament of Encounter with God*. New York & London: Sheed & Ward, 1963.
- Vorgrimler, Herbert. *Sacramental Theology*. Collegeville, MN: Liturgical Press, 1992.
- Wainwright, Geoffrey, and Karen Westerfield Tucker, eds. *The Oxford History of Christian Worship*. Oxford & New York: Oxford University Press, 2006.

CONTENT

"Christians are made, not born" (Tertullian). This unit explores with ecumenical sensitivity the origin, history and meaning of the processes involved in persons becoming Christians. The unit begins by briefly exploring insights drawn from cultural anthropology and ritual studies regarding the significance attached to initiation. On this basis, the unit then follows two lines of inquiry. The first represents an historical survey, charting the practices of Christian initiation in the early Church and the subsequent emergence of the three separate sacraments of initiation: baptism, confirmation and Eucharist. The second line of inquiry investigates the sacraments of initiation as they stand in the post-Vatican II Catholic Church, paying particular attention to the RCIA, continuing debates surrounding different approaches to the sacraments of initiation and, finally, the significance of the Eucharist as both the high point of the journey of faith for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES

One Foundational Unit in Systematic Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analysing key texts and rites associated with the sacraments of initiation
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church
7. differentiate between differing ecumenical understandings of initiation, and evaluate the theological issues involved.

ASSESSMENT

2000 word essay (30%); 1000 word seminar paper (20%); 3000 word essay (50%)

BIBLIOGRAPHY

- Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Mazza, Enrico. *The Celebration of the Eucharist: The Origin of the Rite and the Development of its Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Mick, Lawrence. *Living Baptism Daily*. Collegeville, MN: Liturgical Press, 2004.
- Morris, Thomas. *The RCIA Transforming the Church – A Resource for Pastoral Implementation*. New York/Mahwah, NJ: Paulist Press, 1989, 1997.
- O'Loughlin, Frank. *Christ Present in the Eucharist*. Strathfield, NSW: St Paul Publications, 2000.
- Osborne, Kenan. *The Christian Sacraments of Initiation*. New York: Paulist Press, 1987.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. Mahwah, NJ: Paulist Press, 1993
- Wood, Susan K. *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism*. Collegeville, MN: Michael Glazier, 2009.

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

CANON LAW DC

DC9415Y Supervised Reading Unit – Canon Law (15 points)

DC9430Y Supervised Reading Unit – Canon Law (30 points)

LITURGY DL

DL9422Y Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)

DL9423Y Proclaiming the Word of God (=DP9423Y)

DL9415Y Supervised Reading Unit – Liturgy (15 points)

DL9430Y Supervised Reading Unit – Liturgy (30 points)

MISSIOLOGY DM

DM8330Y Introduction to Theology of Mission (**Foundational unit**)

DM9011Y A Comparative Study of Religions

DM9331Y Theology in Asia: A Model of Development in Theology (=CT9331Y)

DM9470Y Social Teaching and Aboriginal Australians (=DT9470Y)

DM9415Y Supervised Reading Unit – Missiology (15 points)

DM9430Y Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP8001Y Foundations for Pastoral Practice (**Foundational unit**)

DP9006Y Professional Issues in Pastoral Ministry

DP9010Y Faith, Religion and Spirituality

DP9100S Clinical Pastoral Education (CPE)

DP9111Y Ministry in Contemporary Context

DP9481Y Leadership in a Faith Community

DP9415Y Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)

DP9430Y Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

RELIGIOUS EDUCATION DR

DR9350Y** Sacraments of Initiation: Baptism, Confirmation and Eucharist (=CT9350Y)

DR9415Y Supervised Reading Unit – Religious Education (15 points)

DR9430Y Supervised Reading Unit – Religious Education (30 points)

SPIRITUALITY DS

DS8000Y Foundations for Christian Spirituality (**Foundational unit**)

DS9320Y** Mary in the Christian Tradition (=CH9320Y & CT9320Y)

DS9415Y Supervised Reading Unit – Spirituality (15 points)

DS9430Y Supervised Reading Unit – Spirituality (30 points)

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

MORAL THEOLOGY DT

DT8000Y	Introduction to Moral Theology: The God I believe in is the God I respond to
DT9011Y	Major Issues in Contemporary Moral Theology
DT9012Y	Justice and Human Rights
DT9016Y	Equity and Sustainability
DT9017Y	Theology and Social Reconciliation
DT9230Y**	Catholic Social Thought in Aust. & O/S (CH9230Y)
DT9340Y	Human Sexuality and Marriage (=CT9340Y)
DT9470Y**	Social Teaching and Aboriginal Australians (=DM9470Y)
DT9415Y	Supervised Reading Unit – Moral Theology (15 points)
DT9430Y	Supervised Reading Unit – Moral Theology (30 points)

SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 165-172

UNITS FROM OTHER COLLEGES

AR8000T	Introduction to Interfaith Engagement (Trinity College)
AR8200T	Practicum in Interfaith Engagement (Trinity College)
DP9100S	Clinical Pastoral Education (CPE)

CAPSTONE UNITS

XS9991Y	A Faith to Live By
12,000 word Research Essay	(see page 153 for details)
RQ9021C	Research Methodologies (see page 156)

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 164 for schedule at each centre)

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments
DR8603Y	Foundations of Religious Education
DR8604Y	Making (Christian) Choices in Life: Value Added Approach
DR8605Y	Integrative Exercise

**See crosslisting for detailed unit description

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

LITURGY DL

- DL8430Y Doing and Living the Church's Liturgy (=DP8430Y DS8430Y) (Foundational Unit)
DL9010Y Liturgy: Presiding and Participating in Community Celebrations
DL9500Y The Bible and Art: Re-Visioning of Biblical Interpretation
(= BS9500Y CH9500Y DP9500Y)

MISSIONOLOGY DM

- DM9014Y Interreligious Dialogue in a Multi-Religious Society
DM9015Y Recent Approaches to Mission
DM9016Y Liberating Mission: When Gospel Meets Culture

PASTORAL THEOLOGY AND MINISTRY STUDIES

- DP9423Y** Proclaiming the Word of God (=DL9423Y)
DP9500Y The Bible and Art: Re-Visioning of Biblical Interpretation
(= BS9500Y CH9500Y DL9500Y)

SPIRITUALITY

- DS8430Y** Doing and Living the Church's Liturgy (=DP8430Y DL8430Y) (Foundational Unit)
DS9212Y** Art History and Spirituality in Western Europe (= CH9212Y)

CAPSTONE UNITS

- XS9992 Pastoral Leadership

CONTENT

This unit examines the Catholic Church's ritual care in sickness, dying and death. It explores the ensemble of rites in the ritual books *Pastoral Care of the Sick: Rites of Anointing and Viaticum* (1983) and the *Order of Christian Funerals* (1989). Attention will be given to the theological, liturgical and pastoral underpinnings of these rites, examining them as a ritual process through which the church is present in times of sickness, death and bereavement.

PREREQUISITES

One unit in Liturgy (DL1/8430) or Pastoral Studies, or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a familiarity with the church's rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstances
6. critically analyse some of the disputed questions in the current praxis of the rites.

ASSESSMENT

1000 word seminar presentation and paper on *Pastoral care of the sick* (20%); 1000 word article review on the *Order of Christian Funerals* (20%); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Pastoral Care of the Sick: Rites of Anointing and Viaticum. Sydney: Dwyer, 1983.

Order of Christian Funerals. Sydney: Dwyer, 1989.

Gusmer, Charles. *And You Visited Me: Sacramental Ministry to the Sick and the Dying*. New York: Pueblo, 1984.

Kasza, John C. *Understanding Sacramental Healing: Anointing and Viaticum*. Chicago, IL: Hillenbrand Books, 2006.

Kelly, Ewan. *Meaningful Funerals: Meeting the Theological and Pastoral Challenge in a Postmodern Era*. London: Mowbray, 2008.

*Larson-Miller, Lisette. *The Sacrament of Anointing of the Sick*. Lex Orandi Series. Collegeville, MN: Liturgical Press, 2005.

Long, Thomas. *Accompany Them With Singing: The Christian Funeral*. Louisville, KY: Westminster John Knox Press, 2009.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical Press, 2009.

Rutherford, Richard, and Tony Barr. *The Death of a Christian: The Order of Christian Funerals*. Rev. ed. Collegeville, MN: Liturgical Press, 1990.

Sheppy, Paul. *Death, Liturgy and Ritual: A Pastoral and Liturgical Theology*. Burlington, VT: Ashgate Publishing Ltd, 2003.

*Smith, Margaret. *Facing Death Together: Parish Funerals*. Chicago, IL: Liturgy Training Publications, 1998.

Lecturer:

MARGARET SMITH SGS

Elective Unit

(Min. No. 8)

1st semester Wednesday morning Crosslisted as DP9423Y (Pastoral Theology)

CONTENT

The unit will explore issues and approaches to preaching while concentrating on the application of this knowledge to the proclamation of the Word of God in liturgical and cultural contexts.

PREREQUISITES

At least two foundational units, preferably in Biblical Studies, Systematic Theology or Liturgy, or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different "texts" involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community
6. describe the difference between at least two cultural contexts and their impact on preaching

ASSESSMENT

Preparation, delivery and evaluation of a homily equivalent to 3000 words (60%);
3000 word essay (40%)

BIBLIOGRAPHY

- Brosend, William. *The Preaching of Jesus: Gospel Proclamation Then and Now*. Louisville, KY: Westminster John Knox Press, 2010.
- Burghardt, Walter J. *Preaching the Just Word*. New Haven, CT, and London: Yale University Press, 1996.
- DeBona, Gueric. *Preaching Effectively, Revitalising your Church*. New York/Mahwah, NJ: Paulist Press, 2009.
- DeLeers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: The Liturgical Press, 2004.
- Hilkert, Mary C. *Naming Grace: Preaching and the Sacramental Imagination*. New York: Paulist Press, 1997.
- Lischer, Richard, ed. *The Company of Preachers: Wisdom on Preaching, Augustine to the Present*. Grand Rapids, MI: William B. Eerdmans, 2002.
- Untener, Kenneth. *Preaching Better: Practical Suggestions for Homilists*. New York/Mahwah, NJ: Paulist Press, 1999.
- Wallace, James A. *Preaching to the Hungers of the Heart: The Homily on the Feasts and within the Rites*. Collegeville, MN: The Liturgical Press, 2002.
- Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: The Liturgical Press, 1998.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

The unit will begin with the conceptual clarification of the terms mission and missiology followed by an analysis of the biblical foundations of mission and its historical developments leading to the contemporary issues. It will also examine the key Catholic documents on mission.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. Discuss the meaning of the terms mission and missiology
2. discuss the biblical foundation of mission
3. describe the missionary nature of Christian vocation
4. analyse the impact of colonialism on mission
5. demonstrate the origin of mission in the nature of God
6. evaluate the approach to mission which sees it as the vocation of all the baptised

ASSESSMENT

2000 word tutorial presentation and case study in mission (40%); 4000 word essay describing the missionary nature of the church and critically examining how it can be practiced in contemporary Australia (60%)

BIBLIOGRAPHY

- Bauchham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker Academic, 2003.
- Bevans, Stephen B., and Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Blackburn, W. Ross. *The God who Makes Himself Known: Missionary Heart of the Book of Exodus*. Downers Grove, IL: Intervarsity Press, 2012.
- Bosch, David J. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Flett, John. *The Witness of God*. Grand Rapids, MI: Eerdmans, 2010.
- Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.
- Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis Books, 2006.
- Redford, B. Shawn. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Ogbu U.Kalu and Others. *Mission After Christendom*. Louisville, KY: Westminster John Knox Press, 2010.
- Ott, Craig. *et al. Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis Books, 2009.
- Skreslet, H. Stanley. *Comprehending Mission*. Maryknoll, NY: Orbis Books, 2012.
- Tennent, C. Timothy. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel Publication, 2010.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

The unit provides an empathetic understanding of the different religions practised in Australia including the Aboriginal religions and the New Religious Movements, in their historic settings. The unit will begin with a description of religion itself and will conclude with an emphasis on comparative theology and inter religious dialogue.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. list the main tenets of at least three religions in Australia
2. describe the common aspects of Islam and Christianity
3. demonstrate an empathetic understanding of Australian Aboriginal religions
4. compare prayer in Christianity and the primal religions
5. examine the claims of uniqueness by any one religion
6. discuss the significance of inter religious relation in the Australian context.

ASSESSMENT

A Tutorial presentation and 2000 word paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY

- Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: AltaMira Press, 2001.
- Charlesworth, Max, ed. *Aboriginal Religions in Australia*. Hampshire: Ashgate Publishing, 2005.
- Chury, Stephen M., ed. *Global Religious Movements*. Farnah, England: Ashgate, 2014.
- Clooney, Francis, ed. *The New Comparative Theology: Interreligious Insights from the Next Generation*. London: T&T Clark, 2010.
- Eliade, Mircea. *Patterns in Comparative Religion*. London: Sheed & Ward, 1958.
- Hill, Brennan R. *World Religions and Contemporary Issues*. New London: Twenty Third Publications, 2013.
- Kinnard, Jacob N. *The Emergence of Buddhism: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress Press, 2011.
- Lassner, Jacob. *Jews, Christians and The Abode of Islam*. Chicago, IL: University of Chicago Press, 2012.
- Poceski, Mario. *Introducing Chinese Religions*. London: Routledge, 2009.
- Reynolds, Gabriel Said. *The Emergence of Islam: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress Press, 2012.
- Sarma, Deepak, ed. *Hinduism A Reader*. Oxford: Blackwell Publishing, 2008.
- Singh, Kaur. *Sikhism*. New York: Fact On File Inc., 2004.
- Yandell, Keith, and Harold, Netland. *Buddhism: A Christian Exploration and Appraisal*. Downers Grove, IL: IVP Academic, 2009.
- Zainal, Abidin Bagir. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide, SA: AFT Press, 2005.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

The unit will offer students a review of the major Asian theologians as well as the major theological themes that have developed in the Asian context of religious pluralism, different cultures, the poor, and marginalized groups like women, *dalits* and others.

PREREQUISITES

An introductory unit in Missiology/Theology

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. critically evaluate the work of at least one significant Asian theologians
2. articulate three major Asian theological themes
3. compare three characteristics of Asian theology with that of western theology
4. examine the relevance of Asian theology for mission in Asia
5. make a case for contextual theology
6. critically assess how an Asian theological theme is relevant in Australia

ASSESSMENT

Class presentation and 2000 word essay (40%); 4000 word essay (60%)

BIBLIOGRAPHY

- Amaladoss, Michael. *Making Harmony. Living in a Pluralistic World*, Chennai: IDCR, 2003.
- Clarke, Manchala, and Philip Peacock. *Dalit Theology in the 21st Century*. Oxford: University Press, 2011.
- Kavunkal, Jacob *et al.* *Church In The Service of Asia's Peoples*. Pune: Jnana Deepa Vidyapeeth, 2003.
- Kim, Sebastian, ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press. 2008.
- Parratt, John. *The Other Jesus: Christology in Asian Perspective*. Frankfurt: Peter Lang, 2012.
- Phan, Peter. *Christianity with an Asian Face*. Maryknoll, NY: Orbis Books, 2003.
- Pieris, Anoma. *An Asian Theology of Liberation*. Maryknoll, NY: Orbis Books, 1989.
- Suh, D.Kwang-sun. *The Korean Minjung in Christ*. Hong Kong: Commission on Theological Concerns, 2002.
- Tan, Jonathan Y. *Christian Mission Among Peoples of Asia*. New York: Orbis Books, 2014.
- Wilfred, Felix. *Asian Public Theology: Critical Concerns*. New Delhi: ISPCK, 2010.

Lecturer: JACOB KAVUNKAL SVD

Elective Unit

1st semester Wednesday morning

Crosslisted as DT9470Y

(Min. No. 8)

CONTENT

The unit will provide students with a comprehensive exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people. A key resource is Dominic O'Sullivan's *'Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity'*.

PREREQUISITES

An undergraduate degree

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. trace the developments of the church's social teaching relating to key indigenous themes
2. show evidence of competence and discernment in the use of relevant resource material
3. examine key ecclesial, theological and biblical texts and explore implications for the church's teaching and practice in indigenous issues today
4. present orally, in a clear, convincing and engaging manner, a relevant research topic
5. provide a critical analysis and response to the impact of the church's social teaching on indigenous peoples, especially Aboriginal Australians
6. critically evaluate the active effectiveness of church social teaching with regard to indigenous people
7. articulate critical reflection on personal experiences relating to the church's social teaching and Aboriginal Australians

ASSESSMENT

2000 word Tutorial Presentation (30%); 4000 word essay (70%)

BIBLIOGRAPHY

- Copeland, M.Shawn. *Enfleshing Freedom*. Minneapolis: Fortress Press, 2010.
- Cornish, Sandie. *The Catholic Human Rights Tradition and the Rights of Indigenous Peoples*. Blackburn, VIC: Collins Dove, 1994.
- Cullen, Philomena, Bernard Hoose, and Gerard Marnnion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.
- Hall, Gerard, and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne, VIC: Mosaic Press, 2012.
- Massingale, Bryan N. *Racial Justice and the Catholic Church*. Maryknoll, NY: Orbis Books, 2010.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- McKenna, Kevin E. *Catholic Social Teaching*. Notre Dame IN: Ave Maria Press, 2002.
- Nardoni, Enrique. *Rise up, O Judge: A Study of Justice in the Biblical World*. Peabody, MA: Hendrikson, 2004.
- O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.

Lecturer:

ROBYN REYNOLDS OLSH

CONTENT

This unit will explore two important areas of understanding underpinning good pastoral practice: human development theory, and theological notions of the self. After exploring theories of human psychological development, the unit will explore how we come to understand the self within a pastoral setting. This will involve developing a theological understanding of the person within context: personal, familial, social and global. This unit will explore key concepts in developmental theory as well as selected theological works that bridge the gap between pastoral psychology and pastoral practice.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the main theories of, and approaches to, human development
2. compare and contrast selected theoretical positions (both theological and psychological) on human development and the theology of the self
3. identify key notions of the self within different social and cultural contexts
4. demonstrate an understanding of the place of human development theory, and a theological understanding of the self, within pastoral practice
5. formulate pastoral practice strategies with this understanding in mind
6. demonstrate how this understanding can apply in complex and challenging pastoral situations.

ASSESSMENT

1500 word essay demonstrating a clear understanding of human development theory (20%);

1500 word seminar paper on one specific cultural understanding of the self (20%);

3000 word essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment. (60%)

BIBLIOGRAPHY

Boyd, Denise and Helen Bee. *Lifespan Development*. 6th ed. Sydney: Pearson, 2011.

Harré, Rom. *The Singular Self: An Introduction to the Psychology of Personhood*. London: Sage Publications, 1998.

Harter, Susan. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford Publications, 2012.

Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.

Lerner, Richard M. *Concepts and Theories of Human Development*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum, 1997.

Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. Hoboken, NJ: Jossey-Bass Publishers, 1998.

Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 2nd ed. New York: Image Books, 1979/2010.

Rogoff, Barbara. *The Cultural Nature of Human Development* Oxford: Oxford University Press, 2003.

Taylor, Charles. "The Dialogical Self." In *The Interpretive Turn: Philosophy, Science, Culture*, edited by D.R. Hiley, J.F. Bohman and R. Shusterman, 304-314. Ithica: Cornell University Press, 1991.

Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, Michigan: William B. Eerdmans, 2014.

Lecturer: DAVID LEARY OFM

CONTENT

This unit will explore a broad range of personal, professional and ethical issues common in pastoral ministry, offering students an opportunity to engage in a reflexive process on pastoral practice. The unit will emphasise the interrelatedness of theory and practice in ministry, and the intersection of the personal and the professional. It will focus on issues such as: personal calling and discernment; personal virtues and professional skills as foundations to ethical practice; professional ethics; ethical decision making; confidentiality; professional boundaries, power and trust; and potential areas of professional misconduct. The unit will also focus on the significance of reflection, professional consultation and supervision in the maintenance of a compassionate and just ministry, and ministerial and spiritual health and wellbeing.

PREREQUISITES

DP 8001Y Foundations for Pastoral Practice

LEARNING OUTCOMES

1. Upon successful completion of this unit, it is expected that students will be able to: compare and contrast various ethical approaches within the "helping professions"
2. analyse, articulate and reflect theologically on professional ethics in a pastoral setting
3. demonstrate and illustrate a clear understanding of ethical standards in pastoral practice
4. critically analyse complex ethical dilemmas within a pastoral setting, demonstrating theory, ethical decision-making and ethical resolutions
5. synthesise of the personal, professional and ethical complexities of the pastoral setting
6. analyse current research on healthy, ethical formation and practice, and reflect on this understanding for personal pastoral practice.

ASSESSMENT

1000 word comparison essay (20%); 2000 word essay (30%); 3000 word Essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

- *Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.
- Anderson, Ray S. *Spiritual Caregiving as Secular Sacrament: A Practical Theology for Professional Caregivers*. London: Jessica Kingsley Publishers, 2003.
- Carroll, Michael, and Maria C. Gilbert. *On Being a Supervisee: Creating Learning Partnerships*. London: Vakuni Publishing, 2011.
- Carroll, Michael, and Elisabeth Shaw. *Ethical Maturity in the Helping Professions: Making Difficult Life and Work Decisions*. London: Jessica Kingsley Publishers, 2013.
- Corey, Gerald, M. S. Corey and Patrick Callanan. *Issues and Ethics in the Helping Professions*. 9th ed. Sydney, NSW: Cengage Learning, 2014.
- Davys, Allyson, and Liz Beddoe. *Best Practice in Professional Supervision: A Guide for the Helping Professions*. London: Jessica Kingsley Publishers, 2010.
- Estadt, Barry K., John R. Compton and Melvin Blanchette, eds. *The Art of Clinical Supervision: A Pastoral Counseling Perspective*. Eugene, OR: Wipf & Stock, 2005.
- Fook, Jan, and Fiona Gardner. *Practising Critical Reflection: A Resource Handbook*. Milton Keynes, UK: Open University Press, 2008.
- Lynch, Gordon. *Pastoral Care & Counselling*. Ethics in Practice, edited by Tim Bond. London: Sage Publications, 2002.
- Robinson, Simon. *Spirituality, Ethics and Care*. London: Jessica Kingsley, 2008.
- Welfel, Elizabeth Reynolds. *Ethics in Counseling and Psychotherapy: Standards, Research, and Emerging Issues*. 6th ed. Sydney: Cengage Learning, 2015.

Lecturer: DAVID LEARY OFM

Elective Unit

(Min. No. 8)

2nd semester **intensive:** July 15/16; July 29; August 12; August 26/27; September 2**CONTENT**

This unit provides an opportunity for participants to reflect on decreasing interest in institutional religion, but increasing interest in spirituality.

Using a range of educational tools, the unit will examine: generational differences in the western post-modern world; the role of religion in traditional and post-traditional societies; an overview of the development theory; biblical, traditional and more modern understandings of faith; the dialogue between institutional religion and personal spirituality; the modern challenges facing individuals and religious communities in our contemporary scientifically oriented society.

NO PREREQUISITES**LEARNING OUTCOMES**

1. identify the impact of generational and cultural changes on the role of religion, images of God and the understanding of faith
2. exhibit an awareness of theological and developmental theories of human growth
3. discuss cultural and age-related issues in the construction and reconstruction of meaning
4. recognize the relationship between people's image of God and their ideas about religion and spirituality
5. analyse the challenges and possibilities of reconstructing personal and communal meaning in our contemporary scientifically-oriented society
6. propose and evaluate a way of engaging Christian identity with broad, diffuse spirituality in contemporary culture

ASSESSMENT

2000 word analytical essay (30%); 4000 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Bouma, Gary. *Australian Soul - Religion and Spirituality in Australia*. Melbourne: Cambridge University Press, 2006.

Cowdell, Scott. *God's Next Big Thing – Discovering the Future Church*. Mulgrave: John Garratt, 2004.

Delio, Ilia. *The Emergent Christ*, New York: Orbis Books, 2011.

Frame, Tom. *Losing my Religion - Unbelief in Australia*. Sydney, NSW: UNSW Press, 2009.

Gallagher, Michael Paul. *Faith Maps*. London: Darton, Longman and Todd, 2010.

Langmead, Ross. *Reimagining God and Mission*. Adelaide: ATF, 2007.

O'Leary, Daniel. *Begin with the Heart Recovering a Sacramental Vision*. Dublin: The Columba Press, 2008.

Maher, Anthony, ed. *Bridging the Divide between Faith, Theology and Life*. Adelaide: ATF Theology, 2015.

Ranson, David. *Across the Great Divide – Bridging Religion and Spirituality Today*. Strathfield: St Pauls, 2002.

Rolheiser, Ronald. *Seeking Spirituality – Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.

Rolheiser, Ronald. *Secularity and the Gospel - Being Missionaries to our Children*. New York: Crossroad, 2006.

Tacey, David. *Beyond Literal Belief, Religion as Metaphor*. Mulgrave, VIC: Garratt Publishing, 2015.

Treston, Kevin. *Emergence for life not fall from grace*. Preston: Mosaic, 2013.

Walker, Andrew. *Spirituality in the City*. London: SPCK, 2005

Webb, Val. *In Defence of Doubt*. St. Louis, MI: Chalice Press, 1995.

Lecturer: ROSE MARIE PROSSER

CONTENT

This unit will invite students to a consideration of issues and concerns in the theology and practice of ministry in contemporary Christian pastoral contexts. It will address the origins of Christian ministry in the Scriptures and the historical developments that have formed and informed the contemporary practice and theology of mission and ministry in both Catholic and ecumenical contexts. Ministry shapes the church but the church shapes ministry so we will examine the role that ecclesiology plays in the theology and practice of ministry. Lay and ordained ministry will be examined in the context of pastoral leadership and the necessity for a ministerial spirituality to sustain and develop the future shape of ecclesial ministry.

PREREQUISITES

Undergraduate degree in theology or three foundational units in a postgraduate award

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. Describe and analyse the development of Christian ministry over the centuries
2. Identify the different roles of lay and ordained ministry
3. Analyse the relevant issues in contemporary pastoral leadership
4. Articulate a spirituality that will sustain those in ministry
5. Assess the importance of ecclesiology in developing a theology of ministry

ASSESSMENT

2000 word presentation paper and 1000 word class feedback (50%); 3000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Barrett, David. *Ministry in the New Testament*. Minneapolis, MN: Fortress Press, 1993.

Bernier, Paul. *Ministry in the Church: a Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.

Brett, Gregory. *The Theological Notion of The Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang, 2013.

Gaillardetz, Richard R. *Ecclesiology for a Global Church: a People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.

Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013.

Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010.

Hoge, Dean R., and Jacqueline Wegner. *Evolving Visions of the Priesthood: Changes from Vatican II to the Turn of the New Century*. Collegeville, MN: The Liturgical Press, 2003.

O'Meara, Thomas. *Theology of Ministry*. Revised Edition. Mahwah, NJ: Paulist Press, 1999.

Pickard, Stephen. *Theological Foundations for Collaborative Ministry (Explorations in Practical, Pastoral and Empirical Theology)*. London: Ashgate, 2009.

Osborne, Kenan B. *Ministry: Lay Ministry in the Roman Catholic Church: Its History and Theology*. Eugene, OR: Wipf & Stock, 2003.

Power, David Noel. *Mission, Ministry, Order: Reading the Tradition in the Present Context*. New York: Continuum, 2008.

Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.

World Council of Churches. *Baptism, Eucharist and Ministry* (Faith and Order Paper no. 111. The Lima Text). Geneva: World Council of Churches, 1982.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

This unit will explore the socio-cultural context in which ecclesial and educational leadership operates. Focusing on the importance of a shared vision that guides a faith community, it will explore the following issues: biblical foundations, approaches to and styles of leadership, ethical issues, goal setting, collaborative partnerships, spirituality, self-care, communication, management and conflict resolution skills, the identification and formation of aspiring leaders, professional development and client outcomes.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify biblical foundations for contemporary approaches to faith leadership
3. identify and address a range of issues that a person in leadership must confront
4. critically evaluate the tensions of leadership from a Christian perspective
5. analyse sources of conflict and processes for resolution of conflict
6. identify the core responsibilities of Christian leadership.

ASSESSMENT

Class presentation with 3000 word paper (50%); 3000 word essay (50%)

BIBLIOGRAPHY

- Clawson, James G. *Level Three Leadership: Getting Below the Surface*. 3rd ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.
- Dorr, Donal. *Spirituality of Leadership: Inspiration, Empowerment, Intuition and Discernment*. Dublin: Columba Press, 2006.
- Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. New York/Mahwah, NJ: Paulist Press, 2007.
- Duignan, Patrick A. *Education Leadership: Key Challenges and Ethical Challenges*. London: Cambridge University Press, 2007.
- Everist, Norma Cook, and Craig L. Nessian. *Transforming Leadership: New Vision For Church In Mission*. Minneapolis, MN: Augsburg, 2008.
- Ganmin, Carole. *Shaping Catholic Parishes: Pastoral Leaders in the 21st Century*. Chicago, IL: Loyola Press, 2008.
- Greenleaf, Robert K., Larry C. Spears and Stephen R. Covey. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. 25th Anniversary ed. Mahwah, NJ: Paulist Press, 2002.
- Jewell, Marti R., and David A Ramsey. *The Changing Face of Church: Emerging Models of Parish Leadership*. Chicago, IL: Loyola Press, 2010.
- Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. 3rd ed. San Francisco, CA: Jossey-Bass, 2003.
- Rademacher, William J., John Weber and David McNeill, eds. *Understanding Today's Catholic Parish*. Mystic, CT: Twenty-third Publications, 2007.
- Sofield, Loughlan, and Carroll Juliano. *Collaboration: Using Our Gifts in Ministry*. Notre Dame: Ave Maria Press, 2000.
- Yukl, Gary A. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Lecturer: MICHAEL A. KELLY CSsR

DP9100S CLINICAL PASTORAL EDUCATION (CPE)

This unit is offered at Postgraduate level, but Undergraduate students may enrol in it.

AIM AND CONTENT

Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian pastoral ministry. Through supervised encounters with people, and the feedback from peers and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain new understanding of the human situation.

PREREQUISITES:

One unit in Biblical Studies, Systematic theology and pastoral Theology & Ministry Studies

ADMISSION

At present CPE programmes are available in several centres in Victoria:

Alfred & Community CPE Centre – 9076 3138;

Austin Hospital CPE Centre –

Based at Heidelberg Repatriation Hospital – 9496 2895;

Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;

Mercy Centre – Mercy Hospital for Women – 8458 4688;

Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 8559 5236

Royal Melbourne Hospital – 9342 2155

Southern Health CPE Programme –

Monash Clayton, Pastoral Care Office – 9594 2332

Casey Berwick – 8768 1583

Uniting CPE - the John Paver Centre – 9251 5489

Email: andy.calder@victas.uca.org.au

Contact should be made to the association of supervisors in other States or New Zealand for alternatives outside Victoria.

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education. Concurrent enrolment in the unit through YTU, as well as through the CPE provider is essential for credit to be obtained.

Contact for application forms should be made to individual Centres. Further information is available on website www.aspea.org.au.

METHOD

Each unit consists of 400 hours of supervised learning in pastoral ministry for a group of between three and six peers, including ten hours of individual supervision, sixty hours of peer group supervision and 150 hours in the practice of pastoral ministry. 60 hours are allocated for personal written reflection on experience and written unit requirements. The unit can be completed over a minimum of ten and a maximum of forty-four weeks.

ASSESSMENT

Progress is assessed by the Clinical Supervisor and will include written reports, case studies, evaluations and theological reflections.

CONTENT

The unit addresses understandings of spirituality and various approaches to its study (e.g. (i) historical, (ii) theological and (iii) anthropological). Traditional Christian spiritualities, both apostolic and mystical are examined, as well as other selected spiritualities, including indigenous and eco-spiritualities. The unit includes a transformational perspective, inviting students to relate the study of spirituality to their own personal contexts.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the fundamental nature and the methods of spirituality
2. discourse on the development of spirituality over time
3. give a critical reflection on a selected aspect of Christian spirituality
4. analyse traditional and contemporary approaches to spirituality
5. make a critical personal response to selected aspects of the unit.

ASSESSMENT

1500 word tutorial presentation (20%); 1500 word integrative assignment (20%);
3000 word essay (60%)

BIBLIOGRAPHY

Downey, Michael. ed. *The New Dictionary of Catholic Spirituality*. Collegeville, MN:Liturgical Press, 1993.

Edwards, Denis. *Ecology at the Heart of Faith*. Maryknoll, NY: Orbis Books, 2006.

Groody, Daniel. *Globalisation, Spirituality and Justice*. Maryknoll, NY: Orbis Books, 2007.

Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Oxford, UK: Blackwell Publishing, 2005.

McGinn, Bernard, John Meyendorf and Jean Leclercq. *Christian Spirituality: Origins to the Twelfth Century*. London: Routledge & Kegan Paul, 1987.

Schreier, Robert J. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis, 1998.

Stockton, Eugene. *The Aboriginal Gift: Spirituality for a Nation*. Alexandria, NSW: Millenium Press, 1995.

Wiseman, James A. *Spirituality and Mysticism*. Maryknoll, NY: Orbis Books, 2006.

Woods, Richard. *Christian Spirituality: God's Presence through the Ages*. Maryknoll, NY: Orbis, 2006.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

Taking its direction from Scripture and Church Tradition, this unit explores the essential components for understanding and appreciating Moral Theology as a theological discipline, and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry and Church Law. Particular emphasis is given to the principles and processes for making responsible moral choices as a Christian in the context of everyday life.

NO PREREQUISITES**LEARNING OUTCOMES**

Upon successful completion of this unit, it is expected that students will be able to:

1. outline the development of universal ethics, western moral philosophy and the Judeo-Christian moral tradition
2. demonstrate understanding of the sources, tradition and principles of Catholic Moral Theology
3. explain clearly the key moral concepts of conscience, conversion, discipleship, reconciliation, and other fundamental concepts of Catholic Moral Theology
4. display an ability to apply Catholic moral principles to life situations
5. discourse critically on issues of current ethical concern in society and appropriate Christian moral responses to these

ASSESSMENT

Weekly reflection essays, 2000 words equivalent, (40%); 4000 word essay (60%)

BIBLIOGRAPHY

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: Rowman and Littlefield / Sheed and Ward, 2012.
- Curran, Charles. *The Development of Moral Theology: Five Strands*. Washington, DC: Georgetown University Press, 2013.
- Darragh, Neil. ed. *A Thinker's Guide To Sin: Talking About Sin Today*. New Zealand: Accent Publications, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney, NSW: E. J. Dwyer Press, 2005.
- Harrington, Daniel and James Keenan. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham, MD: Sheed & Ward, 2002.
- Keenan, James. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Continuum, 2010.
- MacNamara, Vincent. *The Call To Be Human: Making Sense of Morality*. Dublin: Veritas Publications, 2010.
- Nichols, Alan. *Street Called Choice: Ethical Choices for Ordinary People*. Melbourne: Acorn Press, 2005.
- Wadell, Paul. *Happiness and the Christian Moral Life: An Introduction To Christian Ethics*. Lanham, MD: Rowman & Littlefield Publishers Inc, 2012.
- Woods, Walter. *Walking With Faith: New Perspectives on the Sources and Shaping of Catholic Moral Life*. Collegeville, MN: Liturgical Press, 2002.

Lecturers: PHILIP MALONE MSC

CONTENT

This unit aims to build on the introductory unit in moral theology by exploring a range of important theories and practical issues in moral theology today. The areas to be explored include issues such as major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, moral issues concerning human life, reproductive technologies, abortion, surrogacy, euthanasia, the Church's role in the arena of politics and public life, problems of divorce/remarriage, the public agenda on gay/lesbian marriage/union, human migration, corporate social responsibility, and capital punishment.

PREREQUISITES

One foundational unit in Moral Theology or its equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. critique the key literature, both secular and religious, on a number of current ethical questions
2. identify the foundations and developments in the Catholic tradition regarding its positions on a range of ethical issues
3. critically evaluate the ethical positions of both secular and religious sources on a chosen topic
4. apply Christian ethical methodology to current debates on key ethical issues
5. present a cogent and sustained argument for a position taken on a specified issue
6. use prime sources for a research essay, present their positions accurately, and critique them
7. analyse and evaluate practical and complex moral questions from human experience that will be given during the course.

ASSESSMENT

2000 word tutorial paper (30%); 4000 word essay (70%); or for those not opting to do the tutorial presentation a 6000-word research essay (100%)

BIBLIOGRAPHY * = set texts recommended for purchase

Callahan, Daniel, *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford University Press: Oxford, New York, 2012.

Jonsen, Albert R., Robert M. Veatch and Walters, LeRoy., Editors. *Sourcebook In Bioethics: A Documentary History*. Washington, DC: Georgetown University Press, 1998.

Kasper, Walter *Mercy: The Essence of the Gospel and the Key to Christian Life*. Mahwah, NJ: Paulist Press, 2014.

Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.

*Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.

Pope Francis. *Evangelii Gaudium: The Joy of the Gospel*. Apostolic Exhortation. Frederick, MD: The Word Among Us Press, 2013.

Williams, Oliver F. *Peace Through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact* Notre Dame, IN: University of Notre Dame Press, 2008.

_____. *Corporate Social Responsibility: The Role of Business in Sustainable Development*. New York: Routledge, 2014.

Lecturers: BERNARD TEO CSsR

CONTENT

This unit will trace the historical development and diverse understandings of human rights and their relationship to justice. It will also explore how they have found expression and consensual agreement in internationally ratified documents. These documents will be studied in detail. Particular attention will be given to a Catholic understanding of justice and rights in official documents, in Scripture, and in Catholic theological literature. Finally, some current issues such as the importance of non-governmental organisations, free speech, immigration, torture, and women's rights will be addressed.

PREREQUISITES

DT8000Y or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify and articulate the philosophical and theological foundations of various conflicting justice and human rights positions in current public discourse
2. engage in critical dialogue with groups involved in justice and human rights issues in the public domain, both local and international
3. conduct a critical analysis of the conflicting rights and duties that politicians and citizens have to face in the formulation of public policy
4. use and critique primary sources to support or counter arguments for positions taken
5. pursue personal interests in justice and rights through research, critical reading, and writing

ASSESSMENT

1500 word tutorial (30%); 4500 word essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

Curran, Charles E. *Catholic Social Teaching 1891-Present: A Historical, Theological and Ethical Analysis*. Washington, D.C.: Georgetown University Press, 2002.

Hollenbach, David. *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics*. Washington, DC: Georgetown University Press, 2003.

Ishay, Micheline. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd ed. New York: Taylor and Francis, 2007.

Mahoney, Jack. *The Challenge of Human Rights: Origin, Development and Significance*. Oxford: Blackwell, 2007.

Maritain, Jacques. *The Rights of Man and Natural Law*. New York: Gordian Press, 1971.

Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Vatican City: Libreria Editrice Vaticana, 2004.

*Reichert, Elisabeth. *Social Work and Human Rights: A Foundation for Policy and Practice*. 2nd ed. New York: Columbia University Press, 2011.

Simmons, Beth A. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press, 2009.

Steiner, Henry J., Philip Alston and Ryan Goodman, eds. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. New York: Oxford University Press, 2008.

Lecturer:

BERNARD TEO CSsR

CONTENT

Inspired by the social encyclical of Pope Francis, *Laudato Si'*, this unit investigates the global crises in economics, social inequality and climate change, and responses from Christian social traditions. It explores debates about sustainability in the light of global warming, and what this will mean for economic development, particularly for the alleviation of hunger and poverty through the Sustainable Development Goals. It will explore the relationships between religious belief, economics and the environment, and the role of values in these debates.

PREREQUISITES

One foundational unit in Moral Theology or its equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. Identify and analyse key factors in the debates over economics and/or sustainable development
2. evaluate and critique the arguments examined in the unit
3. demonstrate understanding of the moral principles involved in economic and social development
4. analyse the moral dimensions of one or more economic or environmental issues and their consequences for human development
5. critically evaluate major moral aspects in current economic and/or environmental issues
6. evaluate the responsibilities of the churches in relation to current issues in economic policy and environmental sustainability.

ASSESSMENT

2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

- Clarke, Matthew, ed. *Handbook of Research on Development and Religion*. Cheltenham UK: Edward Edgar, 2013.
- Finn, Daniel K., ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: Oxford University Press, 2010.
- Forrester, Duncan B. *Beliefs, Values and Policies: Conviction Politics in a Secular Age*. Oxford: Oxford University Press, 1989.
- Francis (Pope), *Laudato Si: On the Care of Our Common Home*, 2015, various editions.
- Pabst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge UK: James Clarke & Co., 2011.
- Sachs, Jeffrey. *The Age of Sustainable Development*. New York: Columbia University Press, 2015.
- _____. *The Price of Civilization: Economics and Ethics after the Fall*. London: The Bodley Head, 2011.
- Scribner, Todd. *A Partisan Church: American Catholicism and the Rise of Neoconservative Catholics*. Washington DC: Catholic University of America Press, 2015.
- Sniegocki, John. *Catholic Social Teaching and Economic Globalization: The Quest for Alternatives*. Milwaukee, WI: Marquette University Press, 2009.
- Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: W.W. Norton & Co., 2010.
- _____. *Making Globalization Work: The Next Steps to Global Justice*. London: Allen Lane, 2006.
- Todaro, Michael, and Stephen Smith. *Economic Development*. Harlow, England: Addison Wesley, 2015.
- Tornielli, Andrea and Galeazzi, Giacomo. *This Economy Kills: Pope Francis on Capitalism and Social Justice*. Collegeville MN: Liturgical Press, 2015..

Lecturer:

BRUCE DUNCAN CSsR

CONTENT

This unit presents an analysis of Christian understandings of reconciliation in three dimensions: vertical (between persons and God), horizontal (persons among themselves), and cosmic (between persons and the created world). A key focus is on the horizontal dimension of reconciliation referring to God's healing of groups and societies hurt deeply by injustice, oppression and discrimination. Divine reconciliation connects with, and becomes a part of, secular social reconciliation. Students will explore truth-telling, struggling for justice and working toward forgiveness as the three vital elements of the social process of reconciliation that aims at healing, studying various national reconciliations as exemplars.

PREREQUISITES

At least two units in Moral Theology including one at level two

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a clear understanding of Christian reconciliation
2. expound the relationship between religious reconciliation and secular reconciliation
3. demonstrate understanding of the dynamic relationship between truth, forgiveness, justice, healing and reconciliation
4. evaluate secular social reconciliation as a process and a goal
5. manifest understanding of the complexity of the process of seeking justice and loving mercy
6. demonstrate the uniqueness of each process of forgiveness and reconciliation
7. identify the ways and means that are likely to start breaking the endless cycle of violence

ASSESSMENT

2000 word essay (30%); 4000 word essay (70%)

BIBLIOGRAPHY

- Bloomfield, David, Teresa Barnes and Luc Huyse, eds., *Reconciliation after Violent Conflict: A Handbook*. Stockholm: International Institute for Democracy & Electoral Assistance, 2003.
- Cantacuzino, Marina. *The Forgiveness Project: Stories for a Vengeful Age*. London: Jessica Kingsley Publishers, 2015.
- O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.
- Pollefeyt, Didier ed. *Incredible Forgiveness: Christian Ethics between Fanaticism and Reconciliation*. Leuven: Peeters, 2004.
- Pope Francis I. *Misericordiae vultus*, 2015.
- _____. *Amoris laetitia*, 2016.
- Schreiter, Robert J. *Reconciliation: Mission and Ministry in a Changing Social Order*. Maryknoll, NY: Orbis Books, 1992.
- _____. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis Books, 1998.
- Szablowinski, Zenon. "The Dynamic Relationship between Roman Catholic Reconciliation and Social Reconciliation in Chile and South Africa." D. Theol. diss. Melbourne College of Divinity, 2004.
- Voiss, James K. *Rethinking Christian Forgiveness: Theological, Philosophical, and Psychological Explorations*. Collegeville, MN: Liturgical Press, 2015.
- Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, TN: Abingdon Press, 1996.

Lecturer:

ZENON SZABLOWINSKI SVD

CONTENT

This unit will treat specifically of the rich and positive meaning of sexuality in the Catholic tradition. It will review the foundations or sources of a Christian ethics of sexuality and marriage. Then it will treat more specifically the meaning of sexuality and its role in human relations, the human response to God as sexual persons, including particular questions, for example, positive living as sexual persons, sexual abuse, homosexuality, prostitution, contraception, etc., as time allows. It will also investigate the meaning of marriage as a human institution and Christian sacrament, its history and development.

PREREQUISITES

DT8000Y or equivalent

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate understanding of the Scriptural and Church teachings on, sexuality and its human foundations.
2. discuss the origins and historical development of the moral theology of sexuality, and marriage as a sacrament
3. identify principles and guidelines to evaluate and offer a Christian response to relevant questions on sexuality and marriage, both general and specific
4. demonstrate understanding regarding the integration of sexuality as a basic area of spiritual life
5. identify and explore specific questions arising from current controversies.

ASSESSMENT

4000 word essay (60%); 2000 word tutorial paper (40%)

BIBLIOGRAPHY * = set texts recommended for purchase

Cahill, Lisa Sowle. *Sex, Gender and Christian Ethics*. Cambridge: Cambridge UP, 1996.

Collins, Raymond F. *Sexual Ethics and the New Testament: Behaviour and Belief*. New York: Crossroad, 2000.

*Genovesi, Vincent J. *In Pursuit of Love: Catholic Morality and Human Sexuality*. Wilmington, DE: Glazier, 1987.

Guindon, André. *The Sexual Language: An Essay in Moral Theology*. Ottawa: University of Ottawa Press, 1979.

Dominian, Jack. *Living Love: Restoring Hope in the Church*. London: Darton, Longman and Todd, 2004.

Hanigan, J. *Homosexuality: The Test Case for Christian Social Ethics*. New York: Paulist Press, 1988.

Lawler, Michael G. *Marriage and the Catholic Church: Disputed Questions*. Collegeville, MN: Liturgical Press, 2001.

Mackin, Theodore. *What is Marriage?* New York: Paulist Press, 1982.

———. *The Marital Sacrament*. New York: Paulist, 1989.

*Salzman, Todd A., and Michael G. Lawler. *The Sexual Person: Toward a Renewed Catholic Anthropology*. Washington, DC: Georgetown University Press 2008.

Lecturer: BERNARD TEO CSsR

CAPSTONE UNITS

Under the new regulations for the Master of Arts, the Master of Theological Studies, and the Master of Divinity, students must complete a capstone unit of at least 15 points value.

Capstone units are designed to be undertaken in the final stages of the degree program, and prompt the student to gather together the learning achieved in the degree. This may be focussed in a research essay, an integrative seminar, a ministry project, or a theological synthesis.

Curriculum Objective

This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these in a substantial focussed research project. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the research topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master's programme, the student's work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

CAPSTONE UNITS AVAILABLE IN 2017

XS9991Y	A Faith to Live By	15 point unit
	12,000 word Research Essay (see page 153 for details)	30 point unit

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in alternate years

XS9992Y	Pastoral Leadership	15 point unit
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CONTENT

This unit reflects in depth on the basic components of Christian belief, with the Church's affirmation of faith as found in the Apostles' and Nicene Creeds providing the framework. Consideration is given to how the various components of these articulations of faith arise from the biblical witness and are shaped by the experience of Christian communities. Conclusions will be drawn about how our believing informs responsible living in the present and hope for the future.

PREREQUISITES

At least 75 points of elective units (i.e.5 units)

CURRICULUM OBJECTIVE

This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these through a seminar based study of a selected theme or area. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master's programme, the student's work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. describe the biblical foundations of the creedal affirmations
2. evaluate how issues in the early church influenced these beliefs
3. explore the ongoing significance of at least two creedal articles
4. integrate the biblical, historical and theological sources in understanding and articulating faith
5. evaluate the implications for Christian life of one creedal article.

ASSESSMENT

2000 word minor essay (30%); 4000 word major essay (70%)

BIBLIOGRAPHY

- Ashwin-Siejkowski, Piotr. *Early Christian Doctrine and the Creeds*. London: SCM, 2010.
- Gunton, Colin, ed. *The Cambridge Companion to Christian Doctrine*. Cambridge: Cambridge University Press, 1997.
- Johnson, Luke T. *The Creed: What Christians Believe and Why It Matters*. London: DL&T, 2003.
- Kelly, Anthony. *The Creed by Heart, Relearning the Nicene Creed*. Blackburn, VIC: Harper Collins, 1996.
- Kelly J.N.D. *Early Christian Creeds*. 3rd ed. New York: Continuum, 2004.
- Kung, Hans. *Credo: the Apostles' Creed for Today*. London: SCM, 1993.
- Quash, Ben and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. London: SPCK, 2007.
- Young, Frances. *The Making of the Creeds*. London: SCM, 2002.

Lecturer: ROSS FISHBURN

12,000 WORD RESEARCH ESSAY

unit value 30 points

	Semester One 2017	Semester two 2017
Completed in one semester	RQ971FM	RQ972FM
RQ971YM - Full year 12000 research essay beginning Semester One		
RQ972YM - Full year 12000 research essay beginning Semester Two		

Procedures for 12,000 Word Research Essays

Admissions and approvals

- Students indicate their intention to enrol in the 12,000 word research essay by including the unit 'Research Essay' on the standard University of Divinity admission or re-enrolment form for the relevant year. Students may elect to take the 12,000 word research essay in a single semester, or across two consecutive semesters.
- Students should discuss their proposed research topic with the Research Coordinator at their college, who can assist the student in finding a suitable supervisor.
- Students must complete a '12,000 word research essay: Unit outline' form, including an outline of the topic to be researched, learning outcomes and the assessment schedule.
<http://www.divinity.edu.au/documents/12000-word-research-essay-outline-form/>
This must be signed by the student, the College Research Coordinator, and the nominated supervisor and must be lodged with the University of Divinity Director of Research no later than the census date of the semester in which the essay will be written. Incomplete applications will be returned and will not be processed. The University of Divinity Director of Research will assess each application and, where the application is satisfactory, confirm the enrolment.
- The University of Divinity Director of Research will forward each completed '12,000 word research essay outline' form to the appropriate Chair of Examiners for approval or amendment. Once an essay outline is approved, the University of Divinity Director of Research shall appoint examiners, in consultation with the supervisor and appropriate Chair of Examiners.

Ethics Clearance

Where the approved topic requires human subject research, or material not in the public domain, or for any other reason requires an ethics clearance, the student shall submit an application to the University of Divinity Human Research Ethics Committee, which shall exercise an expedited review process, in which the University of Divinity Director of Research and *no more than two other* members of HREC are involved.

Foundational Unit **To be taught at Trinity College Theological School** (Min. No. 8)
1st semester: see YTU Academic Dean for Dates

CONTENT

Living in a multicultural context both locally and globally, we are constantly interacting with people of different faiths and traditions. One of the greatest theological challenges that faces us today is to make sense of this diversity of faiths, to grasp their meaning both for others and for ourselves, and to determine our ethical relationship to those whose values and behaviours are in contrast to our own.

The aim of this unit is to explore some of the ways in which selected religions have interacted throughout history, to articulate both the difficulties and the benefits associated with entering into relationship with faiths that are not our own, to analyse the issues involved in interfaith engagement and to consider the potential impact of interfaith engagement on our personal theology.

NO PREREQUISITES

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. describe the history of interfaith engagement and the ways in which it has changed in diverse historical and social settings, with specific reference to the three Abrahamic faiths
2. critically engage with different theories about interfaith engagement
3. articulate the difficulties and benefits of engaging with different faith traditions
4. develop appropriate vocabulary for interfaith engagement respectful of theological difference
5. explore what it means to engage respectfully with adherents of different religious traditions
6. develop theological models to enable understanding of religious views and practices that differ substantially from our own.

ASSESSMENT

2000 word essay (30%); 2500 word essay (45%); 1500 word journal (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

Knitter, Paul. *Introducing Theologies of Religions*, Maryknoll, NY: Orbis, 2002.

Cornille, Catherine. *The Im-possibility of Interreligious Dialogue*, Crossroad, 2006.

Phan, Peter. *Being Religious Interreligiously*. Maryknoll, NY: Orbis, 2004.

*Karkkainen, Veli-Matti. *An Introduction to the Theology of Religions*. InterVarsity Press, 2003.

Cornille, Catherine. ed. *Wiley-Blackwell Companion to Inter-Religious Dialogue*, Blackwell, 2013.

*Council of Christians and Jews (Victoria), *Gesher* (journal) 2013, issue on Dialogue [copies available from the CCJ office, 179 Cotham Road, Kew].

Race, Alan. *Christians and Religious Pluralism*, London: SCM, 1982.

Aitken, James K. and Edward Kessler, eds. *Challenges in Jewish-Christian Relations*, New York: Paulist Press, 2006.

Clooney, Francis. *Comparative Theology: Deep Learning Across Religious Borders*. West Sussex, UK: Wiley-Blackwell, 2010.

Buber, Martin. *I and Thou*. Mansfield Centre, CT: Martino, 2010.

Lecturer: MARK LINDSAY and FRED MORGAN

CONTENT

This unit builds on the unit 'Introduction to interfaith Engagement' by giving students a practical opportunity to engage in interfaith activity. Each student will work with a supervisor to construct a functional model of interfaith engagement. The student will then apply the model to create a relationship with a selected faith community which is not their own, entering into the worship space of the other faith, joining the adherents in their religious practices and ultimately thinking reflexively about the experience, thus enabling the other faith tradition to impact on his or her personal theology. Each student will share experiences and reflections with the other students in the class, in order to sharpen understanding of the process and potential rewards of interfaith engagement.

PREREQUISITES

AR8000T Introduction to Interfaith Engagement

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. reflect critically on new experiences of interfaith engagement in the light of one's own beliefs and life-style.
2. articulate the experiences associated with interfaith engagement and dialogue
3. develop capacity to communicate with people who adhere to a different religious tradition
4. engage with the practical details of another faith tradition in order to reflect back on one's own beliefs and behaviours
5. reflect critically on the experience of engaging with different faith communities with openness, sensitivity and empathy.

ASSESSMENT

Poster presentation equiv. 1000 words (30%); 3000 word essay (50%); 2000 word journal (30%)

BIBLIOGRAPHY * = set texts recommended for purchase

- Boys, Mary and Lee, Sara S. *Christians and Jews in Dialogue: Learning in the Presence of the Other*. Vermont, VIC: Skylight Paths Publishing, 2006.
- Firestone, R. *An Introduction to Islam for Jews*. Philadelphia: Jewish Publication Society, 2008.
- Firestone, R., and L. Swidler and Duran, K. eds. *Dialogue: Jews, Christians, Muslims in Dialogue: A Practical Handbook*. New York: Twenty-Third Publications, 2007.
- Heft, J., Firestone, R. and Safi, O. eds. *Learned Ignorance: An Investigation into Humility in Interreligious Dialogue between Christians, Muslims and Jews*. New York: Oxford University Press, 2011.
- Hettiarachchi, S. *Faithing the Native Soil: Dilemmas and Aspirations of Post-Colonial Buddhists and Christians in Sri Lanka*. Colombo: CSR, 2012.
- Knitter, P. *Without Buddha I Could not be a Christian*. London/New York: OneWorld Publications, 2009.
- Matlins, Stuart. *How to be a Perfect Stranger: The Essential Religious Etiquette Handbook*, 4th edition, Skylight Paths Publishing, 2006, (1st edition 1995).
- Matlins, Stuart. *How to be a Perfect Stranger, Volume 2: A Guide to Etiquette in Other People's Religious Ceremonies*. Woodstock, Vermont: Skylight Paths Publishing, 2014.
- Pannikar, Raymundo. *Myth, Faith and Hermeneutics*. New York: Paulist Press, 1979.
- Swidler, Leonard. 'Understanding Dialogue', in *Interfaith Dialogue at the Grassroots*, Philadelphia: Ecumenical Press, 2008.

Lecturer: MARK LINDSAY and FRED MORGAN

RQ9021C RESEARCH METHODOLOGIES

Codes

Coursework:

Face to Face RQ9021C

Online RQ9029C

Higher Degree by Research: Face to Face RQ9999C

Online RQ9990C

This unit is taught at Catholic Theological College East Melbourne

1st semester Wednesday evening (face to face and online)

CONTENT

This unit introduces students to contemporary approaches to qualitative and quantitative research methodologies, with a particular focus on those that are most often used in research in areas of theology and ministry. It provides students with tools to select and apply those methodologies in the formulation of a research proposal. The unit outlines the methodological challenges, hermeneutical questions, and new directions for recent theological research, and the responses across various disciplines to those new developments. Students will be introduced to the skills, competencies and technical methods that are needed to conduct and present high quality research, including identifying a research topic, citation and bibliographical protocols, and obtaining ethics clearances.

NO PREREQUISITES but PROHIBITED COMBINATIONS: EDS9119F

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. Demonstrate a working knowledge of terms, assumptions and approaches to research that are current in selected theological disciplines
2. Critically evaluate key research methodologies and identify those that are most relevant to their own research topics
3. Demonstrate a familiarity with research methods and protocols
4. Demonstrate an appreciation of the nature, purpose, ethical responsibilities and limitations of research in theological disciplines
5. Critically review scholarly literature relevant to their own research topics.

ASSESSMENT: 1000 word review essay (20%); 5000 word research proposal (80%)

Recommended Texts

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago: Chicago University Press, 2008.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2013.

BIBLIOGRAPHY

Abraham, William A. *Canon and Criterion in Theology: From the Fathers to Feminism*. Oxford: Clarendon: 2002.

Fink, Arlene. *Conducting Research Literature Reviews: From the Internet to the Paper*. Thousand Oaks, CA: Sage, 2005.

Mueller, J.J. *What are they saying about Theological Method?* New York: Paulist Press, 1984.

Ricoeur, Paul. *Hermeneutics and the Human Sciences: Essays on Language, Action, and Interpretation*. Edited and translated by J.B. Thompson. Cambridge & New York: Cambridge University Press, 1981.

Ruether, Rosemary, Radford. ed. *Feminist Theologies: Legacy and Prospect*, Minneapolis, MN: Fortress Press, 2007.

Swinton, J., and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2006.

Whitehead, James D., and Evelyn E. Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Kansas City, MO: Sheed & Ward, 1995.

Yaghjian, Lucretia. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2006.

Lecturer: JOHN McDOWELL (Coordinator)

SUPERVISED READING UNITS

The unit should be in some area of the discipline not already covered by the unit offerings at YTU, or, if covered, not being offered in the year the reading unit is done.

In consultation with her/his supervisor, the student shall prepare a bibliography for the Reading Unit and complete the required application form. These will be forwarded by the Academic Dean, or the Postgraduate Coordinator of YTU, who will in each case approve the supervisor, the program of study and the assessment task(s). The student is to maintain regular (weekly or fortnightly) contact with the supervisor.

A SUPERVISED READING UNIT (6,000 words) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.

UNDERGRADUATE

BS3415Y BIBLICAL STUDIES
CH3415Y CHURCH HISTORY
CT3415Y SYSTEMATIC THEOLOGY
DA3415Y MISSION AND MINISTRY

POSTGRADUATE

BS9415Y BIBLICAL STUDIES
CH9415Y CHURCH HISTORY
CT9415Y SYSTEMATIC THEOLOGY
DA9415Y MISSION AND MINISTRY

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION (GCTRE)

The Graduate Certificate in Teaching Religious Education is principally, although not exclusively, designed to enable teachers to gain accreditation to teach Religious Education in a Catholic school. It is designed to fulfil the requirements of the Catholic Education Commission of Victoria Policy 1.7 *Accreditation to Teach Religious Education in a Catholic School*.

The Graduate Certificate allows those who have an undergraduate, or higher, qualification in another discipline to pursue theological and educational units that will enhance their ability to reflect on and communicate the Catholic faith.

It introduces students to contemporary scholarship in scripture, theology and religious education, so as to assist them in the planning, implementation and evaluation of programs of religious education.

STRUCTURE

Four (4) units of study (each worth 10 points) are taken normally over a two year period. These units are usually taught intensively over four days: either two Saturdays and two days in the school term holidays; or two consecutive days twice during the semester. The course is taught at Box Hill, Mildura and Ballarat with the latter two venues having different unit code numbers.

The required units are usually taken in the following order:

DR8601Y Introduction to Scripture for Religious Educators

DR8602Y Jesus Christ Today: In Church, Mission and Sacraments

DR8603Y Foundations of Religious Education

DR8604Y Making (Christian) Choices in Life: Value Added Approach

In addition one 5 point unit (DR8605Y Integrative Exercise) is taken concurrently over the duration of the course.

FEES

GCTRE units	\$1524	per (10) point unit of study
GCTRE Integrative unit	\$762	per 5 point unit of study

FUNDING

Many students are sponsored by the relevant Catholic Education Office. Enquiries related to funding should initially be directed to the Accreditation Officer at Catholic Education Melbourne or the teacher's principal in the Ballarat Diocese.

PREREQUISITE

Undergraduate degree or equivalent to enrol in the course.

Normally, successful completion of the first year units is a prerequisite for undertaking the second year units. The reason is that the units are sequenced as part of the curriculum for the course.

CONTENT

This unit introduces teachers to the Scriptures by focussing on particular sections of the First (Old) and Second (New) Testaments and how these are interpreted within the Catholic tradition. It provides an overview of: the relationship between Scripture and Revelation, principles and methods of biblical interpretation, the significance of the Exodus and the Sinai covenant within Judaism and Christianity, the social, political and religious context of first century CE Judaism, and the formation of the Gospels. Passages will be chosen from Genesis 1-11, Exodus 1-14, Mark's Gospel and Matthew 1-2 and Luke 1-2.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. recognise and describe the role of Scripture as witness to God's revelation for members of the Jewish and Christian faiths
2. understand and explain why Scripture was written, and is read, in particular social, political and religious contexts
3. demonstrate an understanding that the Gospels present different 'portraits' of Jesus
4. identify methods of interpretation and engage in basic literary analysis of texts
5. apply learnings to support a position on the appropriate uses of Scripture in religious education

ASSESSMENT

2000 word exegetical exercise (50%); 2000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Brueggemann, Walter. *An Introduction to the Old Testament*. Louisville, KY: Westminster John Knox Press, 2003.

Coloe, Mary L. *The Two hands of God: Creation and Scripture*. Mulgrave, VIC: Garratt Publishing, 2014.

Coloe, Mary L. *The Birth Stories of Jesus*: Mulgrave, VIC: Garratt Publishing, 2015.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, Oxford University Press, 2006.

Hendrickx, Herman. *The Infancy Narratives*. Rev. ed. London: Geoffrey Chapman, 1984.

Monaghan, Christopher J. *The Gospels: God with us*. Mulgrave, VIC: Garratt Publishing, 2014.

Moloney, Francis J. *The Gospel of Mark: A Commentary*. Peabody, MA: Hendrickson Publishers, 2002.

* _____. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators and Believers*. Mulgrave, VIC: Garratt Publishing, 2015.

Rhoads, David. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.

*Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Hamilton, QLD Lumino Press, 2009.

Scullion, J. J. *Genesis. An Introduction for Students, Teachers and Preachers*. Collegeville, MN: Liturgical Press, 1992.

Witherup, Ronald D., ed. *Christ in the Gospels of the Liturgical Year Raymond E. Brown, S.S. (1928–1998)*. Collegeville, MN: Liturgical Press, 2008.

Lecturers: ROSE MARIE PROSSER, MARY COLOE PBVM and MARY REABURN NDS

CONTENT

This unit seeks to present with ecumenical sensitivity a general introduction to the origin, nature and development of the Church of Jesus Christ as the community of his followers. This entails an examination of the question 'who is Jesus?' On this foundation the unit presents the Church itself as the sign and instrument of Jesus Christ today, for the coming of the reign of God on earth. It is in this context that sacraments are understood as signs of the loving presence and self-giving of God in Christ. In developing this point the unit sketches the origin, nature and development of the Church's ritual sacraments in reflecting and sustaining the Church in its mission. The unit's consistent focus is on the whole Church as the Spirit-filled People of God and Body of Christ, and on the presence of the Holy Spirit in the life, sacraments, mission and ministries of the Church.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. outline the origin of the Church from the person of Jesus Christ and his early disciples
2. describe how the mission of the Church in the world today continues the mission of Jesus Christ
3. identify particular human experiences as possible signs and paths to the mystery of God
4. outline how the early Christians understood themselves as communities of Christ and their sacraments as celebrating their shared commitment to Christ and his mission.
5. explain how the Church's ritual sacraments originate in both the Christ-event and in the Church's response
6. describe the role of the Holy Spirit as the life and soul of the Church, its mission, its ministries, and its sacraments

ASSESSMENT

Two 2000 word essays (50% each)

BIBLIOGRAPHY

- Bausch, William. *A New Look at the Sacraments*. Mystic, CT: Twenty-Third Publications, 1983
- Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: Liturgical Press, 2001.
- Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third Publications, 1983.
- De Gidio, Sandra. *Sacraments Alive: Their History, Celebration and Significance*. Mystic, CT: Twenty-Third Publications, 1991.
- Fullenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis Books, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis Books, 2006.
- Guize, Tad. *The Book of Sacramental Basics*. New York/Ramsey, NJ: Paulist Press, 1981.
- Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.
- _____. *No Irrelevant Jesus: On Jesus and the Church Today*. Collegeville, MN: Michael Glazier/Liturgical Press, 2014.
- Martos, J. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Tarrytown, NY: Triumph Books, 2001.
- Morrill, Bruce. *Divine Worship and Human Healing*. Collegeville, MN: Liturgical Press, 2010.
- Noll, Ray. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999.

Lecturers: GREG BRETT CM and MICHAEL A KELLY CSsR

CONTENT

This unit examines foundational issues concerning the nature, purpose, context and practice of religious education in the Catholic Christian tradition. The focus is on Catholic schooling in Australia and is informed by church documents, clarification of current terminology used in regard to religious education, and an explanation of the sources of revelation. Participants are introduced to the history of Catholic schooling in Australia and to the work of contemporary theorists of religious education. While emphasising the importance of Catholic identity and the roles of prayer, ritual, liturgy and social justice in the maintenance of that identity, there is also an exploration of the possibilities of enrichment through interfaith dialogue.

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate an understanding of the nuances of meaning in the term "religious education" and of the critical role played by context in the delivery of religious education
2. identify and explain the roles of scripture, tradition and experience in the processes of religious education
3. demonstrate knowledge of the social, political and religious context that gave rise to Catholic schools and of their evolution to the present
4. recognise, explain and assess the possibilities of some contemporary approaches to "religious education"
5. develop and critically evaluate a unit of work in religious education for delivery to a specific group of students
6. identify the roles of prayer, ritual, liturgy and social justice in the maintenance of Catholic identity and the possibilities of enrichment through interfaith dialogue

ASSESSMENT

2000 word essay 50%; a unit of work (2000 words) 50%

BIBLIOGRAPHY

- Archdiocesan Texts: **Melbourne:** *To Know, Worship and Love*; **Ballarat:** *Awakenings*
Benjamin, Anne, and Dan Riley, eds. *Catholic Schools: Hope in Uncertain Times*. Mulgrave, VIC: John Garratt Publishing, 2008.
- Congregation for Catholic Education. *The Catholic School on the Threshold of the Third Millennium*. Boston, MA: Pauline Books and Media, 1998.
- D'Orsa, Jim, and Therese. *A Mission to the Heart of Young People: Catholic Curriculum*. Mulgrave, Vic: Vaughan Publishing, 2012.
- Groome, Thomas H. *Christian Religious Education: Sharing Our Vision and Story*. Blackburn, VIC: Dove Communications, 1980.
- . *Will there be Faith? A New Vision for Educating and Growing Disciples*. New York: Harper One, 2011.
- Lovat, Terence J. *What is This Thing Called Religious Education: A Decade On?* Katoomba, NSW: Social Science Press, 2002.
- Maher, Anthony, and Bob Hanley. *Educating Hearts: Seven Characteristics of a Good School*. Strathfield: St Pauls Publications, 2013.
- Pollefeyt, Didier, and Jan Bouwens. *Identity in Dialogue: Assessing and enhancing Catholic school identity. Research methodology and research results in Catholic schools in Victoria, Australia*. Zürich: LIT VERLAG GmbH & Co. KG Wien, 2014.
- Ryan, Maurice. *A Common Search: The History and Forms of Religious Education in Catholic Schools*. Hamilton, QLD: Lumino Press, 2007.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

This unit has a threefold purpose. Drawing on scripture and Catholic theological tradition, the unit aims to provide a framework for understanding the nature and place of moral decision making in Christian living. It will explore methods and strategies for teaching Christian morality in Catholic schools, and provide opportunities for teachers to integrate their study of the scriptures, tradition and the sacraments into their own faith and professional development. Areas to be studied include the meaning of Christian morality, sources of moral knowledge, human freedom, sin and redemption, conscience formation, meaning and function of Church authority, and a strategy for making moral decisions in accordance with Church teaching

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. identify the process of moral decision making in regard to current ethical questions
2. articulate the Catholic moral tradition on relevant issues
3. discuss current moral issues objectively, critically, and intelligently
4. apply Catholic moral methodology to the making of Christian moral choices
5. critique different perspectives on contemporary moral issues.
6. communicate in an age appropriate manner with students about the importance and relevance for (Christian) living of making (Christian) moral choices. 2,3,4,5

ASSESSMENT

1500 word written presentation (30%); 2500 word essay (70%)

BIBLIOGRAPHY

- Curran, Charles, ed. *Conscience: Readings in Moral Theology*. No. 14. New York: Paulist Press, 2004.
- Curran, Charles, and Lisa Fullam, eds. *Ethics and Spirituality*. Readings in Moral Theology, No.17. New York: Paulist Press, 2014.
- Gula, Richard. *Call To Holiness: Moral Discernment*. New York: Paulist Press, 2003.
- Keenan, James F. *Commandments of Compassion*. Franklin, WI: Sheed & Ward, 1999.
- Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis Books, 2010.
- McBride, Alfred. *Christ Our Compass: Making Moral Choices*. Cincinnati, OH: Franciscan Media, 2013;
- Mattison, William C, III, *Introducing Moral Theology: True Happiness and the Virtues*, Grand Rapids, MI: Brazen Press, 2008.
- Mordini, Tony. *Ethics for Today: Analyzing Values and Beliefs*. Melbourne, VIC: John Garratt Publishing, 2002.
- Nichols, Alan. *Street called Choice: Ethical Choices for Ordinary People*. Melbourne, VIC: Acorn Press, 2005.
- Shelton, Charles. *Achieving Moral Health: An Exercise Plan for Your Conscience*. New York: Crossroad Publishing, 2000.

Lecturers: PHILIP MALONE MSC and BERNARD TEO CSsR

DR8605Y INTEGRATIVE EXERCISE

DR8605Y Box Hill, Mildura, Ballarat

(Min. No. 8)

Course: GCTRE

Unit value: 5 points

Unscheduled

CONTENT

This unit is taken concurrently with the other units in the GCTRE program. It provides the student with an opportunity for personal appropriation, synthesis and integration of content, skills and formative experiences provided in these units.

COREQUISITES

DR8601Y, DR8602Y, DR8603Y, DR8604Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. articulate the personal and professional learning that has occurred
2. discuss the implications for this learning in their delivery of religious education in a Catholic school.

ASSESSMENT

Each of the four integrative exercises will require the student to write a 500 word reflection paper (25% each) which will be graded as Pass/Fail. When the four integrative exercises have been successfully completed the student will have earned the final five points required for the award of the Graduate Certificate in Teaching Religious Education.

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

SCHEDULE FOR 2017

Box Hill (YTU) Classes: 9:00am–4:00pm

Semester one

DR8601Y	Introduction to Scripture for Religious Educators (RMP)
1st year	Sat 18 th Feb; Sat 25 th Feb; Mon 3 rd April, Tues 4 th April
DR8603Y	Foundations of Religious Education (MAK)
2nd year	Sat 25 th Feb; Sat 4 th March; Mon 3 rd April, Tues 4 th April

Semester two

DR8602Y	Jesus Christ Today: Church, Mission and Sacraments (MAK)
1st year	Sat 29 th July; Sat 12 th Aug; Mon 25 th Sept; Tues 26 th Sept
DR8604Y	Making our (Christian) Choices in Life: A Value Added Approach (BT)
2nd year	Sat 29 th July; Sat 12 th Aug; Mon 25 th Sept; Tues 26 th Sept
2nd year	Integrative Exercise

Mildura Classes: Friday and Saturday 9:00am–4:00pm

Semester one

DR8621Y	Introduction to Scripture for Religious Educators (RMP)
1st year	Fri 24 th March; Sat 25 th March; Fri 28 th April; Sat 29 th April

Semester two

DR8622Y	Jesus Christ Today: Church, Mission and Sacraments (RR)
1st year	Fri 18 th Aug; Sat 19 th Aug; Fri 15 th Sep; Sat 16 th

Ballarat Classes: Thursday and Friday 9:00am–4:00pm

(Religious Education and Pedagogy = REAP) Same program as GCTRE

Semester one

DR8641Y	Introduction to Scripture for Religious Educators (RMP)
1st year	Thurs 16 th Mar; Fri 17 th Mar; Thurs 4 th May; Fri 5 th May

Semester two

DR8642Y	Jesus Christ Today: Church, Mission and Sacraments (PM)
1st year	Thurs 3 rd Aug; Fri 4 th Aug; Thurs 14 th Sept; Fri 15 th Sep

Dates: Version 4: 20 October, 2016

Lecturer

RMP Rose Marie Prosser
 MAK Michael Kelly
 BT Bernard Teo

PM Philip Malone
 RR Robyn Reynolds

SILOAM: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

Graduate Diploma in Spiritual Direction

Full Time Study Units:

- DS8701Y : **Foundational Concepts in Spiritual Direction I** : full-time
- DS8702Y : **Foundational Concepts in Spiritual Direction II** : full-time
- DS8703Y : **Interpersonal Dynamics in Spiritual Direction I** : full-time
- DS8704Y : **Interpersonal Dynamics in Spiritual Direction II** : full-time
- DS8705Y : **Spiritual Direction Practicum I** : full-time
- DS8706Y : **Spiritual Direction Practicum II** : full-time

OR

Part Time Study Units:

First Year, Semester One:

- DS8711Y : **Foundational Concepts in Spiritual Direction I** : part-time
- DS8713Y : **Interpersonal Dynamics in Spiritual Direction I** : part-time
- DS8715Y : **Spiritual Direction Practicum I** : part-time

First Year, Semester Two:

- DS8721Y : **Foundational Concepts in Spiritual Direction I** : part-time
- DS8723Y : **Interpersonal Dynamics in Spiritual Direction I** : part-time
- DS8725Y : **Spiritual Direction Practicum I** : part-time

Second Year, Semester One:

- DS8712Y : **Foundational Concepts in Spiritual Direction II** : part-time
- DS8714Y : **Interpersonal Dynamics in Spiritual Direction II** : part-time
- DS8716Y : **Spiritual Direction Practicum II** : part-time

Second Year, Semester Two:

- DS8722Y : **Foundational Concepts in Spiritual Direction II** : part-time
- DS8724Y : **Interpersonal Dynamics in Spiritual Direction II** : part-time
- DS8726Y : **Spiritual Direction Practicum II** : part-time

Application for this program is made directly to Heart of Life Centre (Phone 9890 1101), email: holsc@bigpond.com followed by application through Yarra Theological Union to the University of Divinity.

Students undertaking the Siloam programme as *enrolled students for the Graduate Diploma in Spiritual Direction* of University of Divinity will pay the following:

The program is taken over 2 semesters full-time or 4 semesters part-time.

Siloam is an integrated program. Three units are studied concurrently in each semester (full-time students) or in each year (part-time students).

FEES: SILOAM PROGRAM [Graduate Diploma in Spiritual Direction]

Students undertaking the Siloam programme as enrolled students for the Graduate Diploma in Spiritual Direction of the MCD University of Divinity will pay the following:

MCD University of Divinity Tuition fees:	(full time) \$ 13716
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$ 2050
Total:	\$ 14974
Students undertaking the Siloam programme as not for credit students will pay the following:	
Heart of Life Programme fees:	\$ 9222
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$ 2128
Total:	\$ 11950

In addition to the programme, students are expected to undertake spiritual direction at their own expense.

CONTENT:

The *Siloam* program is recognised by the Australian Ecumenical Council for Spiritual Direction (www.spiritualdirection.org.au), as meeting its guidelines for the formation of spiritual directors. *Siloam* is committed to the standards for formation set by AECSD and to the norms for ethical practice set by AECSD. Initial issues in spiritual direction formation and practice are outlined in the documents of AECSD – for example, the nature of the relationship between director and directee, confidentiality, protocol for spiritual direction meetings, ethical practice, the place of supervision. These issues are basic to the *Siloam* program.

Siloam is an integrated program, the content of which, then, includes modules on the human person, personal vocation, personal dynamics and the dynamics of ministerial relationships, the interconnectedness of relationships, ethics and professional standards in ministry, grace and conversion, religious experience (including religious experience as the focus of spiritual direction), prayer and the human experience of God, the discernment of spirits, ecological theology and spiritual direction practice.

The transformative process of integrating one's ministry as a spiritual director and one's personal development is facilitated further by Siloam's ongoing individual supervision and group interaction.

Contact:

Emeritus Professor Paul Beirne
Heart of Life Spirituality Centre
96 Albion Road, Box Hill. Vic. 3128
Ph (03) 9890 1101
email: director@hol.misacor.org.au
Website: <http://www.heartoflife.melbourne>

Siloam Calendar 2017

Immersion Weekend (compulsory):	3-5 February (Full-time participants)
Orientation (compulsory):	3-4 February (Part-time Year 1 participants)
Orientation Week:	6-10 February (6 Feb only for Part-time Year 1)
Semester 1:	13 February-23 June
	Mid-semester 1 break: 1-17 April
Semester 2:	17 July-24 November
Mid-semester 2 break:	23 September-8 October
Retreat Week –	
FT & PT2 Students (compulsory)	18-22 September
End-of-Year Missioning of Graduates:	20 November
3 compulsory residential prayer weekends (Full-time students)	- 5-7 May, 18-20 Aug, 17-19 Nov
2 compulsory residential prayer weekends (Part-time Year 1 students)	- 19-21 May, 18-20 Aug
2 compulsory residential prayer weekends (Part-time Year 2 students)	- 26-28 May, 17-19 Nov

End-of-Year Missioning of Graduates: Monday November 20th 2017

Applications for the following year close on October 31st for International Students, and on November 30th for Australian students.

FOUNDATIONAL CONCEPTS IN SPIRITUAL DIRECTION I

This unit can be undertaken as **full time (DS8701Y) or part time (DS8711Y) and (DS8721Y)**

CONTENT

The unit explores a theology of religious experience and the experience of grace. Beginning with students' spiritual autobiographies, the unit develops an understanding of the nature of religious experience through appreciation and interpretation of their own personal experience. Students will also reflect on the place of revelation in the theology of religious experience.

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full Time = DS8703Y and DS8705Y

Part Time = DS8713Y and DS8715Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a critical understanding of the theological underpinnings of the ministry of spiritual direction
2. interpret the varieties of religious experience they encounter in their ministry as spiritual directors
3. identify the movement of grace in their own personal experience and the experience of those to whom they minister and
4. develop a theology of grace on the basis of their experience.

ASSESSMENT

1500 word paper on Goal Setting (25%); 1500 word reflection paper / Personal Grace (25%); 3000 word assignment / Religious Experience (50%)

BIBLIOGRAPHY

Alphonso, Herbert. *The Personal Vocation*. Rome: Centrum Ignatianum, 1993.

Barry William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Barry, William A. *Spiritual Direction and the Encounter with God: A Theological Enquiry*. Mahwah, NJ: Paulist Press, 2004.

Coutinho, Paul. *How Big is Your God?: The Freedom to Express the Divine*. Chicago, IL: Loyola Press, 2007.

Edwards, Denis. *Jesus, the Wisdom of God*. Sydney, NSW: St. Pauls, 1985.

———. *Ecology at the Heart of Faith*. Maryknoll NY: Orbis, 2006.

Larkin, Ernest. *Silent Presence*. Mahwah, NJ: Dimension Books, 1981.

Toner, Jules J. *A Commentary on St. Ignatius' Rules for the Discernment of Spirits*. St. Louis, MO: St. Louis University, 1995.

———. *Discerning God's Will: Ignatius of Loyola's Teaching on Christian Decision Making*. St. Louis, MI: St. Louis University Press, 1991.

Lecturers: PETER MALONE MSC and ROBYN REYNOLDS OLSH

FOUNDATIONAL CONCEPTS IN SPIRITUAL DIRECTION II

This unit can be undertaken as **full time (DS8702Y) or part time (DS8712Y) and (DS8722Y)**

CONTENT

The unit explores relationships and interdependence as foundational concepts in the practice of spiritual direction. It explores the deep connectedness of all life, drawing on the insights of modern science, Christian theology and biblical scholarship. As well, the influence of the visual and narrative arts, images and imagination, on our religious experience and ministry is explored experientially. The unit also covers the discernment of spirits identifying the workings of God's Spirit and spirits not-of-God, resulting in consolation and desolation. The implications of discernment for Christian decision-making are also explored.

PREREQUISITES

Enrolment and acceptance at Heart of Life Centre

COREQUISITES Full Time = DS8704Y and DS8706Y

Part Time = DS8714Y and DS8716Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate a critical knowledge of the biblical and theological underpinnings of the ministry of spiritual direction
2. articulate an understanding of the process of discerning the spirits (towards God and away from God) informed by their own and others' experience and the wisdom of the tradition
3. demonstrate an ability to apply this understanding to the actual practice of the ministry of spiritual direction
4. articulate their understanding and their responses to others' story-telling and images, and apply this to their ministry
5. demonstrate awareness of the interconnectedness of all life and the relevance of ecological theology to the contemplative practice of spiritual direction.

ASSESSMENT

Written Assignment/Discernment (3000 words) (50%); Ecological Spirituality Project (1500 words) (25%); Stories and Images Project (1500 words) (25%)

BIBLIOGRAPHY

- Aschenbrenner, G. "Consciousness Examen", *Review for Religious*, vol. 31, no.1, (January 1972), pp. 17-21.
- Barry, William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.
- Barry, William A. *Spiritual Direction and the Encounter with God: A Theological Enquiry*. Mahwah, NJ: Paulist Press, 2004.
- Coloe, Mary L. *Creation is Groaning: Biblical & Theological Perspectives*. Collegeville, MN: Liturgical Press, 2013.
- Edwards, Denis. *Jesus, the Wisdom of God*. Sydney, NSW: St. Pauls, 1985.
- . *Ecology at the Heart of Faith*. Maryknoll NY: Orbis, 2006.
- . *Jesus and the Natural World*. Mulgrave VIC: Garratt, 2012.
- Larkin, E. *Discernment as Process and Problem*. Denville, NJ: Dimension Books Inc., 1981.
- Malone, Peter. *Screen Jesus*. Lanham, MD: Scarecrow Press, 2012.
- Toner, Jules J. *A Commentary on St. Ignatius' Rules for the Discernment of Spirits*. St. Louis, MO: St. Louis University, 1995.

Lecturers: PAUL BEIRNE

INTERPERSONAL DYNAMICS IN SPIRITUAL DIRECTION I

This unit can be undertaken as **full time (DS8703Y) or part time (DS8713Y) and (DS8723Y)**

CONTENT

The unit covers the experience of conversion – turning points in one's life, true and false self, Lonergan's understanding on conversion – and psychological aspects of spiritual direction – a Christian anthropology of the human person and Luigi Rulla's theory of self-transcendent consistency.

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full Time = DS8701Y and DS8705Y

Part Time = DS8711Y and DS8715Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. discuss the various ways of expressing the human encounter with God
3. identify how Lonergan's understanding of the conversion processes can enhance the practice of spiritual direction
4. analyse critically the different theories of anthropology and their impact on approaches to spiritual direction ministry.

ASSESSMENT

2000 word reflection paper / Conversion (33%);

A take-home examination of 4000 words / Psychological Aspects of Spiritual Direction (66%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Barry, William A. *Spiritual Direction and the Encounter with God*. New York: Paulist, 1992.

Conn, Walter E., ed. *Conversion*. New York: Alba House, 1978.

_____. *Christian Conversion*. New York: Alba House, 1986.

Ferder, Fran. *Words Made Flesh: Scripture, Psychology & Human Communication*. Notre Dame, IN: Ave Maria Press, 1988.

Ignatius of Loyola. *Spiritual Exercises*. Chicago, IL: Loyola UP, 1952.

* Keating, Thomas. *The Human Condition: Contemplation and Transformation*. New York: Paulist Press, 2007.

Lonergan, Bernard. *Method in Theology*. London: Darton, Longman & Todd, 1994.

Mearns, D. and B. Thorne. *Person Centred Counselling Today: New Frontiers in Theory and Practice*. London: Sage Publication, 2000.

Moore, T. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: Harper Perennial, 1992.

Rulla, Luigi M. *Depth Psychology and Vocation*. Rome: Gregorian UP, 1971.

_____. *Anthropology of Christian Vocation*. Rome: Gregorian UP, 1986.

Lecturers: KEVIN MESSER and ROBYN REYNOLDS OLSH

INTERPERSONAL DYNAMICS IN SPIRITUAL DIRECTION II

This unit can be undertaken as **full time (DS8704Y) or part time (DS8714Y) and (DS8724Y)**

CONTENT

The unit covers both the human experience of God – a detailed study of God's working in personal experience and consequent approaches to prayer -- and ethics and professional standards in ministry, with particular application to the ministry of spiritual direction. Each student will direct a retreat under supervision as part of this unit.

PREREQUISITE

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full time = DS8702Y and DS8706Y
Part time = DS8712Y and DS8716Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. demonstrate an understanding of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. discuss the various ways of expressing the human encounter with God
3. critically evaluate different traditions of spirituality and their different approaches to the practice of prayer
4. integrate the ethics of spiritual direction in their own practice.

ASSESSMENT

3000 word reflection paper / Human Experience (50%); 1500 word reflection paper/ Ethics (25%); 1500 word critical reflection on the experience of leading a retreat under supervision (based on a journal) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

- * Australian Catholic Bishops' Conference & Australian Conference of Leaders of Religious Institutes. *Integrity in Ministry*. Canberra: ACBC, 2004.
- * ———. *Integrity in the Service of the Church: A Resource Document of Principles and Standards for Lay Workers in the Catholic Church in Australia*. Canberra: National Committee for Professional Standards, 2011.
- * Australian Ecumenical Council for Spiritual Direction. *Code of Ethics for Spiritual Directors*, <http://spiritualdirection.org.au,2005>.
- * Barry, William A. *Spiritual Direction and the Encounter with God*. New York: Paulist, 1992.
- Burrows, Ruth. *Essence of Prayer*. Mahwah, NJ: Hidden Spring, 2006.
- * Gallagher, Brian. *Taking God to Heart*. Sydney, NSW: St. Pauls, 2008.
- Gula, Richard. *Ethics in Pastoral Ministry*. Mahwah, NJ: Paulist, 1996.
- . *Just Ministry*, New York, NY: Paulist Press, 2010.
- Ignatius of Loyola, *Spiritual Exercise*. Chicago: Loyola UP, 1952.
- * Keating, Thomas. *The Human Condition: Contemplation and Transformation*. New York: Paulist Press, 2007.
- May, Gerald G. *The Dark Night of the Soul*. New York, NY: Harper San Francisco, 2005.
- Matthew, Iain. *The Impact of God: Soundings from St. John of the Cross*. London: Hodder & Stoughton, 1995.

Lecturers: KATHLEEN SPOKES SGS and PHILIP MALONE MSC
Retreat Supervisor: KATHY CLARK

SPIRITUAL DIRECTION PRACTICUM I

This unit can be undertaken as **full time (DS8705Y) or part time (DS8715Y) and (DS8725Y)**

CONTENT

The unit provides students with the opportunity to undertake spiritual direction under appropriate supervision and to reflect critically on that experience. Students are inducted into the processes and ministry of spiritual direction through focus on:

- the nature and boundaries of the relationship of direction
- confidentiality and appropriate consent
- procedures for referral
- the environment and protocols for spiritual direction
- the nature and boundaries of the supervisory relationship
- the different theories and praxis of spiritual direction and psychological counselling.

The unit includes individual and group supervision, individual and group evaluations, group interaction, and leadership of group prayer.

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES DS8701Y and DS8703Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. reflect critically on their relationship with another in spiritual direction
2. articulate clearly the impact of accompaniment on human and spiritual development
3. participate constructively in group supervision processes
4. articulate the integration of their theoretical learning, their ministerial practice, and their personal development.

ASSESSMENT

Ten critical reflections of at least 300 words each on issues of spiritual direction based on verbatim accounts of ministry, (50%); 1500 word case study (25%); 1500 word self-evaluation (at end of unit) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

* Barry William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Buckley, Suzanna M., ed. *Sacred is the Call*. New York: Crossroads, 2005.

Bumpus Mary R., and Rebecca B. Langer. *Supervision of Spiritual Directors*. Harrisburg PA: Morehouse, 2005.

Conroy, Maureen. *Looking into the Well: Supervision of Spiritual Directors*. Chicago, IL: Loyola UP, 1995.

Coutinho, Paul. *How Big is Your God?: The Freedom to Experience the Divine*. Chicago, IL: Loyola Press, 2007.

Guenther, Margaret. *Holy Listening: the Art of Spiritual Direction*. Boston, MA: Cowley, 1992.

Hart, Thomas N. *The Art of Christian Listening*. New York: Paulist, 1980.

May, Gerald G. *Care of Mind, Care of Spirit*. San Francisco, CA: Harper & Row, 1982.

———. *Will and Spirit: A Contemplative Psychology*. San Francisco, CA: Harper & Row, 1982.

Practicum Supervisors: KATHY CLARK and LIS TEGGELOVE RSM

SPIRITUAL DIRECTION PRACTICUM II

This unit can be undertaken as **full time (DS8706Y) or part time (DS8716Y) and (DS8726Y)**

CONTENT

This unit extends the student's supervised engagement with the ministry of spiritual direction and its processes and protocols begun in DS8705Y (FT) or DS8715Y (PT) Spiritual Direction Practicum I

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full time= DS8702Y and DS8704Y
Part time = DS8712Y and DS8714Y

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:

1. reflect critically on their relationship with another in spiritual direction
2. articulate the impact of accompaniment on human and spiritual development
3. participate constructively in group supervision processes
4. articulate the integration of their theoretical learning, their ministerial practice, and their personal development.

ASSESSMENT

Ten critical reflections of at least 300 words each on issues of spiritual direction based on verbatim accounts of ministry, (50%); 1500 word case study (25%); 1500 word self-evaluation (at end of unit) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

* Barry William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Buckley, Suzanna M., ed. *Sacred is the Call*. New York: Crossroads, 2005.

Bumpus Mary R., and Rebecca B. Langer. *Supervision of Spiritual Directors*. Harrisburg PA: Morehouse, 2005.

Conroy, Maureen. *Looking into the Well: Supervision of Spiritual Directors*. Chicago, IL: Loyola UP, 1995.

Coutinho, Paul. *How Big is Your God?: The Freedom to Experience the Divine*. Chicago, IL: Loyola Press, 2007.

Guenther, Margaret. *Holy Listening: the Art of Spiritual Direction*. Boston, MA: Cowley, 1992.

Hart, Thomas N. *The Art of Christian Listening*. New York: Paulist, 1980.

May, Gerald G. *Care of Mind, Care of Spirit*. San Francisco, CA: Harper & Row, 1982.

———. *Will and Spirit: a Contemplative Psychology*. San Francisco, CA: Harper & Row, 1982.

Practicum Supervisors: CAROLE CARMODY RSM, KEVIN MESSER
and MARLENE McGRATH

RECENT PUBLICATIONS OF FACULTY

Steve Bevans

Edited, with Cathy Ross, *Mission on the Road to Emmaus: Constants, Context, and Prophetic Dialogue*. London/Maryknoll, NY: SCM/Orbis Books, 2015.

Edited, *A Century of Catholic Mission*. Oxford: Regnum Books, 2013.

With Roger P. Schroeder. *Prophetic Dialogue: Reflections on Christian Mission Today*. Maryknoll, NY: Orbis Books, 2011.

"Beyond the New Evangelization: Towards a Missionary Ecclesiology for the Twenty-first Century," in ed. Richard R. Gaillardetz and Edward J. Hahnenberg. *A Church with Open Doors*. Collegeville, MN: The Liturgical Press, 2015, 1-22.

"Revisiting Mission at Vatican II: Theology and Practice for Today's Missionary Church," *Theological Studies* 74, no. 2 (June, 2013): 261-83.

Gregory Brett.

The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray. Bern, Switzerland: Peter Lang AG, 2013.

Gavin Brown

"Praying Together in the Dark: Theological Reflections on Shared Prayer within Interreligious Dialogue." *Australian E-Journal of Theology* 20 (April 2013): 18-33.

"Centripetal and Centrifugal: Mapping Theological Understandings of Christ's Real Presence in the Eucharist." *Compass: A Review of Topical Theology* 46 (Winter 2012): 26-32.

"The Two Bodies of Christ: Communion Frequency and Ecclesiastical Discourse in Pre-Vatican II Australian Catholicism." *Church History* 79 (June 2010): 359-409.

"From Stages to Strands: Re-Interpreting the Liturgical Movement." *Pacifica* 23 (February 2010): 58-83.

John N. Collins

Diakonia Studies: Critical Issues in Ministry. New York: Oxford University Press, 2014.

"Re-thinking 'eyewitnesses' in the light of 'servants of the word' (Luke 1:2)." *Expository Times* 121, no.9 (June 2010): 447-52.

Diakonia: Re-interpreting the Ancient Sources. Oxford Scholarship Online
eISBN:9780199852383, 2011.

"A Monocultural Usage: διακον- words in Classical, Hellenistic, and Patristic Sources." *Vigiliae Christianae* 66, no.3 (2012): 287-309.

"Theology of Ministry in the Twentieth Century: Ongoing Problems or New Orientations?" *Ecclesiology* 8, no.1 (2012): 11-32.

Mary Coloe

Books

A Friendly Guide to John's Gospel. Mulgrave, VIC: John Garratt, 2013.

Chapters in Books

"The Cosmological Vision of John: The Evangelist as Observer and Interpreter." In *Creation Stories in Dialogue: The Bible, Science, and Folk Traditions*, edited by R. Alan Culpepper and Jan G. van der Watt. 271-286. BIS 139; Leiden: Brill, 2016.

"Gentiles in the Gospel of John: Narrative Possibilities - John 12:12-43." In *Attitudes to Gentiles in Ancient Judaism and Early Christianity*, edited by David C. Sim and James S. McLaren, 209 – 223. LNTS 499; London: T & T Clark, 2013.

"The Mother of Jesus: A Woman Possessed." In *Character Studies in the Fourth Gospel: Narrative Approaches to Seventy Figures in John*, edited by Steven A. Hunt, D. Francois Tolmie and Ruben Zimmermann, 202-213. WUNT. Tübingen: Mohr Siebeck, 2013.

Mary Coloe continued

"The Woman of Samaria: Her Characterization, Narrative, and Theological significance." in *Characters and Characterisation in the Gospel of John*, edited by Christopher Skinner, 182-96. LNTS 461. London: T & T Clark, 2013.

"Creation in the Gospel of John." In *Creation is Groaning: Biblical and Theological Perspectives*, edited by Mary L. Coloe, 71- 90. Collegeville: Liturgical Press, 2013.

Bruce Duncan

"Globalisation and the Morality of Economics." *Interface: a Forum for Theology in the World*. 16, no. 1 (2013): 35-63.

"Pope Francis' Call for Social Justice in the Global Economy." *Australasian Catholic Record*. 91, no. 3 (July 2014): 178-93.

Social Justice: Fuller Life in a Fairer World. Friendly Guide Series. Mulgrave, VIC: Garratt Publishing, 2012.

"Tackling Capitalism: What Vatican II achieved and what still needs to be done." *Pacifica*. 26, no. 2 (2013), 199-214.

"Islam, Peacemaking and Terrorism." *Australasian Catholic Record*. 92, no. 2 (April 2015), 204-224.

Social Justice: Fuller Life in a Fairer World. Friendly Guide Series. Mulgrave, VIC: Garratt Publishing, 2012.

Brian Gallagher

Richardson, Sue pbvm, and Brian Gallagher msc. *Communal Wisdom: A Practical Guide for Group Discernment*. Box Hill, VIC: Heart of Life, 2009.

Taking God to Heart: A Living Spirituality. Strathfield NSW: St. Pauls, 2008. Reprinted 2013.

Brian Gleeson

"The Reality of Sin and the Need for Grace: A Survey of a Perennial Question." *Australasian Catholic Record* 90, no.4 (October 2013): 424-432.

"The Resurrection: An Examination of the Evidence." A Commentary in Five Parts, www.catholica.com.au, November-December 2011.

"Eucharistic Presidency: Its Meaning and Function." *Australasian Catholic Record* 87, no. 2 (April 2010): 203-214.

"Journeying to Easter." *The Summit* 39, no.1 (February 2012): 4-6.

"Jesus Christ: The Grace of God in Person." In 'Resources.' Australian Catholic Bishops' Website *The Year of Grace: Starting Afresh from Christ*, 2012.

Janina Hiebel

Ezekiel's Vision Accounts as Interrelated Narratives: A Redaction-Critical and Theological Study. BZAW 475. Berlin, Boston: De Gruyter, 2015.

John Hill

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STYLE GUIDE

Unless otherwise indicated by the lecturer, the following guidelines should be used when writing essays and assignments.

The University of Divinity has adopted the following as its preferred style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff. (Chicago: The University of Chicago Press, 2013). There are two basic documentation systems in the text, notes-bibliography style (or simply bibliography style) and parenthetical citations (reference list style). We have adopted the bibliography style.

This text is available from most major book stores and is priced from \$30.00-\$35.00.

Research students can also utilise the UD license for the software package called Endnote. This is available for overnight upload from St Paschal Library.

LAYOUT

- Essays are to be typed on A4 paper
- Essays may be printed on both sides of the paper provided that the paper used is at least 80 g/m²
- Typing should be spaced, at least, at 1.5 between lines
- Text is in 12 point font
- Allow a left margin of three centimetres for the comments of the marker
- A hand written paper requires permission from the lecturer

COVER PAGE

- When submitting an essay electronically through ARK, the first page should state: Unit Code and Name, Lecturer's Name, Assessment Title, Student Name, Student Number. (All pages are to be numbered).

SYNOPSIS

- A synopsis of the essay on a separate page is to precede the work proper. This requirement does not apply to short papers.

CHAPTERS / SECTIONS

- If the essay is divided into distinct sections or chapters, there should also be a list of contents, giving page references.

PAGE NUMBERS

- Pages should be numbered in the top right corner. The first page of the essay is counted, but not usually numbered.

QUOTATIONS

- Quotations included in the text of the essay should be indicated by quotation marks for shorter pieces. Lengthy quotations (four lines or more) should be indented and single spaced so that they stand separate from the text. Quotation marks are then unnecessary.
- Scriptural references are given in brackets in the text of the essay, e.g., (Jer 1:4-9).
- Details of references are given either in a footnote (at the bottom of the page) or gathered together at the end of the essay as endnotes. Either form may be used. Word processing referencing tools automatically elevate the reference number one space above the text (superscript).
- Footnotes and endnotes are single spaced, and should be numbered consecutively throughout the assignment.
- When a footnote or endnote note is exactly the same as the preceding one put *Ibid.* (*Ibidem* is Latin for "in the same place"). In notes, *Ibid.* should be capitalised but not italicised. Since *Ibid.* is an abbreviation, it must end with a full stop. If the citation includes a page number, put a comma after *Ibid.* If the page number of a reference is the same as the previous note, do not include a page number after *Ibid.* Do not use *Ibid.* after a note that contains more than one citation, and avoid using *Ibid.* to refer to footnotes that do not appear on the same page.
- Where a note refers to a work quoted earlier, it is sufficient to give the author's name, an abbreviated title of the work, and the page, e.g., Westermann, *Genesis*, 2:169-181. This usage is to be followed rather than *op.cit.* or *art.cit.*

PUNCTUATION.

As well as the normal rules of punctuation, the following should be used:

- " (full stop inside quotation marks at end of quotation).
- , " (comma always inside quotation marks).
- ; " (semi-colon and colon remain outside quotation marks).
- ? " (when the quotation itself is a question).
- " ? (if the student is questioning the actual quoted material).
- ... " (matter omitted from within a quotation).
- '...' (quotation within a quotation, use single quotation marks for the inner set of quoted words)

FOREIGN WORDS

- Foreign words should be *italicised*, except those in their proper script such as Greek and Hebrew.

APPENDICES

- Appendices are added at the end of the essay, before the bibliography.

BIBLIOGRAPHY

- A bibliography, appropriately set out, completes the essay.

MATTERS OF STYLE

1. Inclusive Language

It is the policy of YTU to use inclusive language at all times. However, in quotations one must use the words that have been used in the original text (e.g., 'man', 'mankind', and 'He' in reference to God). In assignments, students are expected to use inclusive terms such as 'person', 'human being', 'humanity', 'God' rather than 'man', 'men', 'mankind', 'He', etc. As far as possible, the generic use of 'he', 'him', and 'his', should be avoided. This may be accomplished by using 'he', or 'she', 'one', the plural or the passive. This will sometimes require careful thought and the recasting of sentences to express gender neutrality.

2. Numbers

Unless specific guidelines are proposed for a piece of quantitative research the following guidelines apply.

- Write the "twentieth century" not the "20th century"
- Never begin a sentence with a numeral, either spell the number or recast the sentence ("Fifty days after the resurrection the Church celebrates the feast of Pentecost.")
- If a number under a hundred occurs on its own, spell it (there are four not 4 canonical gospels)
- Write in Arabic numerals (1,2,3) when you have series of numbers over a hundred in a sentence (105 cows, 575 sheep and 7 horses)

3. Foreign Words

Italicise isolated words and phrases in foreign languages that are technical, or unlikely to be familiar to readers of English.

- e.g., Paolo Freire coined the term *conscientização* to speak of the process of developing critical consciousness.
- e.g., *Ressentiment* was first used as a philosophical term by Friedrich Nietzsche.

Do not italicise foreign words that are so familiar that they appear in standard English dictionaries: e.g., de facto, de gustibus, vis-à-vis.

4. Abbreviations

Abbreviations generally have a full stop/period after them: for e.g., Ibid., etc.,. Conventional abbreviations for books of the Bible are an exception to this rule (see below). The full stop may be followed by a comma as in ibid., but it may never be followed by a second full stop.

- Truncations which give only the first part of an abbreviated word are indicated by a concluding period (Prof., Rev., ed., trans., vol.); contractions, which give the beginning and end of an abbreviated word, in British and English usage do not have a concluding period the first and last letter of a word, do not have full stops (e.g., Fr, Revd, Dr, St, vols).
- The abbreviations 'don't', 'can't', 'won't' etc. should not be used in essays, except in quoted conversations. (We wouldn't say you can't say won't but don't).

SCRIPTURAL REFERENCES

Abbreviations of biblical books are not followed by a full stop. In regard to the appropriate abbreviations our style guide follows the conventions of the *Journal of Biblical Literature*, 107 (1988): 582-583. Accordingly:

Gen	Hos	Ps (<i>pl.</i> Pss)	1-2-3-4 Kgdms	Sus	Eph
Exod	Joel	Job	Add Esth	Tob	Phil
Lev	Amos	Prov	Bar	Wis	Col
Num	Obad	Ruth	Bel		1-2 Thess
Deut	Jonah	Cant	1-2 Esdr	Matt	1-2 Tim
Josh	Mic	Eccl / Qoh	4 Ezra	Mark	Titus
Judg	Nah	Lam	Jdt	Luke	Phlm
1-2 Sam	Hab	Esth	Ep Jer	John	Heb
1-2 Kgs	Zeph	Dan	1-2-3-4 Macc	Acts	Jas
Isa	Hag	Ezra	Pr Azar	Rom	1-2 Pet
Jer	Zech	Neh	Pr Man	1-2 Cor	1-2-3 John
Ezek	Mal	1-2 Chr	Sir	Gal	Jude
					Rev

For scriptural references, a different style guide may apply at another College.

1. References are written with a colon between chapter and verse(s), and a semi-colon separating one reference from another: e.g., Matt 16:16; Mark 8:29; Luke 9:20. Sometimes, when a part only of a verse is referred to, 'a' or 'b' may be added according as to whether the first or second part is concerned: e.g., Matt 16:16b; Rom 5:12a.

FOOTNOTES/ENDNOTES and BIBLIOGRAPHY

While footnotes/endnotes and bibliographical entries are similar in appearance, the following details of variation should be noted and followed. Name inversion (surname first, given name second, e.g., Smith, John.) is used in a bibliography as names are ordered alphabetically. In a footnote the bibliographic data is given in a continuous sequence, so commas and parentheses are used to separate the various elements. In a bibliography, on the other hand, the data are given as discrete elements and are therefore separated by periods.

FOOTNOTES /ENDNOTES

Footnotes are used to acknowledge the sources of information for an essay or assignment. Footnotes allow the reader of an assignment to note the research that underlies an essay and, if desired, to retrieve the reference for their own use or to check the accuracy of a quotation.

Footnotes must be used to indicate the source for:

- direct quotations
- any paraphrase or summary of an author's ideas or arguments
(a paraphrase is your own rendition of essential information and ideas expressed by someone else)

Information taken from the internet or an electronic source must be acknowledged in a properly formatted note (See style in **ONLINE PUBLICATIONS** below).

All word processing software allows you to insert references into your text. A footnote is marked by a superscript number at the end of a sentence or quotation to which the note refers. At the bottom of the page, the number is repeated, followed by the citation.

Footnotes are single-spaced and numbered consecutively throughout the essay. Normally, they are in the same font as the remainder of the essay and they are not italicised (except for book titles etc.) unless there are italics in the original. They may be in a smaller font size than that which is used in the body of your assignment.

Footnotes/Endnotes. Order: initial(s) [full stop] or given name(s), surname [comma], book title (italicised) followed by publishing details in parentheses (place of publication [colon]: publisher [comma], date) followed by appropriate volume and page reference [full stop]. Other information — name of series, editor, number of particular volume used, edition — is included between title and publishing details, each followed by a comma. (See examples given below).

Basic Format: Note number. Author's First and Last Names, *Title of Book: Subtitle of Book* (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

BIBLIOGRAPHY

The bibliography lists the works that have been consulted in researching the essay, and must include all works cited in footnotes.

The bibliography is single-spaced and arranged alphabetically by the surname of the author. A blank line is left between each entry.

If your bibliography contains two or more works written, edited, or translated by the same individual arrange the entries chronologically by publication date. For all entries after the first, replace the individual's name with a long dash called a 3-em dash (six dashes) (e.g., ——— , ———).

Bibliography. Books are listed alphabetically, according to authors' surnames. Order: surname of author, initial(s), or given name(s) [full stop]. Book title (italicised) [full stop]. Place of publication [colon]: publisher [comma], date [full stop]. Other information - name of series in which work is found, editor, total number of volumes, edition - is included between title and place of publication, each followed by a full stop. (See examples given below).

Basic Format: Author's Last Name, Author's First Name. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name, Date of Publication.

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Accessed 2 September 2012. <http://dx.doi.org/10.1093/acprof:oso/9780199588688.001.0001>.

Electronic Book Chapter (Turabian 17.1.10)

Footnote

Aristotle, "Virtue is a Habit," in *The Nicomachean Ethics of Aristotle*, ed. Thomas W. Lancaster (Oxford: J. Vincent, 1834), 52, accessed 16 October 2013, <http://catalog.hathitrust.org/api/volumes/oclc/7030560.html>.

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Aristotle. "Virtue is a Habit," in *The Nicomachean Ethics of Aristotle*, edited by Thomas W. Lancaster. Oxford: J. Vincent, 1834. Accessed 16 October 2013.

<http://catalog.hathitrust.org/api/volumes/oclc/7030560.html>.

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Footnote

Gail O'Day, "The Gospel of John: Introduction, Commentary and Reflections," vol. 9 of *The New Interpreter's Bible*, ed. Leander E. Keck (Nashville, TN: Abingdon Press, 1995), 498.

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O'Day, Gail. "The Gospel of John: Introduction, Commentary and Reflections." Vol. 9 of *The New Interpreter's Bible*, edited by Leander E. Keck, 493-865. Nashville, TN: Abingdon Press, 1995.

ARTICLES OR ESSAYS

In Encyclopedia

Encyclopedia articles by named authors should include the author name(s).

Footnote

Julia Upton, "Baptism," *The New Dictionary of Theology* (1989), 78.

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Upton, Julia. "Baptism." In *The New Dictionary of Theology* (1989), 77-80.

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Footnote

Robert J. Daly, "Images of God and the Imitation of God," *Theological Studies* 68, no.1 (March 2007): 45.

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Daly, Robert J. "Images of God and the Imitation of God." *Theological Studies*. 68, no.1 (March 2007): 36-51.

Electronic Journal Articles

Footnote

Brian Boyle, "The Figure of the Nasi in Ezekiel's Vision of the New Temple (Ezekiel 40-48)," *Australian Biblical Review* 58 (2010): 3, accessed 2 July 2015, http://repository.divinity.edu.au/890/2Boyle%2C_Brian_-Australian_Bibloical_RTeviw_article.pdf.

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Boyle, Brian. , "The Figure of the Nasi in Ezekiel's Vision of the New Temple (Ezekiel 40-48)," *Australian Biblical Review* 58 (2010): 3. accessed 2 July 2015. http://repository.divinity.edu.au/890/2Boyle%2C_Brian_-Australian_Bibloical_RTeviw_article.pdf.

Newspapers

In most cases, cite articles and other pieces from daily newspapers only in notes. You do not need to include them in your bibliography unless a specific article is critical for your paper. Page numbers are usually not necessary as a paper may have several editions and items can appear on a different page or be dropped altogether.

Footnote

Katie McGhie, "Basque in the glory," *Herald Sun*, 25 July, 2008.

ONE SOURCE QUOTED IN ANOTHER

Researchers normally avoid repeating quotations that they have not actually seen in the original. If one source includes a useful quotation from another text, you are expected to obtain the original to verify not only that the quotation is accurate, but also that it fairly represents what the original meant.

If the original is unavailable, however, cite it as "quoted in" the secondary source in your note.

Footnote

Dominique Barthélemy, *Les Devanciers d'Aquila* (Leiden: Brill, 1963), 146-147, quoted in John J. Collins, *Daniel*, Hermeneia (Minneapolis, MN: Fortress Press, 1993), 10.

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Barthélemy, Dominique. *Les Devanciers d'Aquila*. Leiden: Brill, 1963. 146-147. Quoted in John J. Collins, *Daniel*. Hermeneia. Minneapolis, MN: Fortress Press, 1993.

VATICAN DOCUMENTS

Footnote

Vatican II, *Dei Verbum*, (*Dogmatic Constitution on Divine Revelation*), in *Vatican Council II: The Conciliar and Post Conciliar Documents*, ed. Austin Flannery, vol. I, new rev. ed. (Northport, NY: Costello Publishing Company, 1998), # 24.

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Vatican II. *Dei Verbum (Dogmatic Constitution on Divine Revelation)*. In *Vatican Council II: The Conciliar and Post Conciliar Documents*. Edited by Austin Flannery. Vol. I, New Rev. Ed.. Northport, NY: Costello Publishing Company, 1998.

Footnote

John Paul II, *Veritatis Splendor*, Encyclical Letter (Homebush: St. Paul's, 1993), # 3.

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John Paul II. *Veritatis Splendor*. Encyclical Letter. Homebush: St. Paul's, 1993.

stands for paragraph but may also be written as n. (i.e., number)

ONLINE PUBLICATIONS

Information taken from the internet or an electronic source must also be acknowledged in a properly formatted note. In addition note the URL (Universal Resource Locator) and the date you accessed the material.

Footnote

Brian Gleeson, "Images, Understandings, and Models of the Church in History: An Update," *Australian EJournal of Theology* 12 (July 2008), http://www.acu.edu.au/ACU_National/schools/theology/ejournal/aejt_12/ (accessed 21 July 2008).

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Gleeson, Brian. "Images, Understandings, and Models of the Church in History: An Update." *Australian EJournal of Theology* 12 (July 2008), http://www.acu.edu.au/ACU_National/schools/theology/ejournal/aejt_12/ (accessed 21 July 2008).

INDEX OF UNITS – UNDERGRADUATE

		Semester	Page
NOT FOR CREDIT UNITS			
NN1000Y	Introduction to Tertiary Studies in Theology	1 & 2 aft	36
NN0310Y	Art of the Icon	1 & 2 morn	37
NR1005Y	Reading the Christian Classics, 5	1 eve	38

FIELD A – HUMANITIES

LANGUAGES			
AL1001Y	Hebrew A	1 eve	40
AL1002Y	Hebrew B	2 eve	41
AL1031Y	Theological German A	1 eve	42
AL1032Y	Theological German B	2 eve	43

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

AL1011Y	New Testament Greek A
AL1012Y	New Testament Greek B

FIELD B – BIBLICAL STUDIES

OLD TESTAMENT			
BA1000Y	Entering the World of the Old Testament	2 eve	45
BA2010Y/BA3010Y	Pentateuch	1 morn	46
BA2011Y/BA3011Y	Psalms	2 morn	47
BA2013Y/BA3013Y	The Book of Isaiah	2 eve	48
BA3415Y	Supervised Reading Unit – Old Testament (15 points)		
BA3430Y	Supervised Reading Unit – Old Testament (30 points)		
NEW TESTAMENT			
BN1000Y	Entering the World of the New Testament	1 eve	49
BN2011Y/BN3011Y	Luke – Acts	2 morn	50
BN2013Y/BN3013Y	The Gospel of John	1 morn	51
BN3015Y	Biblical Land and the Gospels (Overseas Travel Unit)		52
BN2017Y/BN3017Y	Romans	1 eve	53
BN3415Y	Supervised Reading Unit – New Testament (15 points)		
BN3430Y	Supervised Reading Unit – New Testament (30 points)		

BIBLICAL STUDIES

BS3016Y	Passover and Easter in the Biblical Land (Overseas Travel Unit)	54
BS3415Y	Supervised Reading Unit – Biblical Studies (15 points)	
BS3430Y	Supervised Reading Unit – Biblical Studies (30 points)	

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in alternate years

BA2012Y/BA3012Y	Wisdom Literature
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	Book of Jeremiah
BA2017Y/BA3017Y	The Twelve Prophets
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2014Y/BN3014Y	Galatians

FIELD C – CHRISTIAN THOUGHT AND HISTORY

		Semester	Page
CHURCH HISTORY			
CH1001Y	Early/Medieval Church History (100-1450CE)	1 eve	56
CH2002Y	Early Modern & Modern Church History (1450-Present)	2 eve	57
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture	1 eve	58
CH2015Y/CH3015Y	Religion in the Age of Faith	2 eve	59
CH2230Y/CH3230Y	Catholic Social Thought in Aust. & O/S (=DT2/3230Y)	1 eve	60
CH2320Y/CH3320Y	Mary in the Christian Tradition (=CT2/3320Y & DS2/3320Y)	2 Sat int.	61
CH3415Y	Supervised Reading Unit – Church History (15 points)		
CH3430Y	Supervised Reading Unit – Church History (30 points)		
SYSTEMATIC THEOLOGY			
CT1003Y	Beginning with Jesus	2 eve	62
CT2020Y/CT3020Y	The Cosmos as Creation	1 eve	63
CT2310Y/CT3310Y	Signs & Gifts of God: Sacraments of Life & Church	2 eve	64
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y & DS2/3320Y)	2 Sat int.	61
CT2331Y/CT3331Y**	Theology in Asia: A Model of Development in Theology (=DM2/3331Y)	2 eve	74
CT2340Y/3340Y**	Human Sexuality and Marriage (=DT2/3340Y)	1 eve	89
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)	1 eve	65
CT3019Y	Human Person: Community and World	2 morn	66
CT3024Y	Theological Methods	1 eve	67
CT3415Y	Supervised Reading Unit – Systematic Theology (15 points)		
CT3430Y	Supervised Reading Unit – Systematic Theology (30 points)		

**See crosslisting for detailed unit description

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2210YCH/3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/310Y)
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y)
CH/CT2511Y/3511Y	Martyrs, Minds and Mystics
CT2023Y/CT3023Y	Salvation and the End of Time
CT2016Y/CT3016Y	Church: Sign and Sacrament of God's Kingdom
CT3012Y	The Christian Doctrine of God: the Holy Trinity
CT3021Y	Women in the Christian Theological Tradition

FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	Page
CANON LAW			
DC3415Y	Supervised Reading Unit – Canon Law (15 points)		
DC3430Y	Supervised Reading Unit – Canon Law (30 points)		
LITURGY			
DL2422Y/DL3422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP2/3422Y)	1 morn	70
DL2423Y/DL3423Y	Proclaiming the Word of God (=DP2/3423Y)	1 morn	71
DL3415Y	Supervised Reading Unit – Liturgical Studies (15 points)		
DL3430Y	Supervised Reading Unit – Liturgical Studies (30 points)		
MISSIOLOGY			
DM1330Y	Introduction to the Theology of Mission	1 morn	72
DM2011Y/DM3011Y	A Comparative Study of Religions	1 eve	73
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology (=CT2/3331)	2 eve	74
DM2470Y/DM3470Y	Social Teaching & Aboriginal Australians (=DT2/3470Y)	1 morn	75
DM3415Y	Supervised Reading Unit – Missiology (15 points)		
DM3430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES			
DP1001Y	Foundations for Pastoral Practice	2 w/e int.	76
DP2010Y	Faith, Religion and Spirituality	2 int.	77
DP2111Y/DP3111Y	Ministry in Contemporary Context	2 eve	78
DP3006Y	Professional Issues in Pastoral Ministry	1w/e int.	79
DP3481Y	Leadership in a Faith Community (=DR3481Y)	1 eve	80
DP9100S	Clinical Pastoral Education (CPE)		81
DP3415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP3430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION			
DR2/3350Y**	Sacraments of Initiation: Baptism, Confirmation, Eucharist (CT2/3350Y)	1 eve	65
DR3481Y**	Leadership in a Faith Community (=DP3481Y)	1 eve	80
DR3415Y	Supervised Reading Unit – Religious Education (15 points)		
DR3430Y	Supervised Reading Unit – Religious Education (30 points)		
SPIRITUALITY			
DS1000Y	Foundations for Christian Spirituality	2 morn	82
DS2/3320Y**	Mary in the Christian Tradition (=CH2/3320Y & CT2/3320Y)	2 Sat int.	61
DS3415Y	Supervised Reading Unit – Spirituality (15 points)		
DS3430Y	Supervised Reading Unit – Spirituality (30 points)		

FIELD D – THEOLOGY: MISSION AND MINISTRY

MORAL THEOLOGY

DT1000Y	Introduction to Moral Theology	1 eve	83
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology	2 morn	84
DT2012Y/DT3012Y	Justice and Human Rights	2 eve	85
DT2016Y/DT3016Y	Equity and Sustainability	2 eve	86
DT2017Y/DT3017Y	Theology and Social Reconciliation	1 eve	87
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & O/S (=CH2/3230Y)	1 eve	60
DT2340Y/DT3340Y	Human Sexuality and Marriage (CT2/3340Y)	1 eve	88
DT2470Y/DT3470Y**	Social Teaching & Aboriginal Australians (=DM2/3470Y)	1 morn	75
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)		
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)		

**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

CANNON LAW DC

DC2011Y/DC3011Y	Canon Law A
DC2012Y/DC3012Y	Canon Law B

LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy (=DP1430Y DS1430Y)
DL2010Y/DL3010Y	Liturgy: Presiding and Participating in Community Celebrations

MISSIONOLOGY DM

DM2012Y/DM3012Y	Evangelisation Today: Theory and Praxis
DM2015Y/DM3015Y	Recent Approaches to Mission
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)
DP2422Y/DP3422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL2/3422Y)

SPIRITUALITY DS

DS2101Y	Spiritual Leaders (Heart of Life)
DS2212Y/DS3212Y	Art History and Spirituality in Western Europe (= CH2/3212Y)

MORAL THEOLOGY DT

DT2016Y/DT3016Y	Equity and Sustainability
DT3014Y	Can War be Just?

INDEX OF UNITS – POSTGRADUATE

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NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1 & 2 aft	36
NN0310Y	Art of the Icon	1 & 2 morn	37
NR1005Y	Reading the Christian Classics, 5	1 eve	38

FIELD A – HUMANITIES

LANGUAGES

AL8001Y	Hebrew A (Foundational unit)	1 eve	102
AL8002Y	Hebrew B (Foundational unit)	2 eve	103
AL8031Y	Theological German A (Foundational unit)	1 eve	104
AL8032Y	Theological German B (Foundational unit)	2 eve	105

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

AL8011Y	New Testament Greek A (Foundational unit)
AL8012Y	New Testament Greek B (Foundational unit)

FIELD B – BIBLICAL STUDIES

OLD TESTAMENT

BA8000Y	Entering the World of the Old Testament: Survey & Method (Foundational unit)	2 eve	107
BA9010Y	Pentateuch	1 eve	108
BA9011Y	Psalms	2 morn	109
BA9013Y	The Book of Isaiah	2 eve	110
BA9415Y	Supervised Reading Unit – Old Testament (15 points)		
BA9430Y	Supervised Reading Unit – Old Testament (30 points)		

NEW TESTAMENT

BN8000Y	Entering the World of the New Testament	1 eve	111
BN9011Y	Luke - Acts	2 morn	112
BN9013Y	The Gospel of John	1 morn	113
BN9015Y	Biblical Land and the Gospels (Overseas Travel Unit)		114
BN9017Y	Romans	1 eve	115
BN9415Y	Supervised Reading Unit – New Testament (15 points)		
BN9430Y	Supervised Reading Unit – New Testament (30 points)		

BIBLICAL STUDIES

BS9415Y	Supervised Reading Unit – Biblical Studies (15 points)
BS9430Y	Supervised Reading Unit – Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	Book of Jeremiah
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9014Y	Galatians
BS9500Y	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y DL/DP9500Y)

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

		Semester	Page
CHURCH HISTORY			
CH8001Y	Early/Medieval Church History (100-1450CE) (Foundational unit)	1 eve	117
CH9002Y	Early Modern & Modern Church History (1450-Present)	2 eve	118
CH9012Y	Introduction to Early Christian Art and Architecture	1 eve	119
CH9015Y	Religion in the Age of Faith	2 eve	120
CH9230Y	Catholic Social Thought in Aust. & O/S (=DT9230Y)	1 eve	121
CH9320Y	Mary in the Christian Tradition (=CT9320Y & DS9320Y)	Sat int.	122
CH9415Y	Supervised Reading Unit – Church History (15 points)		
CH9430Y	Supervised Reading Unit – Church History (30 points)		

SYSTEMATIC THEOLOGY			
CT8003Y	Beginning with Jesus (Foundational unit)	2 eve	123
CT9019Y	Human Person: Community and World	2 morn	124
CT9020Y	The Cosmos as Creation	1 eve	125
CT9024Y	Theological Methods	1 eve	126
CT9310Y	Signs & Gifts of God: Sacraments of Life and Church	2 eve	127
CT9320Y**	Mary in the Christian Tradition (=CH9320Y & DS9320Y)	Sat int.	122
CT9331Y**	Theology in Asia: A Model of Development in Theology (=DM9331Y)	2 eve	136
CT9340Y**	Human Sexuality and Marriage =DT9340Y)	1 eve	150
CT9350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR9350Y)	1 eve	128
CT9415Y	Supervised Reading Unit – Systematic Theology (15 points)		
CT9430Y	Supervised Reading Unit – Systematic Theology (30 points)		

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

CH9010Y	Reformation Histories and Theology
CH9011Y	Foundations of Australian Catholicism
CH9012Y	Introduction to Early Christian Art and Architecture
CH9210Y	Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700(=DS9210Y)
CH9211Y	In search of the Foundress: The Painted life of Mary Ward (1585 - 1645) (=DS9211Y)
CH9212Y	Art History and Spirituality in Western Europe (= DS9212Y)
CH9500Y	The Bible and Art Re-Visioning of Biblical Interpretation: (=BS9500Y DL/DP9500Y)
CH9511Y	Martyrs, Minds and Mystics
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	Church: Sign and Sacrament of God's Kingdom
CT9022Y	Vatican II : History, Texts, Theology (=CH9022Y)
CT9021Y	Women in the Christian Theological Tradition
CT9023Y	Salvation and the End of Time
CT9511Y	Martyrs, Minds and Mystics

**see crosslisting for detailed description

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

		Semester	Page
CANON LAW DC			
DC9415Y	Supervised Reading Unit – Canon Law (15 points)		
DC9430Y	Supervised Reading Unit – Canon Law (30 points)		
LITURGY DL			
DL9422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)	1 morn	132
DL9423Y	Proclaiming the Word of God (=DP9423Y)	1 morn	133
DL9415Y	Supervised Reading Unit – Liturgy (15 points)		
DL9430Y	Supervised Reading Unit – Liturgy (30 points)		
MISSIOLOGY DM			
DM8330Y	Introduction to Theology of Mission (Foundational unit)	1 morn	134
DM9011Y	A Comparative Study of Religions	1 eve	135
DM9331Y	Theology in Asia: A Model of Development in Theology (=CT9331Y)	2 eve	136
DM9470Y	Social Teaching and Aboriginal Australians (=DT9470Y)	1 morn	137
DM9415Y	Supervised Reading Unit – Missiology (15 points)		
DM9430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP8001Y	Foundations for Pastoral Practice (Foundational unit)	2 w/e int.	138
DP9006Y	Professional Issues in Pastoral Ministry	1 w/e int.	139
DP9010Y	Faith, Religion and Spirituality	2 int.	140
DP9100S	Clinical Pastoral Education (CPE)		143
DP9111Y	Ministry in Contemporary Context	2 eve	141
DP9481Y	Leadership in a Faith Community	1 eve	142
DP9415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP9430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION DR			
DR9350Y**	Sacraments of Initiation: Baptism, Confirmation and Eucharist (CT9350Y)	1 eve	128
DR9415Y	Supervised Reading Unit – Religious Education (15 points)		
DR9430Y	Supervised Reading Unit – Religious Education (30 points)		
SPIRITUALITY DS			
DS8000Y	Foundations for Christian Spirituality (Foundational unit)	2 morn	144
DS9320Y**	Mary in the Christian Tradition (=CH9320Y & CT9320Y)	Sat int.	122
DS9415Y	Supervised Reading Unit – Spirituality (15 points)		
DS9430Y	Supervised Reading Unit – Spirituality (30 points)		

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

MORAL THEOLOGY DT

DT8000Y	Introduction to Moral Theology: The God I believe in is the God I respond to (Foundational unit)	1 eve	145
DT9011Y	Major Issues in Contemporary Moral Theology	2 morn	146
DT9012Y	Justice and Human Rights	2 eve	147
DT9016Y	Equity and Sustainability	2 eve	148
DT9017Y	Theology and Social Reconciliation	1 eve	149
DT9230Y**	Catholic Social Thought in Aust. & O/S (CH9230Y)	1 eve	121
DT9340Y	Human Sexuality and Marriage (=CT9340Y)	1 eve	150
DT9470Y**	Social Teaching and Aboriginal Australians (=DM9470Y)	1 morn	137
DT9415Y	Supervised Reading Unit – Moral Theology (15 points)		
DT9430Y	Supervised Reading Unit – Moral Theology (30 points)		

CAPSTONE UNITS

XS9991Y	A Faith to Live By	2 eve	152
	12,000 word Research Essay		153

UNITS FROM OTHER COLLEGES

AR8000T	Introduction to Interfaith Engagement (Trinity College)	1	154
AR8200T	Practicum in Interfaith Engagement (Trinity College)	2	155
RQ9021C	Research Methodologies	1 eve	156

SUPERVISED READING UNITS

Details of these units are on page 157

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 164 for schedule at each centre)

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators	159
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments	160
DR8603Y	Foundations of Religious Education	161
DR8604Y	Making (Christian) Choices in Life: Value Added Approach	162
DR8605Y	Integrative Exercise	163

SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 165-172

**See crosslisting for detailed unit description

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2017, but normally offered in other years

LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy (=DP8430Y DS8430Y) (Foundational Unit)
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations
DL9500Y	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DP9500Y)

MISSIOLOGY DM

DM9014Y	Interreligious Dialogue in a Multi-Religious Society
DM9015Y	Recent Approaches to Mission
DM9016Y	Liberating Mission: When Gospel Meets Culture

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP9423Y**	Proclaiming the Word of God (=DL9423Y)
DP9500Y	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DL9500Y)

SPIRITUALITY

DS8430Y**	Doing and Living the Church's Liturgy (=DP8430Y DL8430Y) (Foundational Unit)
DS9212Y**	Art History and Spirituality in Western Europe (= CH9212Y)

CAPSTONE UNITS

XS9992	Pastoral Leadership
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Undergraduate First Semester 2017

Monday

9.30	BA2/3010Y MO'B Pentateuch			
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology			
6.00	BN1000Y GB Entering the World of the NT	CT2/3020Y CMost The Cosmos as Creation	DM2/3011Y JK A Comparative Study of Religions	CH2/3230Y DT2/3230Y BD Catholic Social Thought in Australia and overseas

Tuesday

9.30	BN2/3013Y MC The Gospel of John			
6.00	DT1000Y PM Introduction To Moral Theology: The God I believe in is the God I respond to	CH2/3012Y CR Introduction to Early Christian Art and Architecture	BN2/3017Y CMon Romans	CT2/3350Y DR2/3350Y GBrown Sacraments of Initiation: Baptism, Confirmation, Eucharist

Wednesday

9.30	DL2/3423Y DP2/3423Y MK Proclaiming the Word of God	DM2/3470Y RR Social Teaching and Aboriginal Australians	DL2/3422Y MS Ritual and Pastoral Care: In Sickness and Life's Ending	
6.00	CH1001Y MB A Survey of Early and Medieval Church History (100 – 1450CE)	DT2/3340Y CT2/3340Y BT Human Sexuality & Marriage	AL1001Y Hebrew A	

Thursday

9.30	DM1330Y JK Introduction to the Theology of Mission	NN0310Y IH Art of the Icon	NON CREDIT 10am – 12 noon	
6.00	CT3024Y MB Theological Methods	AL1031Y JH Theological German A	DP3481Y DR3481Y MK Leadership in a Faith Community	DT2/3017Y ZS Theology & Social Reconciliation
			NR1005Y LN NON CREDIT Reading the Christian Classics V	

Units with special arrangements:

BS3016Y MC & MR Passover and Easter in the Biblical Land	Intensive Travel Unit March 22nd – April 18th 2017
DP3006Y DL Professional Issues in Pastoral Ministry	Weekend intensive unit 3-4 March; 7-8 April; 12-13 May

Undergraduate Second Semester 2017

Monday

9.30				
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology			
6.00	BA1000Y JH/MR Entering the World of the Old Testament	DT2/3012Y BT Justice and Human Rights	DM2/3331Y CT2/3331Y JK Theology in Asia: A Model of Development in Theology	DT2/3016Y BD Equity and Sustainability

Tuesday

9.30	DS1000Y RR Foundations for Christian Spirituality	CT3019Y JG Human Person: Community and World
6.00		

Wednesday

9.30	DT2/3011Y BT Major Issues in Contemporary Moral Theology			BA2/3011Y MR Psalms
6.00	AL1002Y Hebrew B	BA2/3013Y M O'B The Book of Isaiah	CH2002Y MB A Survey of Early Modern and Modern Church History (1450 – Present)	DP2/3111Y MK Ministry in Contemporary Context

Thursday

9.30	BN2/3011Y CM Luke - Acts		NN0310Y IH Art of the Icon NON CREDIT 10am – 12 noon	
6.00	AL1032Y JH Theological German B	CH2/3015Y MB Religion in the Age of Faith	CT1003Y RF Beginning with Jesus	CT2/3310Y GBrown Signs and Gifts of God: Sacraments of Life and Church

Units with special arrangements:

CH/CT2/3320Y DS2/3320Y MB et al Mary in the Christian Tradition Intensive Saturdays Aug 5 & 19; Sept 2 & 16; Oct 14 & 28
DP2010Y RMP Faith Religion & Spirituality Intensive Saturdays and some Sundays July 15 & 16 & 29; Aug 12, 26 & 27; Sept 2
DP1001Y DL Foundations for Pastoral Practice Weekend Intensive Unit: 4-5 August; 8-9 September; 20-21 October
BN3015Y MC & MR Biblical Land and the Gospels Overseas Intensive Travel Unit June 6th – July 3rd 2017

Postgraduate First Semester 2017

Monday

9.30	BA9010Y MO'B Pentateuch			
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology			
6.00	BN8000Y GB Entering the World of the NT	CT9020Y CMost The Cosmos as Creation	DM9011Y JK A Comparative Study of Religions	CH9230Y DT9230Y BD Catholic Social Thought in Australia and overseas

Tuesday

9.30	BN9013Y MC The Gospel of John			
6.00	DT8000Y PM Introduction To Moral Theology: The God I believe in is the God I respond to	CH9012Y CR Introduction to Early Christian Art and Architecture	BN9017Y CMon Romans	CT9350Y DR9350Y GBrown Sacraments of Initiation: Baptism, Confirmation, Eucharist

Wednesday

9.30	DL9423Y DP9423Y MK Proclaiming the Word of God	DM9470Y RR Social Teaching and Aboriginal Australians	DL9422Y DP9422Y MS Ritual and Pastoral Care: In Sickness and Life's Ending	
6.00	CH8001Y MB A Survey of Early and Medieval Church History (100 – 1450CE)	DT9340Y CT9340Y BT Human Sexuality & Marriage		AL8001Y Hebrew A

Thursday

9.30	DM8330Y JK Introduction to the Theology of Mission			NN0310Y IH Art of the Icon NON CREDIT 10am – 12 noon	
6.00	CT9024Y MB Theological Methods	AL8031Y JH Theological German A	DP9481Y DR9481Y MK Leadership in a Faith Community	DT9017Y ZS Theology & Social Reconciliation	NR1005Y LN NON CREDIT Reading the Christian Classics V

Units with special arrangements:

DP9006Y DL Professional Issues in Pastoral Ministry weekend intensive unit 3-4 March; 7-8 April; 12-13 May
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Postgraduate Second Semester 2017

9.30				
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology			
6.00	BA8000Y JH/MR Entering the World of the Old Testament	DT9012Y BT Justice and Human Rights	DM9331Y CT9331Y JK Theology in Asia: A Model of Development in Theology	DT9016Y BD Equity and Sustainability

Tuesday

9.30	DS8000Y RR Foundations for Christian Spirituality	CT9019Y JG Human Person: Community and World
6.00	XS9991Y RF A Faith to Live By (Capstone Unit)	

Wednesday

9.30	DT9011Y BT Major Issues in Contemporary Moral Theology	BA9011Y MR Psalms		
6.00	AL8002Y Hebrew B	BA9013Y M O'B The Book of Isaiah	CH9002Y MB A Survey of Early Modern and Modern Church History (1450 – Present)	DP9111Y MK Ministry in Contemporary Context

Thursday

9.30	BN9011Y CM Luke - Acts		NN0310Y IH Art of the Icon NON CREDIT 10am – 12 noon	
6.00	AL8032Y JH Theological German B	CH9015Y MB Religion in the Age of Faith	CT8003Y RF Beginning with Jesus	CT9310Y GBrown Signs and Gifts of God: Sacraments of Life and Church

Units with special arrangements:

CH9320Y CT9320Y DS9320Y MB et al Mary in the Christian Tradition Intensive Saturdays Aug 5 & 19; Sept 2 & 16; Oct 14 & 28
DP9010Y RMP Faith Religion & Spirituality Intensive Saturdays and some Sundays July 15 & 16 & 29; Aug 12, 26 & 27; Sept 2
DP8001Y DL Foundations for Pastoral Practice Weekend Intensive Unit: 4-5 August; 8-9 September; 20-21 October
BN9015Y MC & MR Biblical Land and the Gospels Overseas Intensive Travel Unit June 6th – July 3rd 2017