

YARRA THEOLOGICAL UNION

A College of

University of Divinity

H A N D B O O K

2019

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

ACADEMIC CALENDAR 2019

January 14	Office re-opens	
28	Australia Day Holiday	
29	Enrolments begin	
February 14	Enrolments end	
15	Academic Leadership Group Meeting	2:00pm
16	GCTRE Intensive DR8601Y Box Hill	9:00am-4:00pm
21	Overseas Students' Orientation	2:00pm
22	Faculty Meeting	2:00pm
22	Orientation & BBQ	6:00pm
23	GCTRE Intensive DR8603Y Box Hill	9:00am-4:00pm
23	DR9663Y Intensive	9:00am-4:00pm
25	First Semester Lectures begin – week 1	
27	Department Meetings	2:00pm
March 1	Inaugural Eucharistic Celebration and Supper	7:00pm
2	CH/DS/CT2/9320Y Intensive	9:30am-4:30pm
2	GCTRE Intensive DR8601Y and DR8603Y Box Hill	9:00am-4:00pm
6	Ash Wednesday	
11-15	Hospitality Week	
13	Education Board Meeting	2:00pm
14	YTU Research Seminar	1:00pm
15-16	GCTRE Intensive DR8601Y Ballarat (Thu & Fri)	9:00am-4:00pm
16	CH/DS/CT2/9320Y Intensive	9:30am-4:30pm
16	DR9663Y Intensive	9:00am-4:00pm
19	Census Date (for semester units)	
22	UD Conferral of Degrees – St Paul's Cathedral	7:30pm
22-23	GCTRE Warrnambool DR8601Y (Fri & Sat)	9:00am-4:00pm
27	Academic Leadership Group	2:00pm
28	Finance and Business Development Meeting	10:00am
29	Senate & Council Meetings	10:00am
30	CH/DS/CT2/9320Y Intensive	9:30am-4:30pm
30-31	DP/DS2/9010Y Intensive	9:00am-4:00pm
April 8-9	GCTRE Intensive DR8601Y & DR8603Y Box Hill (Mon & Tues)	9:00am-4:00pm
10	Department Meetings	2:00pm
11	YTU Research Seminar	1:00pm
13-28	Non-Instruction Period	
21	Easter Sunday	
25	ANZAC Day	
28	First Semester Lectures resume	

May 1	Education Board Meeting	2:00pm
3-4	GCTRE DR8601Y Intensive Ballarat (Fri & Sat)	9:00am-4:00pm
4	CH/DS/CT2/9320Y Intensive	9:30am-4:30pm
4	DR9663Y Intensive	9:00am-4:00pm
4-5	DP/DS2/9010Y Intensive	9:00am-4:00pm
8	Department Meeting	2:00pm
9	YTU Research Seminar	1:00pm
10-11	GCTRE DR8601Y Warrnambool (Fri & Sat)	9:00am-4:00pm
15	Faculty Meeting	2:00pm
18	CH/DS/CT2/9320Y Intensive	9:30am-4:30pm
18	DR9663Y Intensive	9:00am-4:00pm
18-19	DP/DS2/9010Y Intensive	9:00am-4:00pm
29	Education Board Meeting 2019 New and Revised Units due	2:00pm
30	Finance and Business Development Meeting	10:00am
31	Faculty Lunch	12:30pm
31	Council Meeting	2:00pm
31	First Semester Lectures end	
June 1	CH/DS/CT2/9320Y Intensive	9:30am-4:30pm
3	Study Week	
5	University of Divinity Faculty Research Day	
10	First Semester Exams (Mon–Thurs)	
24	2nd Semester enrolments begin	
July 1	Results due to YTU Registrar	
11	2nd Semester enrolments end	
12	Academic Leadership Group Meeting	10:00am
12	First Semester Results released to Students	
	MID-YEAR VACATION 14 June – 26 July	
Semester 2		
July 26	Overseas Students' Orientation	2:00pm
27	GCTRE Intensive DR8602Y & DR8604Y Box Hill	9:00am-4:00pm
29	Second Semester lectures begin Week 1	
31	Faculty Meeting	2:00pm
August 3	CH/DS2/3/9214Y Intensive	9:30am-4:30pm
7	Academic Leadership Group Meeting	2:00pm
10	GCTRE Intensive DR8602Y & DR8604Y Box Hill	9:00am-4:00pm
14	Department Meetings	2:00pm
15	YTU Research Seminar	1:00pm
16	SRC Evening	
16-17	GCTRE Intensive DR8602Y Ballarat (Fri & Sat) DR8602Y Warrnambool (Fri & Sat)	9:00am-4:00pm

17	BS9662Y Intensive	9:00am-4:00pm
17	CH/DS2/3/9214Y Intensive	9:30am-4:30pm
20	Census Date (for semester units)	
21	Education Board Meeting	2:00pm
28	Academic Leadership Group Meeting	2:00pm
29	Finance and Business Development Meeting	10:00am
30	Senate & Council Meetings	10:00am
31	BS9662Y Intensive	9:00am-4:00pm
31	CH/DS2/3/9214Y Intensive	9:30am-4:30pm
September 4	Department Meetings	2:00pm
11	Education Board Meeting	2:00pm
12	YTU Research Seminar	1:00pm
20	Faculty Day	
21	CH/DS2/3/9214Y Intensive	9:30am-4:30pm
23-Oct 6	Non-Instruction Period	
October 7	Week 9 – Lectures resume	
3-4	GCTRE Intensive Box Hill DR8602Y & DR8604Y (Thu & Fri)	9:00am-4:00pm
9	Academic Leadership Group Meeting	2:00pm
11-12	GCTRE Intensives DR8602Y Ballarat (Fri & Sat) GCTRE DR8602Y Warrnambool (Fri & Sat)	9:00am-4:00pm
12	BS9662Y Intensive	9:00am-4:00pm
12	CH/DS2/3/9214Y Intensive	9:30am-4:30pm
16	Department Meetings	2:00pm
17	YTU Research Seminar	1:00pm
23	Education Board Meeting	2:00pm
26	BS9662Y Intensive	9:00am-4:00pm
26	CH/DS2/3/9214Y Intensive	9:30am-4:30pm
November 1	Second Semester lectures end	
4-8	Study Week	
6	UD Teaching Day (for all academic staff)	
11-14	Second Semester Exams (Mon-Thurs)	
13	Information Night	7:00pm
21	Finance and Business Development Meeting	10:00am
22	Council Meeting	2:00pm
22	End of Year Eucharist	
25	Re-enrolment period for 2020: 25 Nov-13 Dec	
29	Faculty Dinner	
December 2	Results due to YTU Registrar	
13	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, 3052

Tel: 03 9340 8820

MASTER OF EDUCATION AND THEOLOGY – An award for teachers

The Master of Education and Theology (METH) is an award for teachers who seek to develop their ability to lead in Catholic schools.

This award offered collaboratively by YTU and CTC and is also available through ALC (Adelaide).

Handbook: pages 93, 115, and 143



YTU Contact

Michael Kelly

0408 556 761

www.ytu.edu.au

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 St
North Adelaide SA 5006
Tel: 1800 625 193
Web: www.alc.edu.au
Email: alc@alc.edu.au

Catholic Theological College (CTC)

278 Victoria Pde
East Melbourne 3002
Tel: 03 9412 3333
Web: www.ctc.edu.au
Email: ctc@ctc.edu.au

Eva Burrows College (EBC)

100 Maidstone St
Ringwood 3134
Tel: 03 9847 5400
Web: www.salvationarmy.org.au/cbc/
Email: enquiries@ebc.edu.au

Jesuit College of Spirituality

175 Royal Pde
Parkville Vic 3052
Web: www.jcs.edu.au
Email: enquiries@jcs.edu.au

Morling College

120 Herring Rd
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 Cres
Parkville 3052
Tel: 03 9340 8800
Web: www.pilgrim.edu.au
Email: study@pilgrim.edu.au

COLLEGES OF UNIVERSITY OF DIVINITY

St Athanasius Coptic Orthodox Theological College (SACOTC)

88 -154 Park Rd, Donvale 3111

PO Box 1153, Mitcham North 3132

Tel: 03 9874 0388

Web: www.sacotc.vic.edu.au

Email: registrar@sacotc.vic.edu.au

City Campus: Eporo Tower, 285 Latrobe St, Melbourne

Stirling Theological College

44-60 Jacksons Rd

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

Email: tcts@trinity.unimelb.edu.au

Whitley College

50 The Avenue

(PO Box 134)

Parkville 3052

Tel: 9340 8100 (main office)

Web: <http://whitley.edu.au/>

Yarra Theological Union

98 Albion Road,

PO Box 79

Box Hill 3128

Tel: 03 9890 3771

Web: www.ytu.edu.au

Email: admin@ytu.edu.au

KEY DATES

1st Semester 24 February-29 May

Non-teaching period 6 April-17 April

Mid-year vacation 12 June-24 July

2nd Semester 27 July-30 October

Non-teaching period 21 September-2 October

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 OF YTU

Holy Cross Retreat (CP)

207 Serpells Rd, 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 St, 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 St, Blackburn 3130

Tel: 03 9878 0265

Website: www.misacor.org.au

St Paschal College (OFM)

90 Albion Rd, Box Hill 3128

Tel: 03 9896 4400

Library: 03 9896 4450

Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)

85 Studley Park Rd, Kew 3101

Tel: 03 9853 8506

Website: www.pallottine.org.au

Dorish Maru College (SVD)

100 Albion Rd, 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. John Hodgson CSsR
 Very Rev. Philip Watkins SSS
 Very Rev. Chris McPhee MSC
 Very Rev. Tom McDonough CP (Chair)
 Rev. Eugene San SAC
 Very Rev. Phillip Miscamble OFM
 President and Academic Dean
 Sr Sue Richardson PBVM (co-opted)
 Ms Maria Kirkwood (co-opted)

SENATE

Council, Education Board and representative of the Conference of Leaders of Religious Congregations of Victoria

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, PhD (cand)

BUSINESS

ADMINISTRATOR

Mr Bernard Barnewall

ADMINISTRATIVE

Mrs Nicole Ross

ASSISTANTS

Katherine Blyth

EDUCATION BOARD

Christopher Monaghan CP, BTheol, LSS, PhD

(President)

Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol

(Academic Dean)

Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt, PhD (cand)

(Registrar)

Christopher Monaghan CP, BTheol, LSS, PhD

– Biblical Studies Department Head

Claire Renkin BA, DipEd, AMusA, MA, PhD

– Christian Thought and History Department Head

Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL, PhD

– Theology: Mission and Ministry Department Head

Michael Kelly CSsR, BTheol, STM, MEd, PhD

– Research and Education Coordinator

Matthew Beckmann OFM, BA, LLB, BTheol, MA, PhD

- Faculty Rep.

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

- Faculty Rep.

President, Student Representative Council

Secretary, Student Representative Council

Co-Opted

Shane Mackinlay BTheol, BA, MPhil, PhD

– Master, Catholic Theological College

Emeritus Professor Paul Beirne, MA, MDiv, DMin, PhD

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
Anne Gardner MA, BD, CertSecEd, PhD
Janina Hiebel DipITheol, 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, Grad Dip Ed
Bruce Duncan CSsR, BEc(Hons), PhD
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
Christiaan Mostert BA, BD (Hons), MA, PhD
Carmel Posa SGS, BSc, BTh, Grad Dip Ed, MA (Monastic Studs), PhD
Claire Renkin BA, DipEd, AMusA, MA, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD

(Department Head)

Faculty Associate Members

Anna Welch BA(Hons), PhD

Visiting Lecturer

Gregory Brett CM, STL, MEd, PhD
Graeme Pender, BEd (Mus) Sec, A.Mus.A, BTheol, MTheol, Grad Dip Theol, DTheol
Miroslaw Mejzner SAC, MTh, STL, ThD
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 *(Department Head)*
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
Bernard Teo CSsR, STD

Faculty Associate Members

Peter Cantwell OFM, MA, PhD, MAPsS, MASH
Albano Da Costa SVD, B.Th, MA, LMiss

Visiting Lecturers

Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)
 Elio Capra SDB, BTheol (MCD), MTheol (Berkeley), MTheol (MCD), DTheol (MCD)
 Maryanne Confoy RSC, BA, MEd, PhD, MACE
 Gerard Patrick (Joe) Fleming, BA, BEd, MEd, PhD, Dip Teach, Grad CertRE
 Barry Rogers, Ph.D.(Psych), D.Theol., M.A.(Hons), B. Ed.(Psych), B.Ed.
 (Hons), Dip. Civ. Eng., MAPS

HEART OF LIFE SPIRITUALITY CENTRE

LECTURERS

Emeritus Professor Paul Beirne, MA, MDiv, DMin, PhD
 Peter Malone MSC, STL(Hons) BA, MA, STD, Cert SD
 Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
 Robyn Reynolds OLSH, BA(Hons), MA, PhD
 Kathleen Spokes SGS, BEd, MEd(RE), DipTheolStud, Cert SD, Cert Supervision SD
 Lis Teggelove RSM, Cert RE

PRACTICUM SUPERVISORS

Carole Carmody RSM, M Ed, Grad Dip RE, Dip T, Cert SD
 Kathy Clark, BA, Dip Tchg, BTheol, MTS, Grad Cert SD
 Michele McCourt, MA(Spir), Cert SD, Grad. Dip. Counselling, BTheol, BEd.

LECTOR EMERITUS

Peter Cantwell OFM, MA, PhD, MAPsS, MASH
 John Collins STL, BSS, PhD, DipEd
 Brian Gleeson CP, MA, MMRSc, 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
 Margaret Smith SGS, BA, MA(Lit Studies), DMin
 Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol
 Norman Young, BA(Hons), BD(Hons), PhD

SPECIAL OFFICES

Research and Education Coordinator

Michael Kelly CSsR, BTheol, STM, MEd, PhD

Chaplain

Sue Richardson PBVM, MA(Theol), AMusA, DipFormSpir, DipStudSpir, CertSD, DipTeach

Finance and Business Development Committee:

Bernard Barnewall	Dean Bradbury SAC
Bill Keenan	Christopher Monaghan CP
Peter Whiting	

ENROLMENT

ALL STUDENTS NEED TO ENROL PERSONALLY BY APPOINTMENT
through the YTU Office – Phone 03 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.

Domestic Coursework student's admission and re-enrolment periods:

- Monday 26 November – Friday 14 December 2018
- Tuesday 29 January – Wednesday 13 February 2019
- Monday 24 June – Friday 11 July 2019
- Monday 25 November 2019– Friday 13 December 2019 for Enrolments for the 2020 year

International Coursework Students re-enrolment periods: as above

Domestic Higher Degrees by Research admission deadlines:

- 15 November 2018: for first semester 2019
- 15 April 2019: for second semester 2019
- 15 November 2019: for first semester 2020

International Students: Applications for international admissions (coursework) deadlines:

- 15 November 2018: for first semester 2019
- 15 April 2019: for second semester 2019
- 15 November 2019: for first semester 2020

International Students: (Higher Degrees by Research) admission deadlines:

The start date of degree will depend on the time it takes for a visa to be granted

- 15 November 2018
- 15 April 2019
- 15 November 2019

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 must enrol by the above dates.

Only in exceptional circumstances would a student be permitted to enrol in a unit after the classes in that unit have begun.

Student ID Cards:

The YTU Office takes photographs of students for the purpose of supplying a University of Divinity ID Card. Students need not bring a photograph when they come to enrol.

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 & RE 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>

While all students are invited to attend the Orientation for new students, there are particular requirements for international students. All students on an overseas student visa must attend the orientation session that directly addresses their welfare while studying in Australia and the responsibilities that accompany this particular visa. The dates for the General Orientation event and the Overseas student orientation are included in the Academic Calendar at the front of the Handbook.

English Language Studies for Pastoral Ministry

English Language Studies 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 Language Centre 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

See University of Divinity Fees Policy www.divinity.edu.au/documents/fees-policy/ for rules regarding fees.

BTheol (and Diploma courses): **\$1584.00** per 18 point unit of study

Postgraduate Courses **\$2448.00** per 24 point unit of study

GCTRE units \$1632.00 per 16 point unit of study

GCTRE Integrative unit \$816.00 per 8 point unit of study

Audit (unit taken without assessment): \$500.00 per 18 point unit of study

Not for Credit Units \$500.00 per unit

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

Fees for academic documents (as approved by the University Council):

- 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/>

Contact Rose Allinson. Email RAllinson@divinity.edu.au

No refund of fees applies after the stated **Census Dates** for 2019: **19 March for first semester and 20 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 the start of classes.

All tuition and library fees must have been paid before results are released or the next semester's enrolment is confirmed. This also applies to a student's ability to graduate.

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 \$15 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, contact the Academic Dean

Fee reductions can also be negotiated in cases of need or hardship.

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.

To apply for a FEE-HELP loan, you must check the request for FEE-HELP box on their enrolment form, and provide current evidence of Australian citizenship. After the processing of that enrolment, an email will be sent to the student with a link to the FEE-HELP website and login details so that the application may be completed. This process must be completed before the stated Census Dates (Semester One: 19th March 2019, Semester Two: 20th August 2019). Students who do not complete their FEE-HELP application process by Census day will be charged fees directly.

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

- a) From January 2019, all students will only the amount borrowed is subject to repayment. The former practice of charging interest for undergraduate students has been abolished. 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 the threshold** (for the 2018/19 Tax Year, this is \$51,957; for the 2019/20 Tax Year this will be \$45,881) 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. 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.
- e) Eligible students can borrow up to the FEE-HELP limit to pay their tuition fees. In **2019**, the FEE-HELP limit is **\$104,440** for most students. The FEE-HELP limit is a lifetime limit and is not reset or 'topped up' by any repayments that you make. The FEE-HELP limit is the total amount available to eligible students under the FEE-HELP loan scheme. This means that any amount you borrow under FEE-HELP will reduce your FEE-HELP balance until you have reached the FEE-HELP limit.

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

A new research centre within University of Divinity

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 Research Director.

The new Centre is hosted in the Centre for Theology and Ministry in Parkville, and has replaced 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 2018 Committee of the new Centre consisted of Professor Gabrielle McMullen (chair), Professor John McDowell, Professor Ruth Webber, Dr Matthew Beckmann, Revd John Bottomley, Dr Timothy Jones and Very Revd Dr Andreas Loewe.

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.

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. 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.

During 2017, the Yarra Institute published two of its research projects, *Bonded through Tragedy, United in Hope: The Catholic Church and East Timor's Struggle for Independence. A Memoir*, on the life and work of Bishop Hilton Deakin, written with Professor Therese D'Orsa and Dr Jim D'Orsa, and published by Garratt Publishing. It was launched by Bishop Vincent Long in May.

A comprehensive analysis of the history and current situation of refugees and asylum seekers was published by Australian Scholarly Publishing, *For Those who Come across the Seas* by Dr Tony Ward.

In September 2018, the Yarra Institute published *An Enabling Life. Father Kevin Mogg: A Collection of Reminiscences*, authored by Anne Tuohy. This explored the transition in the Catholic Church following the Second Vatican Council, and the development of Catholic Social Services and prison ministries, through the eyes of one of the leading priests of the period.

The final project on the morality of torture by Dr Cal Ledsham and Dr Brian Johnstone has been delayed, but will be completed under the auspices of Social Policy Connections. The Yarra Institute formally closed in November 2018.

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: 03 9899 4777

LIBRARIES AND LIBRARY STAFF

Within Yarra Theological Union there are five 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 OFM owned by the Franciscan Province of the Holy Spirit 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 is strong in patristic and medieval studies, ancient languages, contemporary theology and art history.

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

Assistant Librarian: Sai Gaytan, BLibSt (Mex.), AALIA

Library Assistant: Leonie Parsons

Phone: 03 9896 4450 Fax: 03 9898 0181 Email: info.library@franciscans.org.au

www.vspc-franciscan.org.au

Catalogue: <http://stpascal.softlinkhosting.com.au/liberty/libraryHome.do>

Carmelite Library OCarm Library strengths: Spirituality and mysticism. Address: 214 Richardson St Middle Park 3206 Phone: 03 9682 8553 Email: info@carmelitelibrary.org

Catalogue: <http://clof.softlinkhosting.com.au/liberty/libraryHome.do>

Redemptorist Seminary Library CSsR Library strengths: Systematic theology, Moral theology, Old Testament, Sociology of religion. Catalogue: <http://ytu-rsl.calyx.net.au>

Social Justice Library CSsR Library strengths: Catholic Social teaching, Social ethics, Location: YTU Study Centre. Catalogue: <http://ytu-rsl.calyx.net.au>

Patrick Murphy Memorial Library SVD Library strengths: Missiology, History of mission, Interreligious dialogue, SVD history. Catalogue: <http://ytu-dwml.calyx.net.au>

Regarding the Redemptorist Seminary Library, Social Justice Library and the Patrick Murphy Memorial Library the Library Manager, Siobhan Foster BA, BTheol, DipLib. may be contacted by email fostersiohban@hotmail.com or mobile 0412 674 602.

University of Divinity Library Information

All members of the University are entitled to access the University Library Hub, visiting and borrowing rights at all associated libraries, and to receive a University ID Card:

The **Library Hub** - www.divinity.edu.au/library provides access to an extensive range of online resources and a wealth of other library-related information.

UDCat - <https://divinity.on.worldcat.org/discovery> - This is a combined library catalogue that allows the simultaneous searching of multiple University library catalogues.

University ID Cards - The same card can be used to borrow from all libraries associated with the University. A **Libraries Brochure** available online via the Library Hub provides further information about all available libraries. Please note that your card and contact details need to be added to each individual library's Management System. This will generally already be done for you at the primary library associated with your home institution. If you wish to access any other library collections, please remember to register at each additional library before you borrow for the first time.

Enquiries about University-wide library resources and services library@divinity.edu.au

For further library contact information, refer to YTU Member Colleges on page 12

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 2019:

February	22	Orientation Programme and BBQ
March	1	Inaugural Eucharistic Celebration and Supper
March	11-15	Hospitality Week
August	16	SRC Evening
November	22	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 and 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 PBVM, MA(Theol), AMusA, DipFormSpir, DipStudSpir, CertSD, DipTeach
Mobile: 0499 488 555 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

YTU Chaplain: Sue Richardson 0499 488 555

Or a Peer contact Officer: Please check YTU website or noticeboard for names.

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.catholicreligiousaustralia.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 the Research and Education Coordinator either at their initial interview or at enrolment, so that every effort can be made to accommodate these needs.

Students are invited to indicate a disability on the enrolment forms and whether or not they would like further information regarding services provided by YTU in relation to disabilities. This information is provided on request from YTU reception or can be accessed on our website: www.ytu.edu.au Students who require some form of special consideration in relation to their disability, we respectfully request appropriate documentation to support such consideration.

For University of Divinity Inclusion Policy see: www.divinity.edu.au/documents/inclusion-policy

GENERAL COURSE REQUIREMENTS

DEGREES AND 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 2019. 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.

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 and Teaching Committee advises the following regarding assessment:

Undergraduate Level 1: 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 3000 words and not in excess of 3500 words.

Undergraduate Level 2: written requirement 4000–4500 words

Undergraduate Level 3: written requirement 4500–5000 words

Postgraduate Foundational/Elective: written requirement 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 page 175. 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 via 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:

1. 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.
2. 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.
3. 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 SYSTEM

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 or by request via YTU Reception.

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 *plagiarius*/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 page 85 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 (BTheol, BMin 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 DipTheol complete this award and the AdvDipTheol and Min and *then* access the BTheol 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 72 credit points, will then be permitted to proceed as an ordinary candidate for the award. Candidates who fail more than 18 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 pages 38, 43, 53, 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

DipTheol

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 144 credit points (usually 8 units) of study, and must include at least 36 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

AdvDipTheolMin

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 288 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 18 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 & Method
- CH1001Y A Survey of Early and Medieval Church History
- CH2002Y A Survey of Early Modern and Modern Church History
- CT1003Y Beginning with Jesus

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

ADVANCED DIPLOMA IN PHILOSOPHY

AdvDipPhil

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

BACHELOR OF MINISTRY

BMin

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

The Bachelor of Ministry consists of 432 points comprised of:

- a) 72 points in a discipline or disciplines in Field B (Biblical Studies) which must include at least 18 points in each Testament;
- b) 36 points in the discipline of Church History;
- c) 72 points in the discipline of Systematic Theology;
- d) 36 points in a discipline or disciplines in Field D (Theology: Mission and Ministry);
- e) 72 points of praxis units in a discipline or disciplines in Field D (Theology: Mission and Ministry); and
- f) A further 144 points.

Each course of study for the Bachelor of Ministry:

- a) must not include more than 216 points at level 1; and
- b) must include at least 108 points at level 3 including 36 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 288 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 432 points comprised of:

- a) 72 points in a discipline or disciplines in Field B (Biblical Studies) which must include at least 18 points in each Testament;
- b) 36 points in the discipline of Church History;
- c) 72 points in the discipline of Systematic Theology;
- d) 36 points in a discipline or disciplines in Field D (Theology: Mission and Ministry); and
- e) A further 216 points.

Each course of study for the Bachelor of Theology:

- a) must not include more than 216 points at level 1; and
- b) must include at least 108 points at level 3 including 36 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 288 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 183-191 the units offered at YTU in 2019 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.

A NEW POINTS SYSTEM

The University's Academic Board has approved a major change to the points system used at the University of Divinity to denote the weighting of units in all University awards. This system will take effect on 1 January 2019 (subject to approval of changes to the Regulations by the University Council on 20 June 2018). The new system means that for all units and awards:

- a full-time year of study will be 144 points
- a full-time semester (half-year) 72 points
- a standard postgraduate unit will be 24 points (1/6 of a full-time year)
- a standard undergraduate unit will be 18 points (1/8 of a full-time year)

Why change?

For twenty years, the University has operated different points systems for undergraduate and postgraduate units. Standard undergraduate units have been valued at 15 points each, but a full-time year's study requires 8 undergraduate units, or 120 points. Although standard postgraduate units have also been valued at 15 points each, a full-time year's study has requires 6 undergraduate units, or 90 points. This has created confusion for some students, especially for students transferring into the University from other providers. The proposed change aligns both the undergraduate and postgraduate systems into a single framework without changing the volume of study required for each. The conversion of units will be as follows:

- existing undergraduate points $\times 1.2$ = new undergraduate points
- existing postgraduate points $\times 1.6$ = new postgraduate points

This framework is designed to accommodate all existing unit values, both standard and non-standard, undergraduate and postgraduate as illustrated in the table below. The smallest units accredited by the University are currently 1/18th of the full-time postgraduate load for a year, and 1/16th of the full-time undergraduate load for a year. The new system allows all current standard and non-standard units to be represented using a whole number, without use of decimal points.

How will this affect students?

Students will not experience any change in tuition fees, time commitment or assessment workload for units. Eligibility to graduate will not be affected as study requirements will remain identical. Academic transcripts (the formal record of study completed) will show the new points system for units completed after 1 January 2019, while continuing to show the old points system for units completed prior to 2019. The total points required for completion will be calculated by applying a multiplier to units completed prior to 2019.

NOT FOR CREDIT UNITS

NN1000Y Introduction to Tertiary Studies in Theology - Fee options: \$375 Stand-alone unit or free if studied alongside unit(s) for credit

NN1000Y INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

Non-credit unit

(Min. No. 8)

1st semester and 2nd semester: Monday afternoon, nine classes 1:30pm-3:00pm

Fee options: \$375 standalone unit or free if studied alongside unit(s) for credit

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 in theology.

ASSESSMENT

Two 500 word papers to demonstrate academic skills. These are not for Credit but for student learning.

BIBLIOGRAPHY

Clanchy, John, and Brigid Ballard. *Essay Writing for Students*. 3rd ed. Melbourne: Longman Cheshire, 1997.

Cottrell, Stella. *Critical Thinking Skills: Effective analysis, argument and reflection*. 3rd ed. London: Palgrave/Macmillan, 2017.

Evans, David, and Paula Gruba. *How to Write a Better Thesis*. 2nd ed. Melbourne: Melbourne University Press, 2002.

Kelly, Gabrielle. *English for Theology*. Hindmarsh: ATF Press, 2004.

Marshall, Lorraine. *A Learning Companion: Your Guide to Practising Independent Learning*. Frenchs Forest: Pearson Education Australia, 2006.

Marshall, Lorraine, and Francis Rowland. *A Guide to Learning Independently*. Frenchs Forest: Pearson Education Australia, 2006.

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, Joseph M. Williams and the University of Chicago Press Editorial Staff.

Chicago: University of Chicago Press, 2013.

Turner, Kathy, Brenda Krenus, Lynette Ireland, and Leigh Pointon. *Essential Academic Skills*. 2nd ed. Melbourne: OUP, 2011.

Lecturer: MICHAEL A. KELLY CSsR

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 2019, but normally offered in other years

AL1011Y	New Testament Greek A
AL1012Y	New Testament Greek B

CONTENT

This unit will introduce students to biblical Hebrew by the study of its basic grammar and syntax, the reading of selected Hebrew texts, and the acquisition of a basic Hebrew vocabulary.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate a basic understanding of Hebrew morphology and syntax
2. translate accurately the Hebrew texts studied
3. recall a basic Hebrew vocabulary
4. use lexical aids for the study and translation of Hebrew texts

ASSESSMENT

Class tests (short written examinations) equivalent to 1500 words (40%); one 2 hour written examination (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Bolozky, Shmuel. *501 Hebrew verbs fully conjugated in all the tenses in a new easy-to-follow format alphabetically arranged by root*. 1996 or 3rd ed. Hauppauge, NY: Barron's Educational Series, 2018.

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

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

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

Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.

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

*Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Atlanta, GA: SBL, 2003.

Lecturer: JANINA HIEBEL

CONTENT

This unit will further the study of biblical Hebrew by addressing more advanced aspects of grammar and syntax, by the reading of selected Hebrew texts, and by exercises in biblical text criticism.

PREREQUISITES: AL1001Y or equivalent

LEARNING OUTCOMES

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

1. demonstrate command of the morphology and syntax of the Hebrew texts studied
2. translate accurately the Hebrew texts studied, as well as simpler unknown texts
3. demonstrate familiarity with core Hebrew vocabulary
4. use lexical and other aids for the study and translation of Hebrew texts

ASSESSMENT

Class tests (25%); one 1 hour exam (25%); one 2 hour exam (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Bolozky, Shmuel. *501 Hebrew verbs fully conjugated in all the tenses in a new easy-to-follow format alphabetically arranged by root*. 1996. 3rd ed. Hauppauge, NY: Barron's Educational, 2018.

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

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

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

Joüon, Paul. *A Grammar of Biblical Hebrew*. 2nd ed. Translated and revised by Takamitsu Muraoka. Rome: Pontificio Istituto Biblico, 2006.

Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.

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

*Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Atlanta, GA: SBL, 2003.

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

Lecturer: JANINA HIEBEL

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.

PREREQUISITES: None

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 theological and exegetical terminology
3. demonstrate an understanding of German morphology and syntax
4. use German dictionaries effectively

ASSESSMENT

Weekly tests equivalent to 1500 words total (40%); one 2 hour exam at the end of the semester equivalent to 2000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

*A major German-English dictionary, either

Collins German Dictionary. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.

or

Oxford-Duden German Dictionary. 3rd ed. Oxford: OUP, 2005.

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, 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: Adelaide University Press, 1971.

*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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.

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: 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 1500 words total (40%); one final 2 hour exam equivalent to 2000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

*A major German-English dictionary, either

Collins German Dictionary. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.

or

Oxford-Duden German Dictionary. 3rd ed. Oxford: OUP, 2005.

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, 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: University of Adelaide Press, 1971.

*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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

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

Lecturer: JANINA HIEBEL

FIELD B – BIBLICAL STUDIES BS

OLD TESTAMENT BA

BA1000Y	Entering the World of the Old Testament: Survey & Method
BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA3415Y	Supervised Reading Unit–Old Testament (18 points)
BA3430Y	Supervised Reading Unit–Old Testament (36 points)

NEW TESTAMENT BN

BN1000Y	Entering the World of the New Testament
BN2011Y/BN3011Y	Luke–Acts
BN2013Y/BN3013Y	The Gospel of John
BN3415Y	Supervised Reading Unit–New Testament (18 points)
BN3430Y	Supervised Reading Unit–New Testament (36 points)

BIBLICAL STUDIES BS

BS3116Y/BN3116Y	Biblical Justice and the Reign of God
BS2501Y/BS3501Y	Exploring the World of Jesus
BS3415Y	Supervised Reading Unit–Biblical Studies (18 points)
BS3430Y	Supervised Reading Unit–Biblical Studies (36 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

BA2012Y/BA3012Y	Wisdom Literature
BA2013Y/BA3013Y	The Book of Isaiah
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	The Book of Jeremiah
BA2020Y/BA3030Y	Jewish Apocalyptic Literature
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2017Y/BN3017Y	Romans
BN2018Y/BN3018Y	The Gospel of Mark

BA1000Y ENTERING THE WORLD OF THE OLD TESTAMENT: SURVEY & METHOD

2nd semester: Monday evening

(Min. No. 8)

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.

PREREQUISITES: None

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 Exegetical essay 1300 words (35%); essay 1300 words (35%); 1 hour exam (30%)

BIBLIOGRAPHY *set text recommended for purchase

*Bible with the Deuterocanonical/Apocryphal Books. The *NRSV* (*New Revised Standard Version*) is the preferred version.

Albertz, Rainer. *A History of Israelite Religion in the Old Testament Period*. Vol. 1, *From the Beginnings until the End of the Exile*. London: SCM, 1994.

———. *A History of Israelite Religion in the Old Testament Period*. Vol. 2, *From the Exile to the Maccabees*. London: SCM, 1994.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress, 2004 (or 2nd. ed., 2014).

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. New York: OUP, 2006.

Estes, Daniel J. *Handbook on the Wisdom Books and Psalms*. Grand Rapids, MI: Baker Academic, 2005.

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 3rd ed. Atlanta, GA: John Knox Press, 2007.

McKenzie, Steven L., and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Application*. Revised and expanded 2nd 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.

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

Lecturers: JANINA HIEBEL and MARY REABURN NDS

CONTENT

The unit will commence with an outline of the exegetical approach that will be used in the unit and its relationship to 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:

Level 2:

1. demonstrate a critical understanding of the historical, literary and theological issues associated with the Pentateuch and its interpretation
2. discuss distinctive theological themes in the books of the Pentateuch
3. interpret passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries

Level 3:

1. demonstrate a critical understanding of the historical, literary and theological issues associated with the Pentateuch and its interpretation
2. discuss distinctive theological themes in the books of the Pentateuch
3. interpret passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. apply exegetical analysis of texts and understanding of distinctive theological themes to specific issues in the study of the Pentateuch

ASSESSMENT

Level 2: 1500 word exegesis (35%); 3000 word essay (65%); Level 3: 2000 word exegesis (40%); 3000 word essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Campbell, Antony 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, Thomas B., Konrad Schmid, and Baruch J. Schwartz, eds. *The Pentateuch: International Perspectives on Current Research*. Tübingen: Mohr Siebeck, 2011.

———. *Pentateuch: Introducing the Torah*. Minneapolis, MN: Augsburg Fortress, 2017.

*Edelman Diana V., et al. *Opening the Book of Moses*. Bible World. Sheffield: Equinox, 2012.

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

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

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

*Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006.

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

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 equivalent; Level 3: at least 18 points Old Testament at Level 2

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 major essay (65%)

Level 3: 1500 word exegetical paper (35%); 3500 word major essay (65%)

BIBLIOGRAPHY

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

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

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

Gillingham, S. *Psalms through the Centuries*. Vol. 1. Oxford: Blackwell Publishing, 2008.

Goldingay, J. *Psalms*. Vols 1, 2 and 3. Grand Rapids, MI: Baker Academic Press, 2006 and 2007.

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

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

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

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

Schaefer, K. *Psalms*. Collegeville, MN: Liturgical Press, 2001.

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

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

Lecturer: MARY REABURN NDS

BN1000Y ENTERING THE WORLD OF THE NEW TESTAMENT

1st semester: Monday evening

(Min. No. 8)

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.

PREREQUISITES: None

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%); one 2000 word research essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

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

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

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

Boxall, Ian. *New Testament Interpretation*. SCM Study Guide. Norfolk: SCM Press, 2007.

Holladay, Carl R. *A Critical Introduction to the New Testament. Interpreting the Message and Meaning of Jesus Christ*. Nashville, TN: Abingdon, 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: OUP, 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: Garratt Publishing, 2010. ———. *Gospel Interpretation and Christian Life*. Adelaide, SA: ATF Press, 2017.

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: Social Science Press, 2003.

Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. 5th ed. Nashville, TN: Thomas Nelson, 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: BA1020Y and BN1020Y or equivalent; Level 3: BA1020Y, BN1020Y plus 36 points in Biblical Studies at second level

LEARNING OUTCOMES

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

Level 2:

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:

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 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%); 2500 word essay (60%)

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

BIBLIOGRAPHY *set texts recommended for purchase

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

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

Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 Vols, New York: Doubleday, 1981 and 1985.

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, 2010.

Pervo, Richard I. *Acts: A Commentary*. Edited by Harold W. Attridge. Minneapolis, MN: Augsburg, 2009.

Witherington, Ben. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids, MI: Eerdmans, 1998.

Lecturer: CHRISTOPHER MONAGHAN CP

BN2013Y/BN3013Y THE GOSPEL OF JOHN

2nd semester: Monday evening

(Min. No. 8)

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: BA1020Y and BN1020Y or equivalent; Level 3: BA1020Y and BN1020Y plus 36 points of Biblical Studies at second level. Auditors are welcome.

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 to 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: 1500 word exegetical paper (40%); 2500 word essay or 45 min. taped oral exam (60%)

Level 3: 2000 word exegetical paper (40%); 2500 word essay or 45 min. taped oral exam (60%)

BIBLIOGRAPHY *set texts recommended for purchase

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

*Coloe, Mary L. *A Friendly Guide to John's Gospel*. Mulgrave: Garratt Publishing, 2012.
(available from the lecturer - \$20)

Koester, Craig R. *Symbolism in the Fourth Gospel: Meaning, Mystery, Community*. 2nd ed. Minneapolis, MN: Fortress, 2003.

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

Lincoln, Andrew T. *The Gospel According to Saint John*. Black's New Testament Commentary. London: Continuum, 2005.

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

Schneiders, Sandra M. *Written That You May Believe: Encountering Jesus in the Fourth Gospel*. New York, NY: Crossroad, 2003.

Lecturer: MARY COLOE PBVM

Not available in 2019

BS2501Y/BS3501Y EXPLORING THE WORLD OF JESUS

1st semester: Monday evening

(Min. No. 8)

CONTENT

Israel between 200 BCE and 70 CE was a complex society affected by the domination of empires past and present. Political, social, economic and religious aspects will be studied. People such as the Samaritans, Sadducees, Pharisees, the Dead Sea Sect (Essenes?), the Zealots, and the poor will feature, as will attitudes to women, the main Jewish festivals, modes of worship and their institutions. Sources, which include some Biblical and apocalyptic books, the Dead Sea Scrolls, the works of the Jewish historian Josephus, and of Philo the Jewish philosopher, will be explored. Together these illuminate the world of Jesus.

PREREQUISITES: Level 1 Biblical Studies required

LEARNING OUTCOMES

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

1. demonstrate familiarity with the political, social, economic and religious history of the people of Israel from c.200 BCE to c.70 CE
2. incorporate archaeological data where it is available and use it critically in conjunction with the literary evidence
3. exegete passages from the primary texts with the aid of commentaries
4. assign a piece of literature to a genre and be aware of the methodologies used to interpret various genres
5. Level 2: Identify the ways in which, and why, theological ideas about how to live in accordance with God's wishes were diverse; Level 3: Evaluate the ways in which, and why, theological ideas about how to live in accordance with God's wishes were diverse

ASSESSMENT

Level 2: Two 1000 word exegetical essays (50%); One 2000 word essay (50%)

Level 3: Two 1000 word exegetical essays (50%); One 2500 word essay (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Secondary Works

Collins, J. J. *Between Athens and Jerusalem: Jewish Identity in the Hellenistic Diaspora*. The Biblical Resource Series. Grand Rapids, MI: Eerdmans, 2000.

Heyler, L. R. *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, IL: Inter-Varsity Press, 2002.

Portier-Young, A. E. *Apocalyptic Against Empire: Theologies of Resistance in Early Judaism*. Grand Rapids, MI: Eerdmans, 2014.

Sanders, E. P., ed. *Jewish and Christian Self-Definition*. Vol. 2. London: SCM, 1981.

Schürer, E. *A History of the Jewish People in the Age of Jesus Christ*. Rev. ed. Vols 1, 2, 3, and 3.2. Oxford: OUP, 1979-1986.

*Vanderkam, J. C. *An Introduction to Early Judaism*. Grand Rapids, MI: Eerdmans, 2001.

Primary Sources in addition to the Bible

Charlesworth, J. H. *The Old Testament Pseudepigrapha*. Vols 1 and 2. London: Darton, Longman and Todd, 1983-85.

Garcia Martinez, F. *The Dead Sea Scrolls Translated: The Qumran Texts in English*. Translated by W. G. E. Watson. Leiden: Brill, 1994.

Josephus. *The Works of Josephus*. Translated by W. Whiston. Peabody, MA: Hendrickson, 1987.

Philo of Alexandria. *Works*. Translated by F. H. Colson, and G. H. Whittaker, Loeb Classical Library, London/Cambridge, Mass: Heinemann/Harvard University Press, various dates.

Lecturer: ANNE E. GARDNER

BS3116Y BIBLICAL JUSTICE AND THE REIGN OF GOD

2nd semester: Tuesday evening

(Min. No. 8)

CONTENT

This unit will explore the biblical tradition of justice, righteousness and the reign of God and the historical and social situations in which the concept developed. Texts will be used from the Pentateuch, the Psalms, the Prophets and Wisdom Literature as well as selected passages from Qumran Literature. Study of the concept of justice in the NT will focus particularly on the Gospel of Luke, with its emphasis on the reign of God as good news of justice for the poor and oppressed.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. outline an understanding of the meaning of the concept of justice in both Testaments
2. articulate the basic links between the concepts of justice and righteousness in the various books of the First Testament
3. appraise and analyse continuity and discontinuity in the teaching and practice of justice, righteousness and the reign of God from one Testament to another, with main concentration on the Gospel according to Luke in NT study
4. exhibit appropriate skills in biblical interpretation

ASSESSMENT

2000 word exegetical presentation (40%); 3500 word essay (60%)

BIBLIOGRAPHY *set text recommended for purchase

- Birch, Bruce C. *Let Justice Roll Down: The Old Testament Ethics and Christian Life*. Louisville, KY: Westminster John Knox, 1991.
- Beasley-Murray, George R. *Jesus and the Kingdom of God*. Grand Rapids, MI: Eerdmans, 1986.
- Byrne, Brendan. *The Hospitality of God: A Reading of Luke's Gospel*. Strathfield: St Pauls, 2000.
- Grassi, J. *Informing the Future: Social Justice in the New Testament*. New York: Paulist, 2003.
- Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids, MI: Eerdmans, 1997.
- Hendricks, Herman. *Social Justice in the Bible*. Quezon City: Claretian, 1985.
- Herzog II, William R. *Jesus, Justice and the Reign of God*. Louisville, KY: Westminster John Knox, 2000.
- Horsley, Richard. *Jesus and the Powers: Conflict, Covenant, and the Hope of the Poor*. Minneapolis, MN: Fortress, 2010.
- Malchow, Bruce V. *Social Justice and the Hebrew Bible: What is Old. What is New*. Collegeville, MN: Michael Glazier, 1996.
- Malina, Bruce. *The Social Gospel of Jesus: The Kingdom of God in Mediterranean Perspective*. Minneapolis, MN: Fortress, 2001.
- McKnight, Scot, and Joseph B., eds. *Jesus Is Lord, Caesar Is Not: Evaluating Empire in New Testament Studies*. Downers Grove, IL: IVP Academic, 2013.
- *Nardoni, Enrique. *Rise Up O Judge: A Study of Justice in the Biblical World*. Peabody, MA: Hendrickson, 2004.
- Weinfeld, Moshe. *Social Justice in Ancient Israel and the Ancient Near East*. Jerusalem: The Magnes Press, The Hebrew University, 1995.

Lecturer: GLENDA BOURKE SGS

FIELD C – CHRISTIAN THOUGHT AND HISTORY

UNDERGRADUATE

CHURCH HISTORY

CH1001Y	A Survey of Early and Medieval Church History
CH2002Y	A Survey of Early Modern and Modern Church History
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2015Y/CH3015Y	Religion in the Age of Faith
CH2214Y/CH3214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS2/3214Y)
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS2/3320Y)
CH2322Y/CH3322Y	Mystery at the Heart of the Church: Traditions of Mysticism
CH3415Y	Supervised Reading Unit-Church History (18 points)
CH3430Y	Supervised Reading Unit-Church History (36 points)

SYSTEMATIC THEOLOGY CT

CT1003Y	Beginning with Jesus
CT2020Y/CT3020Y	The Cosmos as Creation
CT2025Y/CT3025Y	Sent to Serve
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism Confirmation Eucharist (DR2/3350Y)
CT3024Y	Theological Methods
CT3415Y	Supervised Reading Unit-Systematic Theology (18 points)
CT3430Y	Supervised Reading Unit-Systematic Theology (36 points)

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2210Y/CH3210Y**	Seers, Saints and Sinners (=DS2/3210Y)
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y)
CH2215Y/CH3215Y	Disciples of Holiness (DS2/3215Y)
CH2511Y/CH3511Y**	Martyrs, Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)
CH2911Y/CH3911Y	Umbria, Cradle of the Franciscan Movement
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS 2/3320Y)
CT2016Y/CT3016Y	In Search Of A Humbler Church
CT2331Y/CT3331Y**	Theology in Asia: A Model of Development in Theology (=DM2/3331Y)
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)
CT3012Y	The Christian Doctrine of God: The Holy Trinity
CT3017Y	Jesus: Name of our Salvation
CT3019Y	Human Person: Community and World

CH1001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY

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. AD 100) 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.

PREREQUISITES: None

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 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

Material culture study 800 words (20%); document study 1200 words (30%); research essay 2000 words (50%)

BIBLIOGRAPHY *set text recommended for purchase

*Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)

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

Brooke, R., and C. 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.

Irvin, Dale, 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 OFM

CH2002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY

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

Document study 1500 words (40%); essay 2500 words (60%)

BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various 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: HarperCollins, 2006.
- . *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: HarperCollins, 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

CH2011Y/CH3011Y FOUNDATIONS OF AUSTRALIAN CATHOLICISM

2nd semester: Thursday evening

(Min. No. 8)

CONTENT

This unit will explore the history of the Catholic Church in Australia. It will examine its foundations and its development phases through lay beginnings, the Benedictine 'Dream', the rise of the Irish Hierarchy and the eventual 'Australianisation' of its clerical leadership, to its current leadership crisis. Among key issues studied will be the influence of 'Sectarianism', encroaching secularisation, the Church in the colonial political and social environments, the influence of the religious orders and the Church's stance regarding education. The unit will also consider the changing face of Catholicism following two Vatican Councils (1869-1870 and 1962-1965). It will also examine the significance of women in the Australian Catholic Church, its relations with the Vatican Congregation for the Propagation of the Faith, relations with other Christian traditions, its missions to indigenous cultures and the impacts of migration.

PREREQUISITES: 18 points of Church History at Level One

LEARNING OUTCOMES

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

1. read critically the key primary and secondary sources of Australian Church History
2. articulate the main phases of the Australian Catholic Church's development
3. critique the various perspectives on sectarianism as a major force in Australian religion
4. evaluate Catholic attitudes to the marginalised (women, indigenous peoples, poor)
5. discuss the major impacts of critical events in the life of the Australian Catholic Church
6. evaluate the contributions of major figures of the Australian Catholic Church (Level 3)

ASSESSMENT

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

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

BIBLIOGRAPHY

- Ayres, Philip. *Prince of the Church: Patrick Francis Moran, 1830–1911*. Melbourne: Miegunyah Press, 2007.
- Breward, Ian. *A History of the Churches in Australasia*. Oxford: OUP, 2004.
- Campion, Edmund. *Australian Catholics: The Contribution of Catholics to the Development of Australian Society*. Melbourne: Viking Press, 1987.
- Duncan, Bruce. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney: University of NSW Press, 2001.
- Gardiner, Paul. *An Extraordinary Australian, Mary MacKillop: The Authorised Biography*. Sydney: E. J. Dwyer, 1993.
- Livingston, Kevin. *The Emergence of an Australian Catholic Priesthood, 1835–1915*. Sydney: Catholic Theological Faculty Press, 1977.
- Morgan, Patrick. *Melbourne Before Mannix: Catholics in Public Life 1880–1920*. Ballan: Connor Court, 2012.
- O'Brien, A. *God's Willing Workers: Women and Religion in Australia*. Sydney: University of NSW Press, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community: An Australian History*. 3rd ed. Sydney: University of NSW Press, 1992.
- O'Sullivan, Dominic. *Faith Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide: ATF Press, 2005.
- Walker, Carol. *A Saviour of Living Cargoes: The Life and Work of Caroline Chisholm*. Ballan: Connor Court, 2011.

Lecturer: GRAEME PENDER

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 and Judaism, heresy, superstition and 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: document study 1500 words (35%); research essay 3000 words (65%)

Level 3: document study 2000 words (35%); research essay 3000 words (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 University Press, 1987.

Rubin, Miri, ed. *Medieval Christianity in Practice*. Princeton, NJ: Princeton University Press, 2009.

Shinner, John, ed. *Medieval Popular Religion*. Orchard Park, NY: Broadview, 2009.

Vauchez, André. *The Laity in the Middle Ages: Religious Belief and Devotional Practices*. Translated by Margery J. Schneider. Notre Dame, IN: UND Press, 1993.

Lecturer: CARMEL POSA SGS

CH2214Y/CH3214Y DEATH, DYING AND GRIEF: THROUGH THE LENS OF ART AND SPIRITUALITY

Intensive 9:30am-4:30pm, Saturdays 3, 17, 31 Aug, 21 Sept, 12 and 26 Oct (Min. No. 8)
2nd semester: Cross listed as Spirituality DS2214Y/DS3214Y

CONTENT

This unit applies insights drawn from Christian spirituality, and material culture to study a variety of responses to death, dying and bereavement. Students will be expected to engage with historical and contemporary theories and practices dealing with death and grieving. Theological reflection on and critical assessment of these practices will acquaint students with an understanding of the needs of the terminally ill and the bereaved.

PREREQUISITES: None

LEARNING OUTCOMES

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

Level 2:

1. articulate the foundational beliefs that underlie two Christian rituals surrounding death and dying
2. identify how a work of art (of your choice) expresses cultural and spiritual attitudes to death and dying
3. demonstrate familiarity with several theories of grieving
4. identify (with visual examples) how art in the past might have enhanced pastoral care of the dying and the bereaved

Level 3:

1. articulate the foundational beliefs that underlie two Christian rituals surrounding death and dying
2. identify how a work of art (of your choice) expresses cultural and spiritual attitudes to death and dying
3. demonstrate familiarity with several theories of grieving
4. identify (with visual examples) how art in the past might have enhanced pastoral care of the dying and the bereaved
5. critically assess two or three themes that have emerged in recent literature on how Christian spirituality relates to death, dying and bereavement

ASSESSMENT

Level 2: 1000 word critical review of two scholarly articles (30%); 1000 word material culture analysis (30%); 2500 word essay or presentation accompanied by a written reflection equivalent to 2500 words (40%)

Level 3: 1000 word critical review of two scholarly articles (30%); 1000 word material culture analysis (30%); 3000 word essay or presentation accompanied by a written reflection equivalent to 3000 words. (40%)

BIBLIOGRAPHY

No set texts. Readings will be provided on line for the students at the commencement of the unit:
Anderson, M. *Sacred Dying: Creating Rituals for the End of Life*. New York: Marlowe and Company, 2003.

De Pascale, Enrico. *Death and Resurrection in Art*. Translated by Anthony Shugaar. Los Angeles, CA: J. Paul Getty Museum, 2009.

Kelley, M. *Grief: Contemporary Theory and The Practice of Ministry*. Minneapolis, MN: Fortress Press, 2010.

Morrill, Bruce, Susan Rodgers, and Joanna Ziegler, eds. *Practicing Catholic Ritual, Body and Contestation in Catholic Faith*. New York: Palgrave Macmillan, 2006.

Musgrave, Beverly A., and Neil J. McGettigan, eds. *Spiritual and Psychological Aspects of Illness: Dealing with Sickness, Loss, Dying and Death*. New York: Paulist Press, 2010.

Lecturers: CLAIRE RENKIN

CH2230Y/CH3230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

1st semester: Monday evening, cross listed as Moral Theology DT2230Y/DT3230Y (Min. No. 8)

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: One 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. critically evaluate aspects of Church social teaching (Level 3 only)

ASSESSMENT

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

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

BIBLIOGRAPHY

- Boswell, Jonathan E., Francis P. McHugh, and Johan Verstraeten. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion. *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.
- Dwyer, Judith, ed. *The New Dictionary of Catholic Social Thought*. Collegeville, MN: Liturgical Press, 1994.
- Duncan, Bruce. *The Church's Social Teaching: From Rerum Novarum to 1931*. Melbourne: Collins Dove, 1991.
- Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown University Press, 2004.
- Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne: Collins Dove, 1993.
- McCarthy, David M. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos, 2009.
- Pabst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge: James Clarke, 2011.

Lecturer: BRUCE DUNCAN CSSR

CH2320Y/CH3320Y MARY IN THE CHRISTIAN TRADITION

Intensive

(Min. No. 8)

1st semester: 9:30am-4:30pm, Saturdays 2, 16, 30 March, 4, 18 May, 1 June-Gallery excursion.
Cross listed as Systematic Theology CT2320Y/CT3230Y or Spirituality DS2320Y/DS3230Y

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: CH1001 or CT1001 or DS1000Y 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: 5 Reflections, 500 words each (10% x5); 2000 word major essay (50%)

Level 3: 5 Reflections, 500 words each (10% x5); 2500 word major essay (50%)

BIBLIOGRAPHY

The Anglican-Roman Catholic International Commission. *Mary: Grace and Hope in Christ*. 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, 1998.

Farrell, Marie. *Gathering with Mary under the Southern Cross*. Strathfield: St Pauls, 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 A. *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 University Press, 2009.

Lecturer: CARMEL POSA SGS, CLAIRE RENKIN and MATTHEW BECKMANN OFM

CH2322Y/CH3322Y MYSTERY AS THE HEART OF THE CHURCH: TRADITIONS OF MYSTICISM

1st semester: Tuesday evening, cross listed as Spirituality DS2322Y/DS3322Y (Min. No. 8)

CONTENT

Karl Rahner is often quoted as saying that: "In the days ahead, you will either be a mystic or nothing at all." In this unit students will explore the importance of this assertion through an investigation of mystical traditions throughout Christian history. These investigations will begin and end with attempts to define what is meant by mysticism and lead to a discussion of the contemporary importance of the mystic for the future flourishing of the Christian message and practice in the World today.

PREREQUISITES: 18 points in CH or DS

LEARNING OUTCOMES

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

Level 2:

1. articulate a definition of Christian mysticism and the role of the mystic
2. develop the ability to interpret writings within the Christian mystical tradition
3. demonstrate an understanding of the role of the mystic in the Church's self-understanding
4. reflect on the place of mysticism in the Church's life today and in the future

Level 3:

1. articulate a definition of Christian mysticism and the role of the mystic
2. develop the ability to interpret writings within the Christian mystical tradition
3. demonstrate an understanding of the role of the mystic in the Church's self-understanding
4. critically assess the role of mysticism in the Church's life today and for the future

ASSESSMENT

Level 2: 10 Tutorial papers 200 words each (50%); Essay 2000 words (50%)

Level 3: 10 Tutorial papers 200 words each (50%); Essay 3000 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Classics in Western Spirituality, New York: Paulist Press: John Cassian, Gregory of Nyssa, Origen, Bernard of Clairvaux, Hildegard of Bingen, Meister Eckhart, Mechthild of Hackeborn, Julian of Norwich, *The Cloud of Unknowing*, Bonaventure.

Clément, Olivier. *The Roots of Christian Mysticism: Texts from the Patristic Era with Commentary*. 2nd ed. New York: New City Press, 2013.

Edwards, Denis. *The God Evolution*. New York: Paulist Press, 1999.

Hollywood, Amy. *Sensible Ecstasy: Mysticism, Sexual Difference, and the Demands of History*. Chicago, IL: University of Chicago Press, 2002.

King, Ursula. *Christian Mystics: Their Lives and Legacies throughout the Ages*. London: Routledge, 1998.

McGinn, Bernard. *The Presence of God*. 4 Vols, London: SCM, 1992–2007. Vol. 1, *The Foundations of Mysticism: Origins to the Fifth Century* (1992); Vol. 2, *The Growth of Mysticism* (1994); Vol. 3, *The Flowering of Mysticism: Men and Women in the New Mysticism (1200–1350)* (1998); Vol. 4, *The Harvest of Mysticism in Medieval Germany (1300–1500)* (2007).

Merton, Thomas. *New Seeds of Contemplation*. Reprint. New York: New Directions, 2007.

Underhill, Evelyn. *Mysticism: A Study in the Nature and Development of Man's Spiritual Consciousness*. Mineola, NY: Dover, 2002.

Weeks, Andrew. *German Mysticism from Hildegard of Bingen to Ludwig Wittgenstein: A Literary and Intellectual History*. Albany, NY: State University of New York Press, 1993.

Lecturer: CARMEL POSA SGS

CT1003Y BEGINNING WITH JESUS

2nd semester: Thursday evening

(Min. No. 8)

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" (John 1:18). 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.

PREREQUISITES: None

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 short paper (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, 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*. Vols 1-3. New York: Doubleday, 1991-2001. Vol. 4. New Haven: Yale University Press, 2009.

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

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

Pagola, Jose A. *Jesus: An Historical Approximation*. Columbia, FL: Convivium, 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 (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, 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, 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: 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: Eerdmans, 1986.
- Johnson, E. *Ask the Beasts: Darwin and the God of Love*. London: Bloomsbury, 2014.
- Klaiber, W. *On Creation: Religion and Science in Dialogue*. Translated by Randi H. Lundell. Nashville, TN: Abingdon, 2011.
- Mangum, J., ed. *The New Faith-Science Debate: Probing Cosmology, Technology and Theology*. Minneapolis, MN: Fortress, 1989.
- Moltmann, J. *God in Creation: An Ecological Doctrine of Creation*. London: SCM Press, 1985.
- Peacocke, A. *The Palace of Glory: God's World and Science*. Adelaide: ATF Press, 2005.
- Polkinghorne, J. C. *The Work of Love: Creation as Kenosis*. Grand Rapids, MI: 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 invites students to develop a theology of vocation and ministry patterned on Christ, the Good Shepherd, who 'came to serve and not be served'. Priest or lay, woman or man, young or old, what are the hallmarks of a healthy call to be a minister of Christ? This unit gives particular attention to the vision of Church of Vatican II, the insights gained from the experience of the Royal Commission into Institutional Responses to Child Sexual Abuse, *Pastores Dabo Vobis* and students' own experiences of vocation and ministry.

PREREQUISITES: 18 points of CT or DP

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

Level 2:

1. identify the biblical foundations to Christian call to vocation
2. reflect critically on the causes of shortcomings identified by the Royal Commission into Institutional Responses to Child Sexual Abuse in ministerial formation and practice
3. identify the elements of a healthy theology of vocation within that of single, married, priestly or religious life

Level 3:

1. identify the biblical foundations to Christian call to vocation
2. reflect critically on the causes of shortcomings identified by the Royal Commission into Institutional Responses to Child Sexual Abuse in ministerial formation and practice
3. establish the factors that impede a healthy response to vocational calls
4. identify the elements of a healthy theology of vocation within that of single, married, priestly or religious life
5. provide a critique of the causes and effects of clericalism

ASSESSMENT

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

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

BIBLIOGRAPHY *set texts recommended for purchase

Lumen Gentium. Dogmatic Constitution on the Church, Vatican II. 1964.

Confoy, Maryanne. *Religious Life and Priesthood*. New York: Paulist Press, 2008.

Coombs, Maria, and Francis Nemeck. *Called by God: A Theology of Vocation*. Collegeville, MN: Liturgical Press, 1992.

Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.

John Paul II, *Pastores Dabo Vobis*. Apostolic Exhortation on Formation of Priests, 1992.

Pennington, Basil. *Called: New Thinking on Christian Vocation*. Minneapolis, MN: Seabury, 1983.

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.

Wilson, George. *Clericalism*. Collegeville, MN: Liturgical Press, 2008.

Lecturer: MATTHEW BECKMANN OFM

CT2310Y/CT3310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND CHURCH

2nd semester: Wednesday evening

(Min. No. 8)

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; two units in Biblical Studies at Level 1; Level 3: as per Level 2 plus one unit of Systematic Theology at second Level

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 (Level 3 only)

ASSESSMENT

Level 2: 1500 word essay on foundational principles in sacramental theology (40%); 2500 word major essay (60%). Level 3: 2000 word essay on foundational principles in sacramental theology (40%); 3000 word major essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Chauvet, Louis-Marie. *The Sacraments: The Word of God at the Mercy of the Body*. Collegeville, MN: Liturgical Press, 2001.

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

Lawler, Michael. *Symbol and Sacrament: A Contemporary Sacramental Theology*. 1987. Reprint. Omaha, NE: Creighton University Press, 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*. 1999. Reprint, Mystic, CT: Twenty-Third, 2001.

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

Philibert, Paul. *At the Heart of Christian Worship: Liturgical Essays of Yves Congar*. Collegeville, MN: Liturgical Press, 2010.

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

Schillebeeckx, E. *Christ the Sacrament of Encounter with God*. New York: Sheed and 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: OUP, 2006.

Lecturer: GAVIN BROWN

CT2350Y/CT3350Y SACRAMENTS OF INITIATION: BAPTISM CONFIRMATION EUCHARIST

1st semester: Thursday evening, cross listed as DR2350Y/DR3350Y

(Min. No. 8)

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, an extra 36 points of Systematic Theology at second level

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. explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church (Level 3)

ASSESSMENT

Level 2: 1500 word essay on the history of initiation in the early Church (40%); 2500 word major essay (60%)

Level 3: 2000 word essay on the history of initiation in the early Church (40%); 3000 word major essay (60%)

BIBLIOGRAPHY

Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*.

Collegeville, MN: Liturgical Press, 1999.

———. *Sacraments and Worship: The Sources of Christian Theology*. Louisville, KY: John Knox, 2012.

Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training, 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*. 1989. New York and Mahwah, NJ: Paulist Press, 1997.

O'Loughlin, Frank. *Christ Present in the Eucharist*. Strathfield: St Pauls, 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

CT3024Y THEOLOGICAL METHODS

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: 54 points of Systematic Theology including 18 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

Book review 1000 words (20%); Comparison exercise 1500 words (30%); Major essay 2500 words (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.
- 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: Crossroads, 1994.
- Stone, Howard. *How to Think Theologically*. Minneapolis, MN: Fortress Press, 1996.

Lecturer: MATTHEW BECKMANN OFM

FIELD D – THEOLOGY: MISSION AND MINISTRY

CANON LAW DC

DC3415Y	Supervised Reading Unit-Canon Law (18 points)
DC3430Y	Supervised Reading Unit-Canon Law (36 points)

LITURGY DL

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 (18 points)
DL3430Y	Supervised Reading Unit-Liturgical Studies (36 points)

MISSIOLOGY DM

DM1330Y	Introduction to the Theology of Mission
DM2011Y/DM3011Y	A Comparative Study of Religions
DM2470Y/DM3470Y	Social Teaching and Indigenous Persons (DT2/3470Y)
DM3415Y	Supervised Reading Unit-Missiology (18 points)
DM3430Y	Supervised Reading Unit-Missiology (36 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP2004Y/DP3004Y	Loss and Grief within a Contemporary Pastoral Setting
DP2422Y/DP3422Y**	Ritual and Pastoral Care (=DL2/3422Y)
DP2010Y	Faith, Religion and Spirituality (DS2010Y)
DP2101Y**	Spiritual Leaders (=DS2101Y)
DP2423Y/DP3423Y**	Proclaiming the Word of God (=DL2/3423Y)
DP3006Y	Professional Issues in Pastoral Ministry
DP9100S	Clinical Pastoral Education (CPE)
DP3415Y	Supervised Reading Unit-Pastoral Theology and Min. Studies (18 points)
DP3430Y	Supervised Reading Unit-Pastoral Theology and Min. Studies (36 points)

RELIGIOUS EDUCATION DR

DR2350Y/3350Y**	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT2/3350Y)
DR3415Y	Supervised Reading Unit-Religious Education (18 points)
DR3430Y	Supervised Reading Unit-Religious Education (36 points)

SPIRITUALITY DS

DS1000Y	Foundations for Christian Spirituality
DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)
DS2101Y	Spiritual Leaders (=DP2101Y)
DS2214Y/DS3214Y**	Death, Dying and Grief (=CH2/3214Y)
DS2320Y/DS3320Y**	Mary in the Christian Tradition (=CH/CT2/3320Y)
DS2322Y/DS3322Y**	Mystery as the Heart of the Church: Traditions of Mysticism (=CH2/3322Y)
DS3415Y	Supervised Reading Unit-Spirituality (18 points)
DS3430Y	Supervised Reading Unit-Spirituality (36 points)

MORAL THEOLOGY DT

DT1000Y	Introduction to Moral Theology
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology
DT2016Y/DT3016Y	Action for a Fairer World
DT2470Y/DT3470Y**	Social Teaching and Indigenous Persons (=DM2/3470Y)
DT3415Y	Supervised Reading Unit-Moral Theology (18 points)
DT3430Y	Supervised Reading Unit-Moral Theology (36 points)

**See cross listing for detailed unit description.

FIELD D – THEOLOGY: MISSION AND MINISTRY

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CANON LAW DC

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

LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy (DP/DS 1430Y)
DL2010Y/DL3010Y	Liturgy: Presiding and Participating

MISSIONOLOGY DM

DM2015Y/DM3015Y	Recent Approaches to Mission
DM2016Y	Liberating Mission: When Gospel Meets Culture
DM2331Y/DM3331Y**	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP1001Y	Foundations for Pastoral Practice
DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)
DP2111Y/DP3111Y	Ministry in Contemporary Context
DP3005Y	Trauma

SPIRITUALITY DS

DS1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)
DS2215Y/DS3215Y**	Disciples of Holiness (=CH2215Y/CH3215Y)
DS2321Y/DS3321Y	Gifted to the Church

MORAL THEOLOGY DT

DT2012Y/DT3012Y	Justice and Human Rights
DT2014Y/DT3014Y	Can War be Just?
DT2230Y/DT3230Y**	Catholic Social Thought in Australia and Overseas (=CH2/3230Y)

DL2422Y/DL3422Y RITUAL AND PASTORAL CARE: IN SICKNESS AND LIFE'S ENDING

1st semester: Thursday morning

(Min. No. 8)

Cross listed as Pastoral Theology and Ministry Studies DP2422Y/DP3422Y

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 2

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 (Level 3)

ASSESSMENT

Level 2: Seminar presentation and 1000 word paper based on *Pastoral Care of the Sick* (20%); 1000 word article review based on the *Order of Christian Funerals* (20%); 2500 word essay (60%). Level 3: Seminar presentation and article review as per Level 2; 3000 word essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

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.

Order of Christian Funerals. Sydney: E. J. Dwyer, 1989.

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

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: ELIO CAPRA SDB

DL2423Y/DL3423Y PROCLAIMING THE WORD OF GOD

1st semester: Wednesday morning

(Min. No. 8)

Cross listed as Pastoral Theology and Ministry Studies DP2423Y/DP3423Y

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 level one, or higher, units of Biblical Studies and two level one 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:

Level 2:

1. prepare and deliver a homily
2. critically and appreciatively evaluate 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

Level 3:

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

ASSESSMENT

Level 2: Preparation, delivery and evaluation of a homily equivalent to 2,000 words (60%); 2000 word essay (40%)

Level 3: As per Level 2, with 3,000 word essay

BIBLIOGRAPHY

- Brosend, William. *The Preaching of Jesus: Gospel Proclamation Then and Now*. Louisville, KY: Westminster John Knox, 2010.
- Burghardt Walker J. *Preaching the Just Word*. New Haven, CT and London: Yale University Press, 1996.
- DeBona, Gueric. *Preaching Effectively: Revitalising Your Church*. New York and Mahwah, NJ: Paulist Press, 2009.
- DeLeers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: 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: Eerdmans, 2002.
- O'Mahony, Kieran J. *Speaking from Within: Biblical Approaches for Effective Preaching*. Dublin: Veritas, 2016.
- Untener, Kenneth. *Preaching Better: Practical Suggestions for Homilists*. New York: Paulist Press, 1999.
- Wallace, James A. *Preaching to the Hungers of the Heart: The Homily on the Feasts and within the Rites*. Collegeville, MN: Liturgical Press, 2002.
- Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: Liturgical Press, 1998.

Lecturer: MICHAEL A. KELLY CSsR

DM1330Y INTRODUCTION TO THE THEOLOGY OF MISSION

2nd semester: Tuesday evening

(Min. No. 8)

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.

PREQUISITES: None

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

BIBLIOGRAPHY

- Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker Academic, 2003.
- Bevans, Stephen, and Roger 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*. Edited by D. A. Carson. Downers Grove, IL: Inter-Varsity, 2012.
- Bosch, D. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Flett, John. *The Witness of God: Missio Dei*. 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, 2006.
- Ott, Craig, et al. *Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Redford, Shawn B. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Schroeder, Roger. *What is the Mission of the Church?* Maryknoll, NY: Orbis, 2009.
- Skreslet, Stanley H. *Comprehending Mission*. Maryknoll, NY: Orbis, 2012.
- Sunquist, Scott W. *Understanding Christian Mission: Participation in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013.

Lecturer: ALBANO DA COSTA SVD

DM2011Y/DM3011Y A COMPARATIVE STUDY OF RELIGIONS

1st semester: Tuesday evening

(Min. No. 8)

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.

PREREQUISITES: None

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)

ASSESSMENT

Level 2: A tutorial presentation and discussion of an aspect of Australian Aboriginal religions. Submit the same as a written essay of 2000 words (40%); 2500 word essay showing the need for understanding and collaboration between religions for a better human society (60%)

Level 3: As per Level 2, essay 3000 words

BIBLIOGRAPHY

- Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: AltaMira Press, 2001.
- Hill, Brennan R. *World Religions and Contemporary Issues*. London: Twenty-Third, 2013.
- Charlesworth, Max, ed. *Aboriginal Religions in Australia*. Hampshire: Ashgate, 2005.
- Chury, Stephen M., ed. *Global Religious Movements*. Farnah: 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 and Ward, 1958.
- Kinnard, Jacob N. *The Emergence of Buddhism: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress, 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, 2012.
- Sarma, Deepak, ed. *Hinduism: A Reader*. Oxford: Blackwell, 2008.
- Singh, Kaur. *Sikhism*. New York: Fact On File, 2004.
- Yandell, Keith, and H. Netland. *Buddhism: A Christian Exploration and Appraisal*. Downers Grove, IL: Inter-Varsity, 2009.
- Zainal, A. B. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide: AFT Press, 2005.

Lecturer: ALBANO DA COSTA SVD

DM2470Y/DM3470Y SOCIAL TEACHING AND INDIGENOUS PERSONS

1st semester: Tuesday morning

(Min. No. 8)

Cross listed as Moral Theology DT2/3331Y or DT2470Y

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 1 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: 1000 word tutorial presentation (30%); 3000 word essay (70%)

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

BIBLIOGRAPHY *set texts recommended for purchase

- Arbuckle, Gerald A. *Culture, Inculturation, and Theologians*. Collegeville, MN: Liturgical, 1996.
- Copeland, M. Shawn. *Enfleshing Freedom*. Minneapolis, MN: Fortress Press, 2010.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.
- Duncan, Bruce. *Social Justice: Fuller Life in a Fairer World*. Mulgrave: Garratt Publishing, 2012.
- Hall, Gerard, and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne: Mosaic Press, 2012.
- Hogan, M. *Australian Catholics: The Social Justice Tradition*. Melbourne: Collins Dove, 1993.
- 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.
- McKenna, Kevin E. *Catholic Social Teaching*. Notre Dame, IN: Ave Maria Press, 2002.
- O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide: ATF Press, 2005.
- Prowse, Christopher C. 'Racist Attitudes Towards Aboriginal Australians in the Light of Contemporary Catholic Concepts of Sin and Conversion'. Doctoral Dissertation, Pontifical Lateran University, 1995.
- Turner, Margaret Kemarre. *Iwenhe Tyerrtye – what it means to be an Aboriginal Person*. Alice Springs, NT: IAD Press, 2010.
- Walker, Vicki. *Invisible no more: The Story of the Foundation and Development of the Aboriginal Catholic Ministry Melbourne*. Aboriginal Catholic Ministry Melbourne. Thornbury: ACM Thornbury, 1996.

Lecturer: ROBYN REYNOLDS OLSH

DP2004Y/DP3004Y LOSS AND GRIEF WITHIN A CONTEMPORARY PASTORAL SETTING

1st semester: Wednesday evening

(Min. No. 8)

CONTENT

This unit of study will begin by exploring the general nature of loss and grief by examining the most common loss and grief events in human experience, critically examining the various theoretical approaches. This unit will also explore some of the more obscure loss and grief situations: such as family breakdown, unemployment, relocation and migration, war and seeking asylum, abuse and discrimination, chronic illness, and suicide. Finally, it will explore a number of pastoral strategies which may be useful in assisting a person experiencing loss and grief. This will include an exploration of ethical boundaries and collaborative pastoral approaches.

PREREQUISITES: DP1001Y Foundations for Pastoral Practice

LEARNING OUTCOMES

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

1. articulate a clear understanding of the theory that has developed around the experience of loss and grief through a critical reading of current literature.
2. articulate an understanding of the experience of loss and grief, in all its complexity, in a variety of life situations.
3. evaluate the various theoretical and pastoral approaches to the experience of loss and grief, assessing their value to the ecclesial environment of pastoral ministry.
4. define and illustrate the specific role and ethical boundaries of a therapeutic relationship and how that may manifest itself within the ecclesial pastoral environment.
5. describe and illustrate the pastoral, theological and spiritual contribution and limitations of such a relationship and outline an essential collaborative role with specialist professional services or in a multi-disciplinary setting (Level 3)

ASSESSMENT

Level 2: description of, and reflection on, a personal loss and/or grief situation 1000 words (20%); weekly reflection on assigned reading tasks 200 words per week over 10 weeks 2000 words (40%); theory and practice essay focusing on analysing the theory within a particular subcultural loss and grief experience 2000 words (40%)

Level 3: As per Level 2, with 250 words per week over 10 weeks 2500 words (40%); essay 2500 words (40%)

BIBLIOGRAPHY *set texts recommended for purchase

Attig, Thomas. *How We Grieve: Relearning the World*. 2nd ed. Oxford: OUP, 2011.

*Giddings, Philip, Martin Down, Elaine Sugden and Gareth Tuckwell. *Talking About Dying: Help in Facing Death and Dying*. London: Wilberforce Publications, 2016.

Hooyma, Nancy R., and Betty J. Kramer. *Living through Loss: Interventions across the Life Span*. New York: Columbia University Press, 2006.

*Machin, Linda. *Working with Loss and Grief: A Theoretical and Practical Approach*. 2nd ed. Thousand Oaks, CA: Sage, 2013.

Mallon, Brenda. *Dying, Death and Grief: Working with Adult Bereavement*. Thousand Oaks, CA: Sage, 2008.

Nolan, S. *Spiritual Care at End of Life: The Chaplain as Hopeful Presence*. London and Philadelphia, PA: Jessica Kingsley, 2010.

Pargament, Kenneth I. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York: The Guilford Press, 2011.

*Verhey, Allen D. *The Christian Art of Dying: Learning from Jesus*. Grand Rapids, MI: Eerdmans, 2011.

Lecturer: BARRY ROGERS

DP2010Y FAITH RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

Intensive

(Min. No. 8)

1st semester, 9:00am-4:00pm, Sat & Sun 2, 3, 30, 31 March, 18, 19 May

Cross listed as Spirituality DS2010Y

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.

PREREQUISITES: None

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. recognise 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:

Analysis of major ideas and issues presented in article/s chosen by the lecturer 1500 words (30%); essay on a topic related to the student's ministry or experience which looks at the challenges facing Church members in meeting the needs of the varying groups in our communities 3000 words (70%)

BIBLIOGRAPHY

Bouma, Gary. *Australian Soul: Religion and Spirituality in Australia*. Melbourne: CUP, 2006.

Cowdell, Scott. *God's Next Big Thing: Discovering the Future Church*. Mulgrave: Garratt Publishing, 2004.

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 Press, 2007.

Mackay, Hugh. *Beyond Belief: How we Find Meaning, With or Without Religion*. Sydney: Macmillan, 2016.

Maher, Anthony, ed. *Bridging the Divide between Faith, Theology and Life*. Adelaide: ATF Press, 2015.

O'Leary, Daniel. *Begin with the Heart: Recovering a Sacramental Vision*. Dublin: Columba, 2008.

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.

———. *Secularity and the Gospel: Being Missionaries to our Children*. New York: Crossroad, 2006.

Tacey, David. *Beyond Literal Belief, Religion as Metaphor*. Mulgrave: Garratt Publishing, 2015.

Tickle, Phyllis. *The Great Emergence: How Christianity is Changing and Why*. Michigan, MI: Baker, 2008.

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

DP3006Y PROFESSIONAL ISSUES IN PASTORAL MINISTRY

Intensive

(Min. No. 8)

2nd semester: See www.ytu.edu.au for details

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

Compare and contrast two different ethical codes 1000 word essay (20%); a focus on two significant elements in one ethical code 1500 word essay (30%); an ethical dilemma within a pastoral practice setting 2500 word essay (50%)

BIBLIOGRAPHY *set text 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, 2003.

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

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

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, 2010.

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

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

Lynch, Gordon. *Pastoral Care and Counselling*. Ethics in Practice. Series editor Tim Bond. London: Sage, 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: TBA

DP9100S CLINICAL PASTORAL EDUCATION (CPE)

This unit is offered at Postgraduate Level, but Undergraduate students may enrol.

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.

DS1000Y FOUNDATIONS FOR CHRISTIAN SPIRITUALITY

2nd semester: Tuesday morning

(Min. No. 8)

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.

PREREQUISITES: None

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

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, 2006.
- Groody, Daniel. *Globalisation, Spirituality and Justice*. Maryknoll, NY: Orbis, 2007.
- Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Oxford: Blackwell, 2005.
- Jones, Cheslyn, Geoffrey Wainwright, and Edward Yarnold, eds. *The Study of Spirituality*. London: SPCK, 1986.
- Jungmann, Joseph A. *Christian Prayer through the Centuries*. New York: Paulist Press, 2006.
- King, Ursula. *Christian Mystic: Their Lives and Legacies throughout the Ages*. Mahwah, NJ: Hidden Spring, 2001.
- Lescher, Bruce H., and Elizabeth Liebert, eds. *Exploring Christian Spirituality*. New York: Paulist Press, 2016.
- McGinn, Bernard, John Meyendorff, and Jean Leclercq. *Christian Spirituality: Origins to the Twelfth Century*. London: Routledge & Kegan Paul, 1987.
- Schreiter, Robert. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis, 1998.
- Stockton, Eugene. *The Aboriginal Gift: Spirituality for a Nation*. Alexandria: Millenium, 1995.
- Wiseman, James A. *Spirituality and Mysticism*. Maryknoll, NY: Orbis, 2006.
- Woods, Richard. *Christian Spirituality: God's Presence through the Ages*. Maryknoll, NY: Orbis, 2006.

Lecturer: ROBYN REYNOLDS OLSH

DS2101Y SPIRITUAL LEADERS

1st and 2nd Semester: Friday morning

(Min. No. 8)

Crosslisted as DP2101Y. Individual supervision once per month on rotating Friday afternoons.

For more information <http://www.heartoflife.melbourne/seminars-courses/spiritual-leaders-2019/>

CONTENT

Spiritual Leaders focuses on personal integration of the theory and practice of a discerning approach to pastoral ministry. It is a year-long, integrated unit for those involved in leadership roles in pastoral ministry: parish priests/ministers, lay ecclesial ministers, chaplains involved in a variety of ministries, educators and community leaders. Utilising a contemplative, experiential approach to learning, the course incorporates individual (monthly) and peer group (weekly) supervision, written and oral verbatims, and seminar work. *Spiritual Leaders* focuses on growth in self-awareness and sensitivity to the movement of God's Spirit in oneself, as well as in the person(s) to whom one is ministering. Content areas include the leadership exercised by Jesus, Christian prayer and mysticism, spiritual practices in world religions, the nature and source of interior movements, discernment of spirits and contemplative decision-making.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify and articulate interior movements and dynamics within the human person
2. engage in a contemplative approach to pastoral ministry and life experience
3. recognise, articulate and demonstrate awareness of the signs of God's Spirit (and spirits not of God) present in themselves and others
4. apply the principles of spiritual discernment in pastoral leadership
5. reflect critically on, and articulate, their experience of contemplative listening in spiritual and pastoral leadership and ministry

ASSESSMENT

Eight verbatim reports equivalent to 500 words each (50%); Two essays of 1000 words each (25%); Two evaluations equivalent to 1000 words each (25%)

BIBLIOGRAPHY *set text recommended for purchase

Armstrong, Karen. *The Great Transformation*. New York: Anchor Books, 2006.

Attar, Farid ud-Din. *The Conference of the Birds*. New York: Interlink Publishing Group, 2003.

Gallagher, Brian. *Taking God to Heart*. Strathfield: St Pauls, 2008.

Nouwen, Henri with Michael J. Christensen, and Rebecca J. Laird. *Discernment: Reading the Signs of Daily Life*. New York: HarperCollins Publishers, 2015.

Pagola, Jose Antonio. *Jesus: An Historical Approximation*. Miami, FL: Convivium Press, 2013.

Sharmer, C. Otto. *Theory U: Leading from the Future as it Emerges*, Second Edition, Berrett-Koehler Publishers, San Francisco, September 2016.

Lecturer: PAUL BEIRNE

DT1000Y INTRODUCTION TO MORAL THEOLOGY: THE GOD I BELIEVE IN IS THE GOD TO WHOM I RESPOND

1st semester: Tuesday evening

(Min. No. 8)

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.

PREREQUISITES: None

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 1500 words (40%); essay 2500 words (60%)

BIBLIOGRAPHY

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: 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*. Auckland City: Accent, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney: E. J. Dwyer, 2005.
- Harrington, Daniel, and James Keenan. *Jesus and Virtue Ethics: Building Bridges between New Testament Studies and Moral Theology*. Lanham, MD: Sheed and 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, 2010.
- McDonagh, Enda, and Vincent MacNamara, eds. *An Irish Reader in Moral Theology: The Legacy of the Last Fifty Years*. Dublin: Columba, 2009.
- 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, 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

DT2011Y/DT3011Y MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

2nd semester: Tuesday morning

(Min. No. 8)

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
6. communicate this argument in a form accessible to a non-academic audience (Level 3 only)

ASSESSMENT

Level 2: 1500 word tutorial paper (30%); 3000 word major essay (70%)

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

BIBLIOGRAPHY *set text recommended for purchase

Callahan, Daniel. *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford: OUP, 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 and 13. New York: Paulist Press, 1979-2003.

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

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.

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.

Lecturer: PHILIP MALONE MSC

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: DT1000Y or equivalent

LEARNING OUTCOMES

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

Level 2:

1. describe key debates about sustainability and economic development
2. critically evaluate arguments around sustainability and social equity examined in the unit
3. demonstrate understanding of the moral principles 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

Level 3:

- 1-5. as above
6. critically evaluate major moral aspects in current economic and environmental issues

ASSESSMENT

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

Level 3: 1500 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

- Browne, Stephen. *Sustainable Development Goals and UN Goal-Setting*. London: Routledge, 2017.
- Dodds, Felix, et al. *Negotiating the Sustainable Development Goals*. New York: Earthscan, 2017.
- Finn, D. K., ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: OUP, 2010.
- Francis. *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: James Clarke, 2011.
- Sachs, Jeffrey. *The Age of Sustainable Development*. New York: Columbia University 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, 2010.
- . *Making Globalization Work: The Next Steps to Global Justice*. London: Allen Lane, 2006.
- Todaro, Michael, and Stephen Smith. *Economic Development*. Harlow: Addison Wesley Longman, 2015.
- Tornielli, Andrea, and Giacomo Galeazzi. *This Economy Kills: Pope Francis on Capitalism and Social Justice*. Collegeville, MN: Liturgical Press, 2015.

Lecturer: BRUCE DUNCAN CSsR

SUPERVISED READING UNITS UNDERGRADUATE

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, 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 (6000 words, worth 18 points) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.

Undergraduate

BA3415Y OLD TESTAMENT

BN3415Y NEW TESTAMENT

BS3415Y BIBLICAL STUDIES

CH3415Y CHURCH HISTORY

CT3415Y SYSTEMATIC THEOLOGY

DA3415Y MISSION AND MINISTRY

DC3415Y CANON LAW

DL3415Y LITURGY

DM3415Y MISSIOLOGY

DP3415Y PASTORAL THEOLOGY AND MINISTRY STUDIES

DR3415Y RELIGIOUS EDUCATION

DS3415Y SPIRITUALITY

DT3415Y MORAL THEOLOGY

36 point Supervised Reading Units may also be approved. Consult the Academic Dean.

POSTGRADUATE AWARDS

Postgraduate Coursework Awards*

Graduate Certificate in Divinity (GCDiv)

Graduate Certificate in Teaching Religious Education (GCTRE)

Graduate Certificate in Theology (GCTheol)

Graduate Diploma in Pastoral Care (GDPC)

Graduate Diploma in Spiritual Direction (GDSD)

Graduate Diploma in Theology (GDTheol)

Graduate Diploma in Divinity (GDDiv)

Master of Education and Theology (MEdTheol)

Master of Pastoral Care (MPC) Formerly, Master of Arts (Pastoral Care)

Master of Theological Studies (MTS) Formerly, Master of Arts (Theology)

Master of Theology (Coursework) (MTh) Formerly, Master of Theological Studies

Master of Divinity (MDiv)

Postgraduate Research Awards

Master of Philosophy (MPhil)

Master of Theology (Research) (MTheol) Formerly, Master of Theology

Doctor of Philosophy (PhD)

Doctor of Theology (DTheol)

*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 YU. Detailed regulations for all students for all awards can be found at: www.divinity.edu.au .

Please see page 17 for dates for applications for higher degrees by research.

UNIVERSITY OF DIVINITY POSTGRADUATE AWARDS

PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY BT ^{HEOL} or BM ^{IN} (ALSO; BT ^{HEOL} /BM ^{IN})	
<p>■ BT^{HEOL}, BM^{IN}, BT^{HEOL}/ BM^{IN}</p> <p style="text-align: center;">↓</p> <p>[1] GRADUATE DIPLOMA IN THEOLOGY Consists of six units (144 points) of study (four specialised units and two electives)..</p> <p>[2] If articulating to a Research Master's MT^{HEOL}, MP^{HIL}, the Graduate Diploma consists of 96 points (four units) in an area of specialisation, and a 16,000 word research essay (48 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] 48 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^{HEOL}, BM^{IN} , BT^{HEOL} / BM^{IN})</p> <p style="text-align: center;">↓ ↓</p> <p>■ MASTER OF THEOLOGY (COURSEWORK) Ten units (240 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 48 points of Foundational units, and must complete a Capstone unit worth at least 24 points).</p> <p>This may articulate to Research Masters by completion of a 16,000 word research essay (48 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] 48 points of post-graduate study plus a 25,000 word thesis (including eight hours of postgraduate seminars per annum).</p>

UNIVERSITY OF DIVINITY

POSTGRADUATE AWARDS (CONTINUED)

PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES

■ GRADUATE CERTIFICATE IN THEOLOGY

Consists of 72 points of study in an area of specialisation (e.g. Graduate Certificate in Teaching Religious Education)

■ GRADUATE DIPLOMA IN THEOLOGY or direct entry to **MASTER OF THEOLOGY (COURSEWORK)**

A student articulating from the Graduate Certificate will be credited with 72 points toward the Graduate Diploma.

The Graduate Diploma in Theology consists of 144 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 144 points including the required foundational units and a capstone unit.



MASTER OF THEOLOGY (COURSEWORK)

Four postgraduate units (96 points) plus a 16,000 word research essay as a capstone unit

or

Six postgraduate units (144 points) including a **Capstone unit** worth at least **24 points**

If articulating to a **Research Master's**, the Graduate Diploma consists of 96 points (4 units) and a 16,000 word research essay (48 points) graded to at least 75%, and a 75% average across the coursework components of the award.

■ **MPhil (RESEARCH)**

A 40,000 word thesis

or Two postgraduate units (48 points) plus a 25,000 word thesis. Both options require the student to complete eight hours of postgraduate seminars per annum.

■ **PhD**

100,000 word thesis or portfolio of publications or an artefact accompanied by an exegeted research project.

■ **MASTER OF DIVINITY**

Consists of eighteen units (432 points)

168 points of Foundational units

(comprised of 48 points in a single Biblical Language, 48 points of units in Field B, 48 points in Field C and 24 points in Field D. Candidates may also complete a further 24 points of Foundational study in any Field or Discipline)

and

Not less than **168 points** and not more than **240 points** of **Elective units** (candidates must include at least 24 points of Elective units in Field B, 24 points of Elective units in Field C, and 24 points of Elective units in Field D)

and

A **Capstone unit** worth at least **24 points**

An **MDiv** graduate who has completed a 16,000 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 GCTHEOL

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 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.

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 16 point study with each unit normally being taught over two Saturdays and two days in the school term holidays (Box Hill), plus one 8 point unit taken cumulatively over the four units.

Normal Duration: Two (2) years part-time

Articulation: Graduate Diploma in Theology
(3 additional units = 72 points)
On completion of the Graduate Diploma in Theology students can articulate to Master of Theological Studies (MTS).

GRADUATE DIPLOMA IN THEOLOGY

GDTHeOL

The Graduate Diploma 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: 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 Theological Studies (MTS)
If, as part of the GDTHeol, the candidate completed a 16,000 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: Master of Theology (Research) or MPhil, DTheol, PhD. If not, they can apply for candidature in the coursework Master of Theological Studies (MTS).

GRADUATE DIPLOMA IN DIVINITY

GDDiv

The Graduate Diploma in Divinity offers

Entry Requirements:

- a) a Bachelor degree from the University of Divinity or from a university or college recognised by the Academic Board; or
- b) a Graduate Certificate from the University of Divinity.

Structure: The Graduate Diploma in Divinity consists of 6 units of Postgraduate Foundational or Postgraduate Elective units.

Normal Duration: One year full-time or up to three years part-time.

Articulation: Master of Theological Studies (MTS)

GRADUATE DIPLOMA IN PASTORAL CARE GDPC

The Graduate Diploma in Pastoral Care provides students with the opportunity and skills for reflective and critical engagement in the conversation between the texts of human experience, contemporary culture, ministry or service or wider societal context, and Christian scriptures and tradition. The purpose of this engagement is to encourage the development of relevant, flexible strategies for effective pastoral mission and practice in partnership with all those who seek to serve the world through individual or systemic practice.

Entry Requirements: Bachelor's degree or equivalent

Structure: Six (6) units of study at postgraduate level as follows:

- 48 points in the discipline of Pastoral Theology and Ministry Studies
- a unit of Clinical Pastoral Education worth 48 points
- a further 48 points.

Normal Duration: 1 - 3 years

Articulation: Master of Pastoral Care

GRADUATE DIPLOMA IN SPIRITUAL DIRECTION GDSD

The Graduate Diploma in Spiritual Direction provides formation for the ministry of spiritual direction. Students explore the dynamics of Christian spirituality through reflection on their personal experience and integration of this with insights from the literature. Graduates are equipped for the ministry of spiritual direction in the particular tradition.

Entry Requirements: Bachelor's degree or equivalent

Structure: Six (6) units of study at postgraduate level, as follows:

DD8701Y or DD8711Y: **Foundational Concepts in Spiritual Direction I**
DD8702Y or DD8712Y: **Foundational Concepts in Spiritual Direction II**
DD8703Y or DD8713Y: **Interpersonal Dynamics in Spiritual Direction I**
DD8704Y or DD8714Y: **Interpersonal Dynamics in Spiritual Direction II**
DD8705Y or DD8715Y: **Spiritual Direction Practicum I**
DD8706Y or DD8716Y: **Spiritual Direction Practicum II**

Normal Duration: 1 year year full time; 2 years part time

Articulation: Master of Spirituality or Master of Spiritual Direction (available through other UD Colleges – not available at YTU)

MASTER OF THEOLOGICAL STUDIES MTS

Pathway 1: The Master of Theological Studies (MTS) 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 MTS.

Pathway 2: The MTS 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 MTS*
Pathway 1: Twelve (12) postgraduate units which must include a capstone unit worth at least 24 points.
or
Pathway 2: Six (6) postgraduate units which must include a capstone unit worth at least 24 points.

Normal Duration: 2 - 6 years

Articulation: Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology [If **MTS** from the Institution, with a 16,000 word research essay graded to at least 75%].

MASTER OF PASTORAL CARE MPC

The Master of Pastoral Care enables students to acquire a deep and broad understanding of key themes and methodologies in pastoral care and to integrate knowledge of the field.

Entry Requirements: Successful completion of an undergraduate degree, or an approved equivalent.

Structure:

- 96 points of Foundational units comprised of:
48 points in the discipline of Biblical Studies;
24 points in the discipline of Systematic Theology;
and 24 points in the discipline of Pastoral Theology and Ministry Studies
- 96 points of Elective units in the discipline of Pastoral Theology and Ministry Studies
- 24 points of Elective units in any discipline
- One Capstone unit of at least 24 points in the discipline of Pastoral Theology and Ministry Studies or in synthesis with it
- Further Foundational or Elective units to make a total of 288 points.

Normal Duration: 2 - 6 years

Articulation: Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology [If **MPC** from the University of Divinity, with a 16,000 word research essay graded to at least 75%].

MASTER OF EDUCATION AND THEOLOGY

METH

The Master of Education and Theology is a coursework Master's degree offered by CTC and YU in collaboration and Australian Lutheran College (ALC).

Entry Requirements:

- an undergraduate degree; **and**
- a qualification recognised for teacher registration in Australia; **and**
- two years of full-time teaching experience or part-time equivalent.

Structure:

216 Credit points (nine units) with up to 60 points of Credit available

- 24 point unit: DR9663Y /DM9663Y/ DE9663Y Leadership for Mission in a Catholic School;
or DE9016L Education and Theology in Dialogue (ALC)
- 24 point unit: BS9662Y Interpreting Biblical Texts (or an alternative unit in Biblical Studies or Systematic Theology)
- 48 points in any combination of the disciplines of Biblical Studies, Systematic Theology, Education or Religious Education
- 24 point capstone unit integrating the disciplines of Education and Systematic Theology;
or a Research Essay on a related theme
- further Foundational, Elective, Praxis or Capstone units

A minimum of 96 points of Elective units must be included

Normal Duration: 1.5 - 4.5 years

Articulation: If the Master of Education and Theology includes a Research Essay of 16,000 words graded to at least 75% and a 75% average across the coursework components of the degree, one can articulate to a Research Masters [MPhil, MTheol (Research)] or direct entry to a doctoral award [PhD].

MASTER OF DIVINITY

MDiv

The Master of Divinity (MDiv) 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 24 points = 432 points at graduate level

- **168 points of Foundational units**

Comprised of 48 points of units in a single Biblical Language, 48 points of units in Field B, 48 points in Field C, and 24 points in Field D (candidates may complete a further 24 points of Foundational study in any Field or Discipline)

- **Not less than 168 points and not more than 240 points of Elective units**

Candidates must include at least 24 points of Elective units in Field B, 24 points of Elective units in Field C, and 24 points of Elective units in Field D

- **Capstone unit (minimum of 24 points)**

Candidates must complete a Capstone unit worth at least 24 points

Normal Duration: 3 - 9 years

Articulation: On completion of the Master of Divinity from the UD with a 16,000 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: Master of Theology (Research), MPhil or direct entry to a doctoral award: DTheol, PhD.

MASTER OF THEOLOGY (COURSEWORK)

MTH

The Master of Theology (Coursework) 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:

240 Credit points (normally 10 units)

- Candidates may include up to 48 points of Foundational units
- Candidates must include a **Capstone Unit** worth at least 24 points

Normal Duration: 1.5 - 5 years

Articulation:

Research: Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology (if the Master of Theology (Coursework) includes a 16,000 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 Master of Theological Studies (MTS).

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 16,000 word research essay.

Entry Requirements:

Four year Bachelor degree with Honours or equivalent in an appropriate discipline. The 16,000 word research essay needs to have been assessed at 75% or higher.

A Graduate Diploma in an appropriate discipline including a 16,000 word research essay which needs to have been assessed at 75% or higher.

Structure:

- 48 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 (RESEARCH)

MThEOL

The Master of Theology (Research) is a research degree open to theology graduates whose studies included a 16,000 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 a Master of Divinity, or a Master of Theology (Coursework) each with a 16,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

- A Master of Theological Studies (MTS) from the University of Divinity, with a 16,000 word research essay graded to at least 75%

Structure:

- 48 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 a Master of Divinity or a Master of Theology (Coursework) each with a 16,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree
- or
- A Master of Theological Studies (MTS) from the Institution, with a 16,000 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. (i.e. 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, a Master of Divinity or Master of Theology (Coursework), each with a 16,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree
- or**
- A Master of Theological Studies (MTS) from the Institution, with a 16,000 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. (i.e. 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 2019, but normally offered in other years

AL8011Y	New Testament Greek A (Foundational unit)
AL8012Y	New Testament Greek B (Foundational unit)

AL8001Y HEBREW A

Foundational unit

(Min. No.8)

1st semester: Wednesday evening

CONTENT

This unit will introduce students to biblical Hebrew by the study of its basic grammar and syntax, the reading of selected Hebrew texts, and the acquisition of a basic Hebrew vocabulary.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate a basic understanding of Hebrew morphology and syntax
2. translate accurately the Hebrew texts studied
3. recall an extended Hebrew vocabulary
4. use lexical and other aids for the study and translation of Hebrew texts
5. begin applying Hebrew language skills to exegetical tasks

ASSESSMENT

Class tests (short written examinations) equivalent to 1500 words (25%); One 1.5 hour written examination (25%); One 3 hour written examination (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Bolozky, Shmuel. *501 Hebrew Verbs Fully Conjugated in all the Tenses in a New Easy-to-follow Format Alphabetically Arranged by Root*. Barron's Foreign Language Guides. 1996. 3rd ed. Hauppauge, NY: Barron's Educational Series, 2018.

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

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

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.

Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.

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

*Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Atlanta, GA: SBL, 2003.

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

Lecturer: JANINA HIEBEL

AL8002Y HEBREW B

Foundational unit

(Min. No. 8)

2nd semester: Wednesday evening

CONTENT

This unit will further the study of biblical Hebrew by addressing more advanced aspects of grammar and syntax, by the reading of selected Hebrew texts, and by exercises in biblical text criticism.

PREREQUISITES: AL8001Y or equivalent

LEARNING OUTCOMES

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

1. demonstrate command of the morphology and syntax of the Hebrew texts studied
2. translate accurately the Hebrew texts studied, as well as unknown texts of equal or lesser difficulty
3. demonstrate familiarity with core Hebrew vocabulary
4. use lexical and other aids for the study and translation of Hebrew texts
5. perform simple tasks of biblical text criticism

ASSESSMENT

Class tests equivalent to 1000 words total (20%); 2 hour exam (30%); 3 hour exam (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Bolozky, Shmuel. *501 Hebrew verbs fully conjugated in all the tenses in a new easy-to-follow format alphabetically arranged by root*. 1996. 3rd ed. Hauppauge, NY: Barron's Educational Series, 2018.

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

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

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

Joüon, Paul. *A Grammar of Biblical Hebrew*. 2nd ed. Translated and revised by Takamitsu Muraoka. Rome: Pontificio Istituto Biblico, 2006.

Putnam, Frederic Clarke. *A New Grammar of Biblical Hebrew*. Sheffield: Sheffield Phoenix, 2010.

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

*Walker-Jones, Arthur. *Hebrew for Biblical Interpretation*. Atlanta, GA: SBL, 2003.

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

Lecturer: JANINA HIEBEL

AL8031Y THEOLOGICAL GERMAN A

Foundational unit

(Min. No.8)

1st semester: Thursday evening

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.

PREREQUISITES: None

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 1500 words total (20%); additional quizzes equivalent to 1500 words total (20%); one three hour exam at the end of the semester (60%)

BIBLIOGRAPHY *set texts recommended for purchase

*A major German-English dictionary, either:

Collins German Dictionary. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.
or

Oxford-Duden German Dictionary. 3rd ed. Oxford: OUP, 2005.

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, 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: Adelaide University Press, 1971.

*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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

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

Lecturer: JANINA HIEBEL

AL8032Y THEOLOGICAL GERMAN B

Foundational unit

(Min. No. 8)

2nd semester: Thursday evening

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: 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 1500 words total (25%); skill demonstration (translation; time equivalent to 1500 words) (25%); 3 hour exam end of semester (50%)

BIBLIOGRAPHY *set texts recommended for purchase

*A major German-English dictionary, either:

Collins German Dictionary. Complete and unabridged. 8th ed. Glasgow: HarperCollins, 2013.
or

Oxford-Duden German Dictionary. 3rd ed. Oxford: OUP, 2005.

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, 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: Adelaide University Press, 1971.

*Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007 or 2015.

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

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

Lecturer: JANINA HIEBEL

FIELD B – BIBLICAL STUDIES POSTGRADUATE

OLD TESTAMENT BA

BA8000Y	Entering the World of the Old Testament (Foundational unit)
BA9010Y	Pentateuch
BA9011Y	Psalms
BA9415Y	Supervised Reading Unit-Old Testament (24 points)
BA9430Y	Supervised Reading Unit-Old Testament (48 points)

NEW TESTAMENT BN

BN8000Y	Entering the World of the New Testament
BN9011Y	Luke-Acts
BN9013Y	The Gospel of John
BN9415Y	Supervised Reading Unit-New Testament (24 points)
BN9430Y	Supervised Reading Unit-New Testament (48 points)

BIBLICAL STUDIES BS

BS9116Y	Biblical Justice and the Reign of God
BS9501Y	Exploring the World of Jesus
BS9662Y	Interpreting Biblical Texts METH
BS9415Y	Supervised Reading Unit-Biblical Studies (24 points)
BS9430Y	Supervised Reading Unit-Biblical Studies (48 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	The Book of Jeremiah
BA9021Y	Jewish Apocalyptic Literature
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9017Y	Romans
BN9018Y	The Gospel of Mark

BA8000Y ENTERING THE WORLD OF THE OLD TESTAMENT: SURVEY & METHOD

Foundational unit

(Min. No. 8)

2nd semester: Monday evening

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.

PREREQUISITES: None

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

Exegetical essay 2000 words (35%); major essay 4000 words (65%)

BIBLIOGRAPHY *set texts recommended for purchase

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

Albertz, Rainer. *A History of Israelite Religion in the Old Testament Period*. Vol. 1, *From the Beginnings until the End of the Exile*. London: SCM, 1994.

———. *A History of Israelite Religion in the Old Testament Period*. Vol. 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: OUP, 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.

Hays, Christopher B. *Hidden Riches: A Sourcebook for the Comparative Study of the Hebrew Bible and the Ancient Near East*. Louisville, KY: Westminster John Knox, 2014.

McKenzie, Steven L., and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Application*. Revised and expanded 2nd 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.

Lecturer: JANINA HIEBEL and MARY REABURN NDS

BA9010Y PENTATEUCH

1st semester: Tuesday morning

(Min. No. 8)

CONTENT

The unit will commence with an outline of the exegetical approach that will be used in the unit and its relationship to 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 the Old Testament

LEARNING OUTCOMES

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

1. apply a critical grasp of the historical, literary and theological issues associated with the Pentateuch to its interpretation
2. demonstrate a critical knowledge of the theological themes in the books of the Pentateuch
3. interpret 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. apply exegetical analysis of text and understanding of distinctive theological themes to specific issues in the study of the Pentateuch

ASSESSMENT

2000 word exegesis (35%); 4000 word essay (65%)

BIBLIOGRAPHY *set texts recommended for purchase

Campbell, Antony 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, Thomas B., and Konrad Schmid, and Baruch J. Schwartz, eds. *The Pentateuch: International Perspectives on Current Research*. Tübingen: Mohr Siebeck, 2011.

Dozeman, Thomas B. *Pentateuch: Introducing the Torah*. Minneapolis, MN: Augsburg Fortress, 2017.

*Edelman, Diana V., et al. *Opening the Book of Moses*. Bible World. Sheffield: Equinox, 2012.

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

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

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

*Ska, Jean-Louis. *Introduction to Reading the Pentateuch*. Winona Lake, IN: Eisenbrauns, 2006.

Wenham, Gordon. *Exploring the Old Testament: A Guide to the Pentateuch*. Vol1. Downers Grove, IL: Inter-Varsity, 2003.

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 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 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 major essay (65%)

BIBLIOGRAPHY

- 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*. FOTL 15. Grand Rapids, MI: Eerdmans, 2001.
- Gillingham, K. *Psalms through the Centuries*. Vol. 1. Oxford: Blackwell Publishing, 2008.
- Goldingay, J. *Psalms*. Vols 1, 2 and 3. Grand Rapids, MI: Baker Academic Press, 2006 and 2007.
- Holladay, William L. *The Psalms through Three Thousand Years*. Minneapolis, MN: Fortress, 1996.
- Jacobson, Rolf A., ed. *Soundings in the Theology of Psalms: Perspectives and Methods in Contemporary Scholarship*. Minneapolis, MN: Fortress, 2010.
- Miller, Patrick D. *They Cried to the Lord: The Form and Theology of Biblical Prayer*. Minneapolis, MN: Fortress, 1994.
- McCann, J. Clinton, ed. *The Shape and Shaping of the Psalter*. JSOTSup 159. Sheffield: JSOT, 1993.
- Reid, Stephen B. *Psalms and Practice*. Collegeville, MN: Liturgical Press, 2001.
- Schaefer, K. *Psalms*. Collegeville, MN: Liturgical Press, 2001.
- Zenger, Erich. *A God of Vengeance? Understanding the Psalms of Wrath*. Louisville, KY: Westminster John Knox, 1996.
- . *The Composition of the Book of Psalms*. BETL 238. Leuven: Peeters, 2010.

Lecturer: MARY REABURN NDS

BN8000Y ENTERING THE WORLD OF THE NEW TESTAMENT

Foundational unit

(Min. No. 8)

1st semester: Monday evening

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.

PREREQUISITES: None

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 *set texts recommended for purchase

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

Set text: *Perkins, Pheme. *Reading the New Testament*. Revised and updated 3rd ed. New York: Paulist Press, 2012. (Available through Amazon or Book Depository)

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

Holladay, Carl R. *A Critical Introduction to the New Testament. Interpreting the Message and Meaning of Jesus Christ*. Nashville, TN: Abingdon Press, 2005.

Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: New Revised Standard Version Bible Translation*. New York: OUP, 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: Garratt Publishing, 2010.

———. *Gospel Interpretation and Christian Life*. Adelaide, SA: ATF Press, 2017.

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: Social Science Press, 2003.

Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. 5th ed. Nashville, TN: Thomas Nelson, 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: 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 exegetical paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY *set text recommended for purchase

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

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

Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 Vols, New York: Doubleday, 1981 and 1985.

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, 2010.

Nolland, John. *Luke*. WBC. 3 Vols, Dallas, TX: Word Books, 1989-1993.

Pervo, Richard I. *Profit with Delight: The Literary Genre of Acts of the Apostles*. Philadelphia, PA: Fortress, 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

BN9013Y THE GOSPEL OF JOHN

Elective unit

(Min. No. 8)

2nd semester: Monday evening

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

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 to 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. synthesize and explain the unique theology of John's Gospel in relation to its first-century context

ASSESSMENT

2000 word exegetical paper (40%); 4000 word essay or 1 hour 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, Introduced and Concluded by Francis J. Moloney*. ABRL. New York, NY: 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 A. *Flesh and Glory: Symbol, Gender and the Theology in the Gospel of John*. New York: Crossroad, 2002.

Lincoln, Andrew T. *The Gospel According to Saint John*. Black's New Testament Commentary. 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*. New York: Crossroad, 2003.

Lecturer: MARY COLOE PBVM

Not available in 2019

BS9116Y BIBLICAL JUSTICE AND THE REIGN OF GOD

Elective unit

(Min. No. 8)

2nd semester: Tuesday evening

CONTENT

This unit will explore the biblical tradition of justice, righteousness and the reign of God and the historical and social situations in which the concept developed. Texts will be used from the Pentateuch, the Psalms, the Prophets and Wisdom Literature as well as selected passages from Qumran Literature. Study of the concept of justice in the NT will focus particularly on the Gospel of Luke, with its emphasis on the reign of God as good news of justice for the poor and oppressed.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. articulate an understanding of the meaning of the concept of justice in both Testaments
2. outline the basic links between the concepts of justice and righteousness in the various books of the First Testament
3. appraise and analyse continuity and discontinuity in the teaching and practice of justice, righteousness and the reign of God from one Testament to another, with main concentration on the Gospel according to Luke in NT study
4. exhibit appropriate skills in biblical interpretation
5. identify key words in Hebrew and Greek lexicons and dictionaries, and use the shades of meaning appropriately in both oral and written work

ASSESSMENT

2000 word exegetical presentation (40%); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

Birch, Bruce C. *Let Justice Roll Down: The Old Testament Ethics, and Christian Life*. Louisville, KY: Westminster John Knox, 1991.

Beasley-Murray, George R. *Jesus and the Kingdom of God*. Grand Rapids, MI: Eerdmans, 1986.

Byrne, Brendan. *The Hospitality of God: A Reading of Luke's Gospel*. Strathfield, NSW: St Pauls, 2000.

Grassi, Joseph. *Informing the Future: Social Justice in the New Testament*. New York: Paulist, 2003.

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

Hendricks, Herman. *Social Justice in the Bible*. Quezon City: Claretian, 1985.

Herzog 11, William R. *Jesus, Justice and the Reign of God*. Louisville, KY: Westminster John Knox, 2000.

Horsley, Richard. *Jesus and the Powers: Conflict, Covenant, and the Hope of the Poor*. Minneapolis, MN: Fortress, 2010.

Malchow, Bruce V. *Social Justice and the Hebrew Bible: What is Old. What is New*. Collegeville, MN: Michael Glazier, 1996.

Malina, Bruce. *The Social Gospel of Jesus: The Kingdom of God in Mediterranean Perspective*. Minneapolis, MN: Fortress, 2001.

McKnight, Scot, and Joseph B., eds. *Jesus Is Lord, Caesar Is Not: Evaluating Empire in New Testament Studies*. Downers Grove, IL: IVP Academic, 2013.

*Nardoni, Enrique. *Rise up O Judge: A Study of Justice in the Biblical World*. Peabody, MA: Hendrickson, 2004.

Weinfeld, Moshe. *Social Justice in Ancient Israel and the Ancient Near East*. Jerusalem: The Magnes Press, The Hebrew University, 1995.

Zehr, Howard. *Changing Lenses: A New Focus for Crime and Justice*. Scottdale, GA: Herald Press, 1995.

Lecturer: GLENDA BOURKE SGS

BS9501Y EXPLORING THE WORLD OF JESUS

Elective unit

(Min. No. 8)

1st semester: Monday evening

CONTENT

Israel between 200 BCE and 70 CE was a complex society affected by the domination of empires past and present. Political, social, economic and religious aspects will be studied. People such as the Samaritans, Sadducees, Pharisees, the Dead Sea Sect (Essenes?), the Zealots, and the poor, will feature, as will attitudes to women, the main Jewish festivals, modes of worship and their institutions. Sources, which include some Biblical and apocalyptic books, the Dead Sea Scrolls, the works of the Jewish historian Josephus, and of Philo the Jewish philosopher, will be explored. Together these illuminate the world of Jesus.

PREREQUISITES: One foundational unit in BA, BN or BS

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

1. demonstrate familiarity with the political, social, economic and religious history of the people of Israel from c.200 BCE to c.70 CE
2. incorporate archaeological data, where it is available, and use it critically in conjunction with the literary evidence
3. exegete passages from the primary texts with the aid of commentaries
4. assign a piece of literature to a genre and be aware of the methodologies used to interpret various genres
5. critically evaluate the ways in which, and why, theological ideas about how to live in accordance with God's wishes were diverse
6. analyse how life in all its aspects in Judea and the diaspora were affected by other nations, cultures or religions

ASSESSMENT

One 2000 word exegetical essay (40%); one 4000 word essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Secondary Works

- Collins, J.J., *Between Athens and Jerusalem. Jewish Identity in the Hellenistic Diaspora*. Grand Rapids, MI: Eerdmans, 2000.
- Heyler, L.R., *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, IL: Inter-Varsity Press, 2002.
- Sanders, E.P. (ed), *Jewish and Christian Self-Definition*, Vol. 2. London, SCM, 1981.
- Schürer, E., *A History of the Jewish People in the Age of Jesus Christ*. Rev. ed. Vols 1, 2, 3, and 3.2. Oxford: OUP, 1979-1986.
- Portier-Young, A.E., *Apocalyptic Against Empire: Theologies of Resistance in Early Judaism*. Grand Rapids, MI: Eerdmans, 2014.
- *Vanderkam, J.C., *An Introduction to Early Judaism*. Grand Rapids, MI: Eerdmans, 2001.

Primary Sources in addition to the Bible

- Charlesworth, J.H., *The Old Testament Pseudepigrapha*. Vols 1 and 2. London: Darton, Longman and Todd, 1983-85.
- Garcia Martinez, F., *The Dead Sea Scrolls*, Translated: the Qumran Texts in English. Translated by W.G.E. Watson. Leiden: Brill, 1994.
- Josephus, *The Works of Josephus*. Translated by W. Whiston, Peabody, MA: Hendrickson, 1987.
- Philo of Alexandria, *Works*. Translated by F.H. Colson, and G.H. Whittaker, Loeb Classical Library, London/Cambridge, Mass: Heinemann/Harvard University Press, various dates.

Lecturer: ANNE E. GARDNER

BS9662Y INTERPRETING BIBLICAL TEXTS

Elective unit, METH

(Min. No. 8)

2nd semester: 9:00am-4:00pm Saturdays 17, 31 Aug, 12 and 26 Oct, plus online learning (12 hrs equivalent)

CONTENT

This unit develops skills in the narrative-critical investigation of biblical texts, and in understanding how the narrative works to convey the theological perspective/s of its author/s. The narratives will be the Book of Exodus, and either two of the Passion narratives and two of the Resurrection narratives, or two discrete sections of the Gospels chosen from *The Lukan Journey to Jerusalem (9:51-19:48)*, or *Matthew's Sermon on the Mount (5:1-7:29)*, or *Mark 8:22-10:52*, or *John's Cana to Cana (2:1-4:54)*.

PREREQUISITES: One foundational unit (18 points) in Biblical Studies, or equivalent

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. explain how the Scriptures developed in particular social, political and religious contexts
3. identify and critique different theological views present in the biblical texts studied
4. develop skills in the narrative analysis of texts
5. conduct a narrative analysis of selected texts, showing how the text expresses a particular faith perspective
6. demonstrate a critical and appropriate use of Scripture in a religious education context

ASSESSMENT

3000 word exegetical essay (Old Testament) (50%); Learning resource: prepare a 20 minute PowerPoint for a staff meeting on one of the New Testament narratives you studied, and also provide a 1500 word commentary (50%)

BIBLIOGRAPHY *set texts recommended for purchase

*Bible with the Deuterocanonical or Apocrypha Books. Suitable version is the *NRSV (New Revised Standard Version)*, RSV.

Bat Ephrat, Shimon. *Narrative Art in the Bible*. Bible and Literature. Series 17. Sheffield: JSOT, 1989.

Blackburn, W. Ross. *The God who Makes himself Known: The Missionary Heart of the Book of Exodus*. New Studies in Biblical Theology 28. Downers Grove, IL: Apollos, 2012.

Brown, Raymond E. *The Death of the Messiah: From Gethsemane to the Grave: A Commentary on the Passion Narratives in the Four Gospels*. New York: Doubleday, 1994.

Coggins, Richard. *The Book of Exodus*. Peterborough: Epworth, 2010.

Dozeman, Thomas B. *God at War: Power in the Exodus Tradition*. Oxford: OUP, 1996.

Edelman, Diana V., et al. *Opening the Books of Moses*. Sheffield: Equinox, 2012.

*Moloney, Francis J. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators and Believers*. Grand Rapids, MI: Baker Academic, 2015.

Perkins, Pheme. *Reading the New Testament: An Introduction*. 3rd ed. New York: Paulist, 2012.

Polak, Frank H. *Exodus*. Berit Olam. Studies in Hebrew Narrative and Poetry. Collegeville, MN: Liturgical, 2009.

Pontifical Biblical Commission. *The Interpretation of the Bible in the Church*. Boston, MA: St Pauls, 1993.

Lecturer: MARY COLOE PBVM

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

CHURCH HISTORY CH

CH8001Y	A Survey of Early and Medieval Church History (Foundational)
CH9002Y	A Survey of Early Modern and Modern Church History
CH9011Y	Foundations of Australian Catholicism
CH9015Y	Religion in the Age of Faith
CH9214Y	Death, Dying and Grief: Through the Lens of Art and Spirituality (DS9214Y)
CH9230Y	Catholic Social Thought in Aust. & Overseas (DT9230Y)
CH9320Y	Mary in the Christian Tradition (CT/DS9320Y)
CH9322Y	Mystery as the Heart of the Church (DS9322Y)
CH9415Y	Supervised Reading Unit-Church History (24 points)
CH9430Y	Supervised Reading Unit-Church History (48 points)

SYSTEMATIC THEOLOGY CT

CT8003Y	Beginning with Jesus (Foundational unit)
CT9020Y	The Cosmos as Creation
CT9024Y	Theological Methods
CT9025Y	Sent to Serve
CT9320Y**	Mary in the Christian Tradition (=CH9320Y, DS9324Y)
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church
CT9350Y	Sacraments of Initiation: Baptism Confirmation and Eucharist (DR9350Y)
CT9415Y	Supervised Reading Unit-Systematic Theology (24 points)
CT9430Y	Supervised Reading Unit-Systematic Theology (48 points)

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CH9010Y	Reformation Histories and Theologies
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	Umbria Cradle of the Franciscan Movement (DS8211Y)
CH9212Y	Art History & Spirituality in Western Europe (DS9212Y)
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)
CH9216Y	Disciples of Holiness (DS9216Y)
CH9511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT9511)
CT9010Y	Eschatology: Living in Hope
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	In Search Of A Humbler Church
CT9017Y	Jesus: Name of our Salvation
CT9019Y	Human Person: Community and World
CT9331Y	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)

CH8001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY

Foundational unit

(Min. No. 8)

1st semester: Wednesday evening

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.AD 100) 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.

PREREQUISITES: None

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
7. formulate reasoned historical interpretations of key moments in church's history

ASSESSMENT

1500 word minor essay (25%); 1500 word document study (25%); 3000 word major essay (50%)

BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)
- Bradley, James, and Richard Muller. *Church History: An Introduction to Research, Reference Works and Methods*. Grand Rapids, MI: Eerdmans, 1995.
- Brooke, R., and C. Brooke. *Popular Religion in the Middle Ages*. London: Thames & 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.
- Irvin, Dale, 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 OFM

CH9002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY

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
7. formulate reasoned historical interpretations of key moments in church's history

ASSESSMENT

1500 word minor essay (25%); 1500 word document study (25%); 3000 word major essay (50%)

BIBLIOGRAPHY

- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: OUP, 1999. (various editions)
- Bireley, Robert. *The Refashioning of Catholicism, 1450–1700*. Washington, DC: Catholic University of America Press, 1999.
- Burleigh, Michael. *Earthly Powers: Religion and Politics from the Enlightenment to the Great War*. London: HarperCollins, 2006.
- . *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: HarperCollins, 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

CH9011Y FOUNDATIONS OF AUSTRALIAN CATHOLICISM

Elective unit

(Min. No. 8)

2nd semester: Thursday evening

CONTENT

This unit will explore the history of the Catholic Church in Australia. It will examine its foundations and its development phases through lay beginnings, the Benedictine 'Dream', the rise of the Irish Hierarchy and the eventual 'Australianisation' of its clerical leadership, to its current leadership crisis. Among key issues studied will be the influence of 'Sectarianism', encroaching secularisation, the Church in the colonial political and social environments, the influence of the religious orders and the Church's stance regarding education. The unit will also consider the changing face of Catholicism following two Vatican Councils (1869-1870 and 1962 – 1965). It will also examine the significance of women in the Australian Catholic Church, its relations with the Vatican Congregation for the Propagation of the Faith, relations with other Christian traditions, its missions to indigenous cultures and the impacts of migration.

PREREQUISITES: One foundational unit in Church History

LEARNING OUTCOMES

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

1. read critically the key primary and secondary sources of Australian Church History
2. articulate the main phases of the Australian Catholic Church's development
3. critique the various perspectives on sectarianism as a major force in Australian religion
4. evaluate Catholic attitudes to the marginalised (women, indigenous peoples, poor)
5. discuss the major impacts of critical events in the life of the Australian Catholic Church
6. evaluate the contributions of major figures of the Australian Catholic Church
7. analyse current trends to identify possible futures for Australian Catholicism

ASSESSMENT

One 2000 word tutorial (40%); one 4000 word research essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

- Ayres, Philip. *Prince of the Church: Patrick Francis Moran, 1830–1911*. Melbourne: Miegunyah, 2007.
- Breward, Ian. *A History of the Churches in Australasia*. Oxford: OUP, 2004.
- Campion, Edmund. *Australian Catholics: The Contribution of Catholics to the Development of Australian Society*. Melbourne: Viking Press, 1987.
- Duncan, Bruce. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney: University of NSW Press, 2001.
- Gardiner, Paul. *An Extraordinary Australian, Mary MacKillop*. Sydney: E. J. Dwyer, 1993.
- Hogan, Michael. *The Sectarian Strand: Religion in Australian Society*. Melbourne: Penguin, 1987.
- Livingston, Kevin. *The Emergence of an Australian Catholic Priesthood, 1835–1915*. Sydney: Catholic Theological Faculty Press, 1977.
- Morgan, Patrick. *Melbourne Before Mannix: Catholics in Public Life 1880–1920*. Ballan: Connor Court, 2012.
- O'Brien, Anne. *God's Willing Workers: Women and Religion in Australia*. Sydney: Uni. of NSW, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community: An Australian History*. 3rd ed. Sydney: University of NSW Press, 1992.
- O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide: ATF Press, 2005.
- Shanahan, Mary. *Out of Time, Out of Place: Henry Gregory and the Benedictine Order in Colonial Australia*. Canberra: ANU Press, 1970.
- Walker, Carol. *A Saviour of Living Cargoes: The Life and Work of Caroline Chisholm*. Ballan: Connor Court, 2011.

Lecturer: GRAEME PENDER

CH9015Y RELIGION IN THE AGE OF FAITH

Elective unit

(Min. No. 8)

2nd semester: Tuesday evening

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 and Judaism, heresy, superstition and 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
6. analyse and express the contemporary significance of church history of the Middle Ages

ASSESSMENT

One 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 University Press, 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*. Translated by Margery J. Schneider. Notre Dame IN: UND Press, 1993.

Lecturer: CARMEL POSA SGS

CH9214Y DEATH, DYING AND GRIEF: THROUGH THE LENS OF ART AND SPIRITUALITY

Intensive, Elective unit

(Min. No. 8)

2nd semester: 9:30am-4:30pm, Saturdays 3, 17, 31 August, 21 September, 12 and 26 October.

Cross listed as Spirituality DS9214Y

CONTENT

This unit applies insights drawn from Christian spirituality, and material culture as well as pastoral practice to study a variety of responses to death, dying and bereavement. Students will be expected to engage with historical and contemporary theories and practices dealing with death and grieving. Reflection on and critical assessment of these practices will acquaint students with an understanding of the needs of the terminally ill and the bereaved.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify how a work of art (of your choice) expresses cultural and spiritual attitudes to death and dying
2. articulate the foundational beliefs that underlie two Christian rituals surrounding death and dying
3. critically assess several theories of grieving
4. identify (with visual examples) how art in the past might have enhanced pastoral care of the dying and the bereaved
5. critically assess two or three themes that have emerged in recent literature on how Christian spirituality relates to death, dying and bereavement

ASSESSMENT

Essay 6000 words (100%) or a presentation accompanied by a written reflection equivalent to 6000 words (100%)

BIBLIOGRAPHY *set texts recommended for purchase

No set texts. Readings will be provided on line for the students at the commencement of the unit.

Anderson, M. *Sacred Dying: Creating Rituals for the End of Life*. New York: Marlowe and Company, 2003.

De Pascale, Enrico. *Death and Resurrection in Art*. Translated by Anthony Shugaar. Los Angeles, CA: J. Paul Getty Museum, 2009.

Kellehear, A. *Death and Dying in Australia*. Melbourne: OUP, 2000.

Kelley, M. *Grief: Contemporary Theory and The Practice of Ministry*. Minneapolis, MN: Fortress Press, 2010.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical Press, 1990.

Morrill, Bruce, and Susan Rodgers, and Joanna Ziegler, eds. *Practicing Catholic Ritual, Body and Contestation in Catholic Faith*. New York: Palgrave Macmillan, 2006.

Musgrave, Beverly A., and Neil J. McGettigan, eds. *Spiritual and Psychological Aspects of Illness: Dealing with Sickness, Loss, Dying and Death*. New York: Paulist Press, 2010.

Lecturers: CLAIRE RENKIN

CH9230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

1st semester: Monday evening, cross listed as Moral Theology DT9230Y

(Min. No. 8)

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

One 2500 word essay (40%); one 3500 word essay (60%)

BIBLIOGRAPHY

- Boswell, Jonathan E., Francis P. McHugh, and Johan Verstraeten. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion. *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: CollinsDove, 1991.
- 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: Collins Dove, 1993.
- McCarthy, David M. *The Heart of Catholic Social Teaching: its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos, 2009.
- Palst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge: James Clarke & Co., 2011.

Lecturer: BRUCE DUNCAN CSsR

CH9320Y MARY IN THE CHRISTIAN TRADITION

Intensive, Elective unit

(Min. No. 8)

1st semester: 9:30am-4:30pm, Saturdays 2, 16, 30 March, 4, 18 May, 1 June-Gallery excursion.
Cross listed as Systematic Theology CT9320Y and Spirituality DS9320Y

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: One foundational unit in CH, 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 reflections 600 words each (5x 10%); 3000 word major essay (50%)

BIBLIOGRAPHY

The Anglican-Roman Catholic International Commission. *Mary: Grace and Hope in Christ*. 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, 1998.

Farrell, Marie. *Gathering with Mary under the Southern Cross*. Strathfield: St Pauls, 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 A. *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 University Press, 2009.

Lecturers: CARMEL POSA SGS, CLAIRE RENKIN and MATTHEW BECKMANN OFM

CH9322Y MYSTERY AS THE HEART OF THE CHURCH: TRADITIONS OF MYSTICISM

Elective unit

(Min. No. 8)

1st semester: Tuesday evening, cross listed as Spirituality DS9322Y

CONTENT

Karl Rahner is often quoted as saying that: "In the days ahead, you will either be a mystic or nothing at all." In this unit students will explore the importance of this assertion through an investigation of mystical traditions throughout Christian history. These investigations will begin and end with attempts to define what is meant by mysticism and lead to a discussion of the contemporary importance of the mystic for the future flourishing of the Christian message and practice in the World today.

PREREQUISITES 18 points in DS or CH

LEARNING OUTCOMES

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

1. articulate a definition of Christian mysticism and the role of the mystic
2. develop the ability to interpret writings within the Christian mystical tradition
3. demonstrate an understanding of the role of the mystic in the Church's self-understanding
4. critically analyze ways in which a mystical posture can be integrated into the life of the church
5. critically assess the role of mysticism in the Church's life today and for the future

ASSESSMENT

10 tutorial papers 200 words each (50%); essay 4000 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Classics in Western Spirituality, New York: Paulist Press: John Cassian, Gregory of Nyssa, Origen, Bernard of Clairvaux, Hildegard of Bingen, Meister Eckhart, Mechthild of Hackeborn, Julian of Norwich, *The Cloud of Unknowing*, Bonaventure.

Clément, Olivier. *The Roots of Christian Mysticism: Texts from the Patristic Era with Commentary*. 2nd ed. New York: New City Press, 2013.

Edwards, Denis. *The God Evolution*. New York: Paulist Press, 1999.

Hollywood, Amy. *Sensible Ecstasy: Mysticism, Sexual Difference, and the Demands of History*. Chicago, IL: University of Chicago Press, 2002.

King, Ursula. *Christian Mystics: Their Lives and Legacies throughout the Ages*. London: Routledge, 2004.

McGinn, Bernard. *The Presence of God*. 4 Vols, London: SCM, 1992–2007. Vol. 1, *The Foundations of Mysticism: Origins to the Fifth Century* (1992); Vol. 2, *The Growth of Mysticism* (1994); Vol. 3, *The Flowering of Mysticism: Men and Women in the New Mysticism (1200–1350)* (1998); Vol. 4, *The Harvest of Mysticism in Medieval Germany (1300–1500)* (2007).

Merton, Thomas. *New Seeds of Contemplation*. Reprint. New York: New Directions, 2007.

Underhill, Evelyn. *Mysticism: A Study in the Nature and Development of Man's Spiritual Consciousness*. Mineola, NY: Dover, 2002.

Weeks, Andrew. *German Mysticism from Hildegard of Bingen to Ludwig Wittgenstein: A Literary and Intellectual History*. Albany, NY: State University of New York Press, 1993.

Lecturer: CARMEL POSA SGS

CT8003Y BEGINNING WITH JESUS

Foundational unit

(Min. No. 8)

2nd semester: Thursday evening

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.

PREREQUISITES: None

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

Short paper 1500 words (25%); essay 3000 words (50%); summative reflection 1500 words (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, 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*. Vols 1-3, New York: Doubleday, 1991-2001. Vol. 4. New Haven: Yale University Press, 2009.

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

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

Pagola, Jose A. *Jesus: An Historical Approximation*. 2009. Columbia, FL: Convivium, 2012.

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

Lecturer: ROSS FISHBURN

CT9020Y THE COSMOS AS CREATION

Elective unit

(Min. No. 8)

1st semester: Monday morning

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: None

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

Research essay 6000 words (100%)

BIBLIOGRAPHY

- Anderson, B., ed. *Creation in the Old Testament*. Minneapolis, MN: Fortress, 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: Westminster John Knox, 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: Eerdmans, 1986.
- Johnson, E. *Ask the Beasts: Darwin and the God of Love*. London: Bloomsbury, 2014.
- Klaiber, W. *On Creation: Religion and Science in Dialogue*. Translated by Randi H. Lundell. Nashville, TN: Abingdon, 2011.
- Mangum, J., ed. *The New Faith-Science Debate: Probing Cosmology, Technology and Theology*. Minneapolis, MN: Fortress, 1989.
- Moltmann, J. *God in Creation: An Ecological Doctrine of Creation*. London: SCM Press, 1985.
- Peacocke, A. *The Palace of Glory: God's World and Science*. Adelaide: ATF Press, 2005.
- Polkinghorne, J. C. *The Work of Love: Creation as Kenosis*. Grand Rapids, MI: 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

CT9024Y THEOLOGICAL METHODS

Elective unit

(Min. No. 8)

1st semester: Thursday evening

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: 36 points of Systematic Theology, including 18 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

Book review 1000 words (20%); comparison exercise 2000 words (30%); major essay 3000 words (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.
- 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: Darton, Longman and Todd, 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, 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: Crossroads, 1994.
- Stone, Howard. *How to Think Theologically*. Minneapolis, MN: Fortress, 1996.

Lecturer: MATTHEW BECKMANN OFM

CT9025Y SENT TO SERVE

Intensive, elective unit

(Min. No. 8)

2nd semester: Thursday evening

CONTENT

This unit invites students to develop a theology of vocation and ministry patterned on Christ, the Good Shepherd, who 'came to serve and not be served'. Priest or lay, woman or man, young or old, what are the hallmarks of a healthy call to be a minister of Christ? This unit gives particular attention to the vision of Church of Vatican II, the insights gained from the experience of the Royal Commission into Institutional Responses to Child Sexual Abuse, *Pastores Dabo Vobis* and students' own experiences of vocation and ministry.

PREREQUISITES: 18 points of CT or DP

LEARNING OUTCOMES

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

1. identify the biblical foundations to Christian call to vocation
2. reflect critically on the causes of shortcomings identified by the Royal Commission into Institutional Responses to Child Sexual Abuse in ministerial formation and practice
3. evaluate the healthiness of various theologies of vocation
4. identify the elements of a healthy theology of vocation within that of single, married, priestly or religious life.
5. provide a critique of the causes and effects of clericalism
6. assess the theology underpinning vocational and/or ministerial models

ASSESSMENT

Essay 2500 words (40%); essay 3500 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Lumen Gentium. Dogmatic Constitution on the Church, Vatican II. 1964.

Confoy, Maryanne. *Religious Life and Priesthood*. New York: Paulist Press, 2008.

Coombs, Maria, and Francis Nemeck. *Called by God: A Theology of Vocation*. Collegeville, MN: Liturgical Press, 1992.

Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2008.

John Paul II, *Pastores Dabo Vobis*. Apostolic Exhortation on Formation of Priests, 1992.

Pennington, Basil. *Called: New Thinking on Christian Vocation*. Minneapolis, MN: Seabury, 1983.

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.

Wilson, George. *Clericalism*. Collegeville, MN: Liturgical Press, 2008.

Lecturer: MATTHEW BECKMANN OFM

CT9310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND THE CHURCH

Elective unit

(Min. No. 8)

2nd semester: Wednesday evening

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 on foundational principles in sacramental theology (30%); 1000 seminar paper (20%); 3000 word major essay (50%)

BIBLIOGRAPHY *set text recommended for purchase

Chauvet, Louis-Marie. *The Sacraments: The Word of God at the Mercy of the Body*. Collegeville, MN: Liturgical Press, 2001.

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

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

———. *The Sacraments: An Interdisciplinary and Interactive Study*. Collegeville, MN: Liturgical Press, 2009.

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

Noll, Ray. *Sacraments: A New Understanding for a New Generation*. 1999. Reprint, Mystic, CT: Twenty-Third, 2001.

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

Philibert, Paul. *At the Heart of Christian Worship: Liturgical Essays of Yves Congar*. Collegeville, MN: Liturgical Press, 2010.

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

Schillebeeckx, E. *Christ the Sacrament of Encounter with God*. New York: Sheed and Ward, 1963.

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

Lecturer: GAVIN BROWN

CT9350Y SACRAMENTS OF INITIATION: BAPTISM CONFIRMATION EUCHARIST

Elective unit

(Min. No. 8)

1st semester: Thursday evening, cross listed as DR9350Y

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 on the history of initiation in the early Church (30%); 1000 word seminar paper (20%); 3000 word major essay (50%)

BIBLIOGRAPHY

- Baldovin, John. *Bread of Life, Cup of Salvation: Understanding the Mass*. Lanham, MD: Sheed and Ward, 2003.
- Baptism, Eucharist and Ministry*. Faith and Order Paper No. 111. Geneva: World Council of Churches, 1982.
- Browning, Ron. *Taking the Plunge: Seeking, Accompanying, Baptising*. East Melbourne: Spectrum Publications, 2008. (An Anglican adaptation of the RCIA).
- Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Johnson, Maxwell. *Sacraments and Worship: The Sources of Christian Theology*. Louisville, Kentucky: Westminster John Knox Press, 2012.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, Illinois: 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.

Lecturer: GAVIN BROWN

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

CANON LAW DC

DC9410Y	Principles and Practice for Church Governance (DP9410Y)
DC9415Y	Supervised Reading Unit – Canon Law (24 points)
DC9430Y	Supervised Reading Unit – Canon Law (48 points)

EDUCATION STUDIES DE

DE9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) METH
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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 (24 points)
DL9430Y	Supervised Reading Unit-Liturgy (48 points)

MISSIOLOGY DM

DM8330Y	Introduction to Theology of Mission (Foundational unit)
DM9011Y	A Comparative Study of Religions
DM9415Y	Supervised Reading Unit-Missiology (24 points)
DM9430Y	Supervised Reading Unit-Missiology (48 points)
DM9470Y	Social Teaching and Indigenous Persons (DT9470Y)
DM9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) METH

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9004Y	Loss and Grief within a Contemporary Pastoral Setting
DP9006Y	Professional Issues in Pastoral Ministry
DP9010Y	Faith, Religion and Spirituality (DS9010Y)
DP9100S	Clinical Pastoral Education (CPE)
DP9410Y**	Principles and Practice of Church Governance (=DC9410Y)
DP9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)
DP9423Y**	Proclaiming the Word of God (=DL9423Y)
DP9415Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (24 points)
DP9430Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (48 points)

RELIGIOUS EDUCATION DR

DR9350Y**	Sacraments of Initiation: Baptism, Confirmation and Eucharist (=CT9350Y)
DR9415Y	Supervised Reading Unit-Religious Education (24 points)
DR9430Y	Supervised Reading Unit-Religious Education (48 points)
DR9663Y	Leadership for Mission in a Catholic School (DM/DE9663Y) METH

SPIRITUALITY DS

DS8000Y	Foundations for Christian Spirituality (Foundational unit)
DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)
DS9214Y**	Death, Dying and Grief: Through the Lens of Art and Spirituality (=CH9214Y)
DS9320Y**	Mary in the Christian Tradition (=CH9320Y, CT9320Y)
DS9322Y**	Mystery as the Heart of the Church (=CH9322Y)
DS9415Y	Supervised Reading Unit-Spirituality (24 points)
DS9430Y	Supervised Reading Unit-Spirituality (48 points)

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

MORAL THEOLOGY DT

DT8000Y	Introduction to Moral Theology (Foundational unit)
DT9011Y	Major Issues in Contemporary Moral Theology
DT9016Y	Action for a Fairer World
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)
DT9415Y	Supervised Reading Unit-Moral Theology (24 points)
DT9430Y	Supervised Reading Unit-Moral Theology (48 points)
DT9470Y**	Social Teaching and Indigenous Persons (=DM9470Y)

SILOAM UNITS (HEART OF LIFE)

Siloam program and contact details see page 160-167

UNITS FROM OTHER COLLEGES

DP9100S	Clinical Pastoral Education CPE, see page 78
RQ9021C	Research Methodologies (Catholic Theological College), see page 150

CAPSTONE UNITS

XS9992Y	Pastoral Leadership
16,000 word Research Essay	see page 151

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

XS9991Y	A Faith to Live By
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GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION UNITS

Schedule at each centre see page 159. 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 Our (Christian) Choices in Life: A Value Added Approach
DR8605Y	Integrative Exercise

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CANON LAW DC

DC9011Y	Canon Law A
DC9012Y	Canon Law B

LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy (DP/DS 8430Y) (Foundational unit)
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations

MISSIOLOGY DM

DM9014Y	Inter-Religious Dialogue in a Multi-Religious Society
DM9015Y	Recent Approaches to Mission
DM9016Y	Liberating Mission: When Gospel Meets Culture
DM9331Y**	Theology in Asia: A Model of Development in Theology (=CT9331Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP8001Y	Foundations for Pastoral Practice (Foundational unit)
DP8430Y**	Doing and Living the Church's Liturgy (=DL8430Y) (Foundational unit)
DP9005Y	Trauma-a contemporary issue within the pastoral setting
DP9111Y	Ministry in Contemporary Context

SPIRITUALITY DS

DS8430Y**	Doing and Living the Church's Liturgy (=DL8430Y, DP8430Y) (Foundational)
DS9212Y**	Art History and Spirituality in Western Europe (=CH9212Y)
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)
DS9216Y**	Disciples of Holiness (=CH9216Y)
DS9321Y	Gifted to the Church

MORAL THEOLOGY DT

DT9012Y	Justice and Human Rights
DT9014Y	Can war be just?

**See cross listing for detailed unit description.

DC9410Y PRINCIPLES AND PRACTICE FOR CHURCH GOVERNANCE

Elective unit

(Min. No. 8)

2nd semester: Monday evening, crosslisted as Pastoral Theology and Ministry Studies DP9410Y

CONTENT

This unit is especially designed to assist those in positions of governance in the Catholic Church and presumes a knowledge of the documents of the Second Vatican Council which provide the basis for current church law.

This unit aims to provide an understanding of the basic principles for the interpretation of the Code of Canon Law relating to the responsibilities assumed by those involved in the governance of church organisations. It is especially designed for: Trustees of Juridic Persons, School Board Members, Health Care Directors, CEO consultants, Parish Pastoral Council Members and Leaders of Religious Congregations.

Selected topics will concentrate on the role of law in the life of the church; governance in the Catholic Church; working relationships with bishops; juridic persons; what makes an institution Catholic; accountability and transparency; church properties and finance. Special emphasis will be placed on the relationship between canon and civil law.

PREREQUISITES: This unit is especially designed to assist those in positions of governance in the Catholic Church and presumes a knowledge of the documents of the Second Vatican Council which provide the basis for current church law.

LEARNING OUTCOMES

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

1. explain the inter-relationship of theology and canon law
2. critique the role of law in the life of the church
3. apply the basic principles of interpretation of canon law and their application to governance in the Catholic Church
4. critically discuss those sections of the 1983 Code of Canon Law which are of special relevance to those dealing with governance in the church and juridic personality
5. demonstrate a critical understanding of the relationship between canon and civil law

ASSESSMENT

1500 words case study (20%); tutorial paper on a selected topic 1500 words (20%); essay 3000 words (60%)

BIBLIOGRAPHY

- Beal, John P., James A. Coriden, and Thomas J. Green, eds. *New Commentary of the Code of Canon Law*. New York: Paulist Press, 2000.
- Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.
- Canon Law Society of Great Britain and Ireland. *The Code of Canon Law in English Translation*. New revised edition. London: Collins, 1997.
- Coriden, James. *An Introduction to Canon Law*. Rev. ed. London: Burns & Oates, 2004.
- Coriden, James, Thomas J. Green, and Donald E. Heintschel, eds. *The Code of Canon Law: A Text and Commentary*. New York: Paulist Press, 1985.
- Flannery, Austin, ed. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.
- *Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.
- Lucas, Brian, Peter Slack, and William d'Apice. *Church Administration Handbook*. Sydney: St Pauls, 2008.
- Maida, Adam J., and Nicholas P. Cafardi. *Church Property, Church Finances, and Church-Related Corporations: A Canon Law Handbook*. St. Louis: The Catholic Health Association of the United States, 1984.

Lecturer: ROSEMARIE JOYCE CSB

DL9422Y RITUAL AND PASTORAL CARE: IN SICKNESS AND LIFE'S ENDING

Elective unit

(Min. No. 8)

1st semester, Thursday morning, cross listed as Pastoral Theology and Ministry Studies DP9422Y

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: None

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

Seminar presentation and 1000 word paper based on *Pastoral Care of the Sick* (20%); 1000 word article review based on the *Order of Christian Funerals* (20%); 4000 word essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Order of Christian Funerals. Sydney: E. J. Dwyer, 1989.

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

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: ELIO CAPRA SBD

DL9423Y PROCLAIMING THE WORD OF GOD

Elective unit

(Min. No. 8)

1st semester: Wednesday morning, cross listed as Pastoral Theology and Ministry Studies DP9423Y

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, Liturgy, or equivalent

LEARNING OUTCOMES

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

1. 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 (7 minutes), plus personal, peer and lecturer review (oral and written) of this homily and oral review of two shorter homilies. All homilies are videotaped and replayed for review as part of the process, total equivalent to 3000 words (60%); essay 3000 words (40%)

BIBLIOGRAPHY

- Brosend, William. *The Preaching of Jesus: Gospel Proclamation Then and Now*. Louisville, KY: Westminster John Knox, 2010.
- Burghardt, Walker J. *Preaching the Just Word*. London: Yale University Press, 1996.
- DeBona, Gueric. *Preaching Effectively, Revitalising your Church*. New York and Mahwah, NJ: Paulist Press, 2009.
- DeLeers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: 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: Eerdmans, 2002.
- O'Mahony, Kieran J. *Speaking from Within: Biblical Approaches for Effective Preaching*. Dublin: Veritas, 2016.
- Untener, Kenneth. *Preaching Better: Practical Suggestions for Homilists*. New York and 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: Liturgical Press, 2002.
- Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: Liturgical Press, 1998.

Lecturer: MICHAEL A. KELLY CSsR

DM8330Y INTRODUCTION TO THE THEOLOGY OF MISSION

Foundational unit

(Min. No. 8)

2nd semester: Tuesday evening

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.

PREREQUISITES: None

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

A tutorial presentation and discussion of a case study in mission and submitting the same as a 2000 word essay (40%); 4000 word essay describing the missionary nature of the church and critically examining how it can be practised in contemporary Australia (60%).

BIBLIOGRAPHY

- Bauckham, R. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker, 2003.
- Bevans, Stephen, and Roger Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Blackburn, W. Ross. *The God who Makes himself Known: The Missionary Heart of the Book of Exodus*. Edited by D. A. Carson. Downers Grove, IL: Inter-Varsity, 2012.
- Bosch, D. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.
- Flett, John. *The Witness of God: Missio Dei*. Grand Rapids, MI: Eerdmans, 2010.
- Kalu, Ogbu U., et al. *Mission after Christendom*. Louisville, KY: Westminster John Knox, 2010.
- Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.
- Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis, 2006.
- Ott, Craig, et al. *Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Redford, Shawn B. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis, 2009.
- Skreslet, Stanley H. *Comprehending Mission*. Maryknoll, NY: Orbis, 2012.
- Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-First Century*. Grand Rapids, MI: Kregel, 2010.

Lecturer: ALBANO DA COSTA SVD

DM9011Y A COMPARATIVE STUDY OF RELIGIONS

Elective unit

(Min. No. 8)

1st semester: Tuesday evening

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.

PREREQUISITES: None

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 relations in the Australian context

ASSESSMENT

A tutorial presentation and discussion of an aspect of Australian Aboriginal religions. Submit the same as a written essay of 2000 words (40%); 4000 word essay showing the need for understanding and collaboration between religions for a better human society (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, 2005.

Chury, Stephen M., ed. *Global Religious Movements*. Farnah: 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 and Ward, 1958.

Hill, Brennan R. *World Religions and Contemporary Issues*. London: Twenty-Third, 2013.

Kinnard, Jacob N. *The Emergence of Buddhism: Classical Traditions in Contemporary Perspective*. Minneapolis, MN: Fortress, 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, 2012.

Sarma, Deepak, ed. *Hinduism: A Reader*. Oxford: Blackwell, 2008.

Singh, Kaur. *Sikhism*. New York: Facts On File, 2004.

Yandell, Keith, and Harold Netland. *Buddhism: A Christian Exploration and Appraisal*. Downers Grove, IL: IVP Academic, 2009.

Zainal, Abidin B., ed. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide: ATF Press, 2005.

Lecturer: ALBANO DA COSTA SVD

DM9470Y SOCIAL TEACHING AND INDIGENOUS PERSONS

1st semester: Tuesday morning, cross listed as Moral Theology DT9470Y

(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: 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. articulate critical reflection on personal experiences relating to the church's social teaching and Aboriginal Australians
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 *set texts recommended for purchase

- Arbuckle, Gerald A. *Culture, Inculturation, and Theologians*. Collegeville, MN: Liturgical, 1996.
- Copeland, M. Shawn. *Enfleshing Freedom*. Minneapolis, MN: Fortress Press, 2010.
- Cullen, P, Bernard Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.
- Duncan, B. *Social Justice: Fuller Life in a Fairer World*. Mulgrave: Garratt Publishing, 2012.
- Hall, Gerard, and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne: Mosaic Press, 2012.
- Hogan, M. *Australian Catholics: The Social Justice Tradition*. Melbourne: Collins Dove, 1993.
- 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.
- McKenna, Kevin E. *Catholic Social Teaching*. Notre Dame, IN: Ave Maria Press, 2002.
- O'Sullivan, D. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide: ATF Press, 2005.
- Prowse, Christopher C. 'Racist Attitudes Towards Aboriginal Australians in the Light of Contemporary Catholic Concepts of Sin and Conversion'. Doctoral Dissertation, Pontifical Lateran University, 1995.
- Turner, Margaret Kemarre. *Iwenhe Tyerrtye—what it means to be an Aboriginal person*. Alice Springs, NT: IAD Press, 2010.
- Walker, Vicki. *Invisible no more: The Story of the Foundation and Development of the Aboriginal Catholic Ministry Melbourne*. Aboriginal Catholic Ministry Melbourne. Thornbury, Victoria: ACM Thornbury 1996.

Lecturer: ROBYN REYNOLDS OLSH

DP9004Y LOSS AND GRIEF WITHIN A CONTEMPORARY PASTORAL SETTING

Elective unit

(Min. No. 8)

1st semester: Wednesday evening

CONTENT

This unit of study will begin by exploring the general nature of loss and grief by examining the most common loss and grief events in human experience, critically examining the various theoretical approaches. This unit will also explore some of the more obscure loss and grief situations: such as family breakdown, unemployment, relocation and migration, war and seeking asylum, abuse and discrimination, chronic illness, and suicide. Finally, it will explore a number of pastoral strategies which may be useful in assisting a person experiencing loss and grief. This will include an exploration of ethical boundaries and collaborative pastoral approaches.

PREREQUISITES: DP8001Y Foundations for Pastoral Practice

LEARNING OUTCOMES

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

1. articulate a clear understanding of the theory that has developed around the experience of loss and grief through a critical reading of current literature
2. articulate an understanding of the experience of loss and grief, in all its complexity, in a variety of life situations
3. critically evaluate the various theoretical and pastoral approaches to the experience of loss and grief, assessing their value to the ecclesial environment of pastoral ministry
4. define and illustrate the specific role and ethical boundaries of a therapeutic relationship and how that may manifest itself within the ecclesial pastoral environment
5. describe illustrate and critically evaluate the pastoral, theological and spiritual contribution and limitations of such a relationship and outline an essential collaborative role with specialist professional services or in a multi-disciplinary setting
6. develop and present a synthesis position on appropriate pastoral intervention strategies for a selected complex loss and grief situation

ASSESSMENT

Description of, and reflection on, a personal loss and/or grief situation 1000 words (20%); weekly reflection on assigned reading tasks, 200 words per week over 10 weeks = 2000 words (30%); theory and practice essay 3000 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

- *Attig, Thomas. *How We Grieve: Relearning the World*. 2nd ed. Oxford: OUP, 2011.
- *Giddings, Philip, Martin Down, Elaine Sugden and Gareth Tuckwell. *Talking About Dying: Help in Facing Death and Dying*. London: Wilberforce Publications, 2016.
- Hooyman, Nancy R., and Betty J. Kramer. *Living through Loss: Interventions across the Life Span*. New York: Columbia University Press, 2006.
- *Machin, Linda. *Working with Loss and Grief: A Theoretical and Practical Approach*. 2nd ed. Thousand Oaks, CA: Sage, 2013.
- Mallon, Brenda. *Dying, Death and Grief: Working with Adult Bereavement*. Thousand Oaks, CA: Sage, 2008.
- Nolan, S. *Spiritual Care at End of Life: The Chaplain as Hopeful Presence*. London and Philadelphia, PA: Jessica Kingsley, 2010.
- Pargament, Kenneth I. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York: The Guilford Press, 2011.
- Verhey, Allen D. *The Christian Art of Dying: Learning from Jesus*. Grand Rapids, MI: Eerdmans, 2011.

Lecturer: BARRY ROGERS

DP9006Y PROFESSIONAL ISSUES IN PASTORAL MINISTRY

Intensive, Elective unit

(Min. No. 8)

2nd semester: See www.ytu.edu.au for details

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: DP8001Y 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. demonstrate an integrated understanding of the personal, professional and ethical complexities of the pastoral setting
6. demonstrate a critical understanding of current research on healthy, ethical formation and practice, and reflect on this understanding for personal pastoral practice

ASSESSMENT

Compare and contrast two different ethical codes 1000 word essay (20%); focus on 3 significant elements in one ethical code 2000 word essay (30%); ethical dilemma within a pastoral practice setting 3000 word essay (50%)

BIBLIOGRAPHY *set text 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, 2003.

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

Carroll, Michael, and Elisabeth Shaw. *Ethical Maturity in the Helping Professions: Making Difficult Life and Work Decisions*. London: Jessica Kingsley, 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, 2010.

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

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

Lynch, Gordon. *Pastoral Care and Counselling*. Ethics in Practice. Series editor Tim Bond. London: Sage, 2002.

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

Lecturer: TBA

DP9010Y FAITH RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

Intensive, elective unit, crosslisted as Spirituality DS9010Y

(Min. No. 8)

1st semester: 9:00am-4:00pm, Sat & Sun 2, 3, 30, 31 March, 18, 19 May

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.

PREREQUISITES: None

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. recognise 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

Analysis of major ideas and issues presented in article/s chosen by the lecturer 2000 words (30%); essay on a topic related to the student's ministry or experience which looks at the challenges facing Church members in meeting the needs of the varying groups in our communities 4000 words (70%)

BIBLIOGRAPHY

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: Garratt Publishing, 2004.

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 Press, 2007.

Mackay, Hugh. *Beyond Belief: How we Find Meaning, With or Without Religion*. Sydney: Macmillan, 2016.

Maier, Anthony, ed. *Bridging the Divide between Faith, Theology and Life*. Adelaide: ATF, 2015.

O'Leary, Daniel. *Begin with the Heart Recovering a Sacramental Vision*. Dublin: Columba, 2008.

Ranson, David. *Across the Great Divide: Bridging Religion and Spirituality Today*. Strathfield: St Pauls, 2002.

Rolheiser, Ronald. *Secularity and the Gospel: Being Missionaries to our Children*. New York: Crossroad, 2006.

———. *Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.

Tacey, David. *Beyond Literal Belief: Religion as Metaphor*. Mulgrave: Garratt Publishing, 2015.

Tickle, Phyllis. *The Great Emergence: How Christianity is Changing and Why*. Michigan, MI: Baker Books, 2008.

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

DR9663Y LEADERSHIP FOR MISSION IN A CATHOLIC SCHOOL

Intensive, elective unit, METH

(Min. No. 8)

1st semester: 9:00am-4:00pm, Saturdays 23 February, 16 March, 4, 18 May plus on line learning (12 hrs equivalent). Crosslisted as Missiology DM9663Y, Education Studies DE9663Y

CONTENT

This unit will address the changing context in which Catholic schools operate and the import this has for school leaders. It will focus on the centrality of 'mission' in a context where the historical partnership between family, school and parish has diminished. The unit will then address the need for openness to the Spirit as we re-contextualise by drawing on the wisdom of Tradition, Scripture, church and human experience as we negotiate the needs of an increasingly pluralist school community. It will also examine the responsibilities of those aspiring to or involved in leadership under the rubrics of educational, spiritual and managerial leadership.

PREREQUISITES: 16 points of Scripture, and 16 points of Systematic Theology or Education or Religious Education or equivalent

LEARNING OUTCOMES

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

1. analyse the signs of the times as they are reflected in the context of Catholic schools
2. demonstrate an understanding of the concept of mission and its import for school leadership
3. critically engage issues to which those in Catholic school leadership must attend
4. evaluate the roles of Tradition, Scripture, church and human experience in the re-contextualisation of Catholic schools
5. identify and describe the range of skills necessary for educational leadership

ASSESSMENT

One paper of 3000 words focussing on the place of 'mission' in a Catholic school (50%); one paper of 3000 words focussing on the development of a vision for a Catholic school and a strategic plan to effect its implementation (50%)

BIBLIOGRAPHY

- Arbuckle, Gerard A. *Intentional Faith Communities in Catholic Education: Challenge and Response*. Strathfield: St Pauls, 2016.
- Calian, Carnegie Samuel. *The Spirit-Driven Leader: Seven Keys to Succeeding Under Pressure*. Louisville, KY: Westminster John Knox, 2010.
- D'Orsa, Jim and Therese. *Leading for Mission: Integrating Life, Culture and Faith in Catholic Education*. Mulgrave: Vaughan Publishing, 2013.
- Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. New York and Mahwah, NJ: Paulist Press, 2007.
- Door, Donal. *Spirituality: Our Deepest Heart's Desire*. Dublin: Columba, 2008.
- Duignan, Patrick. *Educational Leadership: Together creating ethical learning environments*. 2nd ed. Port Melbourne: Cambridge University Press, 2012.
- Franchi, Leonardo, and Stephen McKinney, eds. *A Companion to Catholic Education*. Leominster: Gracewing, 2011.
- Grogan, Margaret, ed. *The Jossey-Bass Reader on Educational Leadership*. San Francisco, CA: John Wiley & Sons, 2013.
- Hession, A. *Catholic Primary Religious Education in a Pluralist Environment*. Dublin: Veritas, 2015.
- Kouzes, James M., and Barry Z. Posner. *Leadership Challenge*. 3rd ed. San Francisco, CA: Jossey-Bass, 2002.
- Massaro, T. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman, 2008.
- Rymarz, Richard, and Angelo Belmonte, eds. *Religious Education in Australian Catholic Schools: Exploring the Landscape*. Mulgrave: Vaughan Publishing, 2017.
- Sipe, James W., and Don M. Frick. *Seven Pillars of Servant Leadership: Practicing the Wisdom of Leading by Serving*. Revised and expanded ed. New York: Paulist Press, 2015.
- Church Documents on Catholic Education: 1965-2002*. Strathfield: St Pauls, 2004.

Lecturer: MICHAEL A. KELLY CSSr

DS8000Y FOUNDATIONS FOR CHRISTIAN SPIRITUALITY

Foundational unit

(Min. No. 8)

2nd semester: Tuesday morning

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.

PREREQUISITES: None

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 a specific selected aspect of the unit

ASSESSMENT

3000 word essay (50%); 1500 word integrative assignment (25%); 1500 word tutorial (25%)

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, 2006.

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

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

Jones, Cheslyn, Geoffrey Wainwright, and Edward Yarnold, eds. *The Study of Spirituality*. London: SPCK, 1986.

Jungmann, Joseph A. *Christian Prayer through the Centuries*. New York: Paulist Press, 2006.

King, Ursula. *Christian Mystic: Their Lives and Legacies throughout the Ages*. Mahwah, NJ: Hidden Spring, 2001.

Lescher, Bruce H., and Elizabeth Liebert, eds. *Exploring Christian Spirituality*. New York: Paulist Press, 2016.

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

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

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

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

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

Lecturer: ROBYN REYNOLDS OLSH

DT8000Y INTRODUCTION TO MORAL THEOLOGY: THE GOD I BELIEVE IN IS THE GOD TO WHOM I RESPOND

Foundational unit

(Min. No. 8)

1st semester: Tuesday evening

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.

PREREQUISITES: None

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

Reflection on weekly readings 2000 words (40%); essay 4000 words (60%)

BIBLIOGRAPHY

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: 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*. Auckland City: Accent, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney: E. J. Dwyer, 2005.
- Harrington, Daniel, and James Keenan. *Jesus and Virtue Ethics: Building Bridges between New Testament Studies and Moral Theology*. Lanham, MD: Sheed and 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, 2010.
- McDonagh, Enda, and Vincent MacNamara, eds. *An Irish Reader in Moral Theology: The Legacy of the Last Fifty Years*. Dublin: Columba, 2009.
- 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, 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

DT9011Y MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

Elective unit

(Min. No. 8)

2nd semester: Tuesday morning

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 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 in case studies that will be given during the course

ASSESSMENT

Tutorial presentation 2000 word paper (30%); 4000 word major essay (70%)

Or for those not opting to do the tutorial presentation a 6000 word research essay (100%)

BIBLIOGRAPHY *set text recommended for purchase

Callahan, Daniel. *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford: OUP, 2012.

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

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.

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.

Lecturer: BERNARD TEO CSsR

DT9016Y ACTION FOR A FAIRER WORLD

Elective unit

(Min. No. 8)

2nd semester: Monday evening

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 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 around sustainability and social equity examined in the unit
3. demonstrate understanding of the moral principles 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

One 2500 word essay (40%); one 3500 word essay (60%)

BIBLIOGRAPHY

- Browne, Stephen. *Sustainable Development Goals and UN Goal-Setting*. London: Routledge, 2017.
- Dodds, Felix, et al. *Negotiating the Sustainable Development Goals*. New York: Earthscan, 2017.
- Finn, D. K., ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: OUP, 2010.
- Francis. *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: James Clarke, 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: Bodley Head, 2011.
- Scribner, Todd. *A Partisan Church: American Catholicism and the Rise of Neoconservative Catholics*. Washington, DC: Catholic University of America Press, 2015.
- Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: W. W. Norton, 2010.
- Todoaro, Michael, and Stephen Smith. *Economic Development*. Harlow: Addison Wesley, 2015.
- Tornielli, Andrea, and Giacomo Galeazzi. *This Economy Kills: Pope Francis on Capitalism and Social Justice*. Collegeville, MN: Liturgical Press, 2015.

Lecturer: BRUCE DUNCAN 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 24 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 2019

XS9992Y	Pastoral Leadership	24 point unit
	16,000 word Research Essay, see page 151 for details	48 point unit

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

XS9991Y	A Faith to Live By	24 point unit
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XS9992Y PASTORAL LEADERSHIP

Capstone Unit

(Min. No. 8)

2nd semester: Tuesday evening

CONTENT

This unit focuses on the fact that graduates will, in many ways, assume positions of leadership within the Christian community. The roles will differ but this unit will help students develop principles and practices of leadership that are coherent with their personal faith commitment and their theological studies. Drawing on the sources of faith (Scripture, Tradition, experience) and the literature on leadership, students will develop methods for theological reflection, an understanding of the relationship between faith and community, an examination of qualities of leadership, pastoral planning skills, and creative approaches to the challenges that confront all who are called to leadership.

PREREQUISITES At least 120 points of Elective units (i.e. 5 units at 24 points each)

LEARNING OUTCOMES

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

1. outline biblical and theological approaches to leadership
2. evaluate Christian appropriations of contemporary leadership models
3. apply insights from the various disciplines of theology to the practice of pastoral leadership
4. develop approaches to pastoral planning and leadership
5. explain a personal approach to pastoral leadership in a faith community

ASSESSMENT

One essay of 6000 words (100%)

BIBLIOGRAPHY *set texts recommended for purchase

- Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Expanded Edition. Downers Grove, IL: Inter-Varsity Press, 2018.
- Davies, Mervyn, and Graham Dodds. *Leadership in the Church for a People of Hope*. London: T&T Clark, 2011.
- Day, David, and John Antonakis, eds. *The Nature of Leadership*. 2nd ed. Thousand Oaks, CA: Sage, 2012.
- Doohan, Leonard. *Courageous Hope: The Call of Leadership*. New York: Paulist Press, 2011.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Gula, Richard M. *The Way of Goodness and Holiness: A Spirituality for Pastoral Ministers*. Collegeville, MN: Liturgical Press, 2011.
- Habiger Institute for Catholic Leadership at the University of St Thomas, Minnesota. *True Leadership*. St Paul, MN: Sophia Consulting, 2015.
- Massaro, Thomas. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman and Littlefield, 2008.
- Northouse, Peter G. *Leadership: Theory and Practice*. 5th ed. Thousand Oaks, CA: Sage, 2010.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing, 1989.

Lecturer: MICHAEL A. KELLY CSSr

RQ9021C RESEARCH METHODOLOGIES

Elective unit, taught at Catholic Theological College

1st semester: Wednesday evening or Online.

Coursework Codes:

Face to Face: RQ9021C

Online: RQ9029C

Higher Degree by Research Codes:

Face to Face: RQ9999C

Online: RQ9990C

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%)

BIBLIOGRAPHY *Recommended Texts

Abraham, William A. *Canon and Criterion in Theology: From the Fathers to Feminism*. Oxford: Clarendon: 2002.

*Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed. Chicago, IL: Chicago University Press, 2008.

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: Cambridge University Press, 1981.

Ruether, Rosemary Radford. ed. *Feminist Theologies: Legacy and Prospect*. Minneapolis, MN: Fortress, 2007.

Swinton, J., and Harriet Mowat. *Practical Theology and Qualitative Research*. London: SCM Press, 2006.

*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, Joseph M. Williams and the University of Chicago Press Editorial Staff. Chicago: University of Chicago Press, 2013.

Whitehead, James D., and Evelyn E. Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Kansas City, MO: Sheed and Ward, 1995.

Yaghjian, Lucretia. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2006.

Lecturer and Coordinator: JOHN McDOWELL

16,000 WORD RESEARCH ESSAY

Unit value 48 points

Semester One 2019 Semester Two 2019

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 16,000 Word Research Essays

Admissions and approvals

- Students indicate their intention to enrol in the 16,000 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 16,000 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 '16,000 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/16000-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 '16,000 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.

SUPERVISED READING UNITS POSTGRADUATE

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, 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 (6000 words, worth 24 points) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.

Postgraduate

BA9415Y OLD TESTAMENT

BN9415Y NEW TESTAMENT

BS9415Y BIBLICAL STUDIES

CH9415Y CHURCH HISTORY

CT9415Y SYSTEMATIC THEOLOGY

DA9415Y MISSION AND MINISTRY

DC9415Y CANON LAW

DE9415Y EDUCATION STUDIES

DL9415Y LITURGY

DM9415Y MISSIOLOGY

DP9415Y PASTORAL THEOLOGY AND MINISTRY STUDIES

DR9415Y RELIGIOUS EDUCATION

DS9415Y SPIRITUALITY

DT9415Y MORAL THEOLOGY

48 point Supervised Reading Units may also be approved. Consult the Academic Dean.

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 16 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, Warrnambool 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 8 point unit (DR8605Y Integrative Exercise) is taken concurrently over the duration of the course.

FEES

GCTRE units \$1632.00 per 16 point unit of study

GCTRE Integrative unit \$816.00 per 8 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: John Knox Press, 2003.

Coloe, Mary L. *A Friendly Guide to the Birth of Jesus*. Mulgrave: Garratt Publishing, 2017.

———. *The Two Hands of God: Creation and Scripture*. Mulgrave: Garratt Publishing, 2014.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*. Oxford: OUP, 2006.

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

———. *A Friendly Guide to the New Testament*. Mulgrave: Garratt Publishing, 2010

———. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators and Believers*. Mulgrave: Garratt Publishing, 2015.

Monaghan, Christopher J. *The Gospels: God with Us*. Mulgrave: Garratt Publishing, 2014.

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: Lumino Press, 2009.

Scullion, J. J. *Genesis. An Introduction for Students, Teachers and Preachers*. Collegeville, MN: Liturgical, 1992.

Lecturer: MARY COLOE pbvm and ROSE MARIE PROSSER

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, 1983
- Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: Liturgical Press, 2001.
- Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third, 1983.
- De Gidio, Sandra. *Sacraments Alive: Their History, Celebration and Significance*. Mystic, CT: Twenty-Third, 1991.
- Feullenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2006.
- Guize, Tad. *The Book of Sacramental Basics*. New York: 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, 1999.

Lecturer: CARMEL POSA SGS, MICHAEL A KELLY CSsR and PHILIP MALONE, MSC

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: 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: Vaughan Publishing, 2012.
- Groome, Thomas H. *Christian Religious Education: Sharing Our Vision and Story*. Blackburn: 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: Social Science Press, 2002.
- Maher, Anthony, and Bob Hanley. *Educating Hearts: Seven Characteristics of a Good School*. Strathfield: St Pauls, 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: Lumino Press, 2007.

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.

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 and Ward, 1999.
- Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis, 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*. Mulgrave: Garratt Publishing, 2002.
- Nichols, Alan. *Street called Choice: Ethical Choices for Ordinary People*. Melbourne: Acorn Press, 2005.
- Shelton, Charles. *Achieving Moral Health: An Exercise Plan for Your Conscience*. New York: Crossroad, 2000.

Lecturer: BERNARD TEO CSsR

DR8605Y INTEGRATIVE EXERCISE

DR8605Y

(Min. No. 8)

Course: GCTRE unit value 8 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 2019

Box Hill (YTU) Classes: 9:00am–4:00pm

Semester one

DR8601Y 1st year	Introduction to Scripture for Religious Educators (MC and RMP) Sat 16 Feb; Sat 2 Mar; Mon 8 April; Tue 9 April
DR8603Y 2nd year	Foundations of Religious Education (JF) Sat 23 Feb; Sat 2 Mar; Mon 8 April; Tues 9 April

Semester two

DR8602Y 1st year	Jesus Christ Today: In Church, Mission and Sacraments (CP) Sat 27 July; Sat 10 Aug; Thu 3 Oct; Fri 4 Oct
DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (BT) Sat 27 July; Sat 10 Aug; Thu 3 Oct; Fri 4 Oct
DR8605Y 2nd year	Integrative Exercise

Warrnambool Classes: Friday & Saturday 9:00am–4:00pm

Semester one

DR8601Y 1st year	Introduction to Scripture for Religious Educators (RMP) Fri 22 Mar; Sat 23 Mar; Fri 10 May; Sat 11 May
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Semester two

DR8602Y 1st year	Jesus Christ Today: In Church, Mission and Sacraments (MAK) Fri 16 Aug; Sat 17 Aug; Fri 11 Oct; Sat 12 Oct
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Ballarat Classes: Friday & Saturday 9:00am–4:00pm

(REAP) Same program as GCTRE

Semester one

DR8601Y 2nd year	Introduction to Scripture for Religious Educators (RMP) Fri 15 Mar; Sat 16 Mar; Fri 3 May; Sat 4 May
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Semester two

DR8602Y 2nd year	Jesus Christ Today: In Church, Mission and Sacraments (PM) Fri 16 Aug; Sat 17 Aug; Fri 11 Oct; Sat 12 Oct
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Dates: Version 5: 17th December 2018

Lecturer

RMP	Rose Marie Prosser	PM	Philip Malone
MAK	Michael Kelly	BT	Bernard Teo
JF	G. P. (Joe) Fleming	CP	Carmel Posa
MC	Mary Coloe, pbvm		

SILOAM: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

GRADUATE DIPLOMA IN SPIRITUAL DIRECTION

Siloam is an integrated program for the formation of spiritual directors that may be studied full-time, or part-time (Mondays, approx. 8:30am-5:30pm). It is taken over 2 semesters full time or 4 semesters part time. Three units are studied concurrently in each semester (full time students) or in each year (part time students).

Full-time	Part-time	Unit Title
Semester 1	Year 1	
DD8701Y	DD8711Y	Religious Experience and the Christian Spiritual Tradition I
DD8703Y	DD8713Y	Personal Awareness and Human Development I
DD8705Y	DD8715Y	Spiritual Direction Practicum I
Semester 2	Year 2	
DD8702Y	DD8712Y	Religious Experience and the Christian Spiritual Tradition II
DD8704Y	DD8714Y	Personal Awareness and Human Development II
DD8706Y	DD8716Y	Spiritual Direction Practicum II

Application for this program is made directly to Heart of Life: Phone (03) 9890 1101, Email: holsc@bigpond.com, followed by application through Yarra Theological Union to the University of Divinity if studying for the Graduate Diploma in Spiritual Direction.

See <http://www.heartoflife.melbourne/siloam/> for a detailed brochure and application form.

Fees: Siloam Program (Graduate Diploma in Spiritual Direction)

Students undertaking the Siloam program as enrolled students for the Graduate Diploma in Spiritual Direction through the University of Divinity will pay the following:

University of Divinity Tuition fees (Fee-Help is available to qualifying Australian citizens)	\$ 14688
Heart of Life Residential weekends & student amenities costs	<u>\$ 2250</u>
Total	\$ 16938

Students undertaking the Siloam program as not-for-credit students will pay the following fees and costs:

Heart of Life Program fees	\$ 10560
Heart of Life Residential weekends & student amenities costs	<u>\$ 2250</u>
Total:	\$ 12810

In addition to the program, students are expected to undertake regular spiritual direction, and a psychological assessment, at their own expense.

Content: Siloam Program (Graduate Diploma in Spiritual Direction)

Currently in its 41st year of operation, and international in scope, the Siloam Formation Program for Spiritual Directors is recognised by the Australian Ecumenical Council for Spiritual Direction (www.spiritualdirection.org.au), as meeting the Council's guidelines for the formation of spiritual directors. Siloam is committed to the standards for formation and the norms for ethical practice set by AECSD. The guidelines for the practice of spiritual direction are outlined in the documents of AECSD – for example, the nature of the relationship between director and directee, confidentiality, protocols for spiritual direction sessions, ethical practice, and the place, and practice, of supervision. These issues are basic to the Siloam program.

Siloam is an integrated program, the content of which includes units on Religious Experience and the Christian Spiritual Tradition I & II, Personal Awareness and Human Development I & II, and Spiritual Direction Practicum I & II. Integrated into these units are modules on the contemplative foundation of spiritual direction, the varieties of religious experience, the human experience of God, life stage models of spiritual and human development, spirituality of particular needs, ethics and professional standards in ministry, grace and conversion, the discernment of spirits, ecological spirituality and spiritual direction practice.

The transformative process of integrating one's ministry as a spiritual director and one's personal development is facilitated by Siloam's ongoing emphasis on individual and group supervision and group interaction.

Contact

Emeritus Professor Paul Beirne
(University of Divinity)
Director
Heart of Life

96 Albion Road, Box Hill 3128 Phone: 03 9890 1101

Email: holsc@bigpond.com Website: <http://www.heartoflife.melbourne>

Siloam Calendar 2019

Immersion Weekend (compulsory)	8-9 Feb (Full-time participants)
Orientation (compulsory)	8-9 Feb (Part-time Year 1 participants)
Orientation Week	11-15 Feb (Full-time participants) 11 Feb only (Part-time participants Yr 1)
Semester 1	18 February-28 June
Mid-semester 1 break	6 Apr-22 Apr
Semester 2	22 July-25 November
Mid semester 2 break	21 Sept-6 Oct
Retreat Week-FT and PT2 students (compulsory)	16-20 Sept
3 compulsory residential prayer weekends (Full-time students)	3-5 May, 16-18 Aug, 22-24 Nov
2 compulsory residential prayer weekends (Part-time Year 1 students)	17-19 May, 23-25 Aug
2 compulsory residential prayer weekends (Part-time Year 2 students)	24-26 May, 22-24 Nov

End-of-Year Missioning of Graduates: Monday 25 November 2019

Applications for 2019 close on 30 November 2018.

Unit undertaken as full time, 1st semester: DD8701Y, or part time, 1st year: DD8711Y

CONTENT

Beginning with students' spiritual autobiographies, the unit develops an understanding of the nature of religious experience through appreciation and interpretation of their own experience, which includes reflection on images of God and Jesus, both historical and personal.

The unit examines the contemplative foundations of spiritual direction through an examination of, and reflection on, Biblical, Patristic, Medieval, Reformation, and Mystical spirituality, and for contrast, the spirituality immanent in East Asian and other religious traditions.

The unit also specifies and explores the varieties of religious experience as well as the effect mindfulness and meditation have on human and religious experience, and considers Grace and Conversion and the crucial role these play within the Christian spiritual tradition.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate a critical understanding of the Biblical, theological and spiritual underpinnings of the ministry of spiritual direction
2. discern and describe the varieties of religious experience they encounter in their ministry as spiritual directors
3. understand and explain the role mindfulness and meditation play in religious experience and spiritual direction
4. identify and explore the movement of grace in their personal experience and the experience of those to whom they minister
5. develop a theology of grace on the basis of their experience and be able to elucidate this learning

ASSESSMENT

3000 word essay on Religious experience (50%); 1500 word reflective essay paper on personal Grace (25%); 1500 word reflective essay on the experience of Conversion (25%)

BIBLIOGRAPHY

Readings for Religious Experience

Barry, William A. *Spiritual Direction and the Encounter with God: A Theological Enquiry*. Mahwah, NJ: Paulist Press, 1982.

Coutinho, Paul. *How Big is Your God? The Freedom to Experience the Divine*. Chicago, IL: Loyola, 2007.

de Mello, Anthony. *Sadhana: A Way to God Christian Exercises in Eastern Form*. East Melbourne: HarperCollinsReligious, 1998.

Edwards, Denis. *Human Experience of God*. Romsey, NJ: Paulist Press, 1983.

———. *Jesus, the Wisdom of God*. Strathfield: St Pauls, 1985.

Eliade, M. *The Sacred and the Profane*. New York: Harcourt, 1957.

Lane, D. *The Experience of God*. New York: Paulist Press, 1981.

Navone, J. "Write a Gospel." *Review for Religious* 38, no. 5 (September 1979): 668-673.

Pearson, C. *Awakening the Heroes Within: Twelve Archetypes to Help Us Find Ourselves and Transform Our World*. San Francisco, CA: HarperSanFrancisco, 1991.

Stewart, C. *The World of the Desert Fathers*. Oxford: SLG Press, 1991.

Readings for Grace and Conversion

Alphonso, Herbert. *The Personal Vocation*. Rome: Centrum Ignatianum, 2002.

Conn, Walter, ed. *Christian Conversion*. New York: Alba House, 1986.

Liebert, Elizabeth. *The Way of Discernment*. Louisville, KY: Westminster John Knox, 2008.

Louf, Andre. *Grace Can Do More: Spiritual Accompaniment and Spiritual Growth*. Kalamazoo, MI: Cistercian, 2002.

Lecturers: PETER MALONE MSC and ROBYN REYNOLDS OLSH

Unit undertaken as full time, 2nd semester: DD8702Y, or part time, 2nd year: DD8712Y

CONTENT

This unit considers the central role Discernment plays in spiritual direction, including the discernment of spirits, and the means of identifying God's Spirit from spirits not of God. The central role examination of conscience plays in the spiritual life and in spiritual direction will also be considered.

Drawing on the insights of Christian theology and spirituality, and modern science, the unit explores the deep interconnectedness of all life, and examines the link between Eco-spirituality and spiritual direction.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. understand and articulate the processes of discerning the spirits (towards God and away from God) informed by their own and others' experience, and the wisdom of tradition
2. demonstrate an ability to apply this understanding to the practice of the ministry of spiritual direction
3. demonstrate awareness of theories relating to the interconnectedness of all life and the relevance of ecological spirituality to the contemplative practice of spiritual direction
4. communicate this knowledge, and its implications for humanity and all forms of life, to others in a practical and useful form

ASSESSMENT

3000 word essay on Discernment (50%); 3000 word essay on Eco-spirituality (50%)

BIBLIOGRAPHY *set text recommended for purchase

Readings for Discernment

Armstrong, Karen. *Twelve Steps to a Compassionate Life*. New York: Anchor, 2011.

Aschenbrenner, George A. "Consciousness Examen." *Review for Religious* 31, no. 1 (Jan 1972): 17-21.

Barry, William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Gallagher, B. *Taking God to Heart*. Strathfield: St Pauls, 2008.

Larkin, E. *Silent Presence: Discernment as Process and Problem*. Denville, NJ: Dimension, 1981.

Nouwen, H. *Discernment: Reading the Signs of Daily Life*. New York: HarperCollins, 2013.

Toner, J. J. *A Commentary on St Ignatius' Rules for the Discernment of Spirits*. St Louis, MI: St Louis University, 1995.

Readings for Ecological Spirituality

Berry, T. *The Sacred Universe: Earth, Spirituality and Religion in the Twenty-First Century*.

Edited by Mary Tucker and J. Grimm. New York: Columbia University Press, 2009.

Cannato, J. *How the New Cosmology is Transforming Spiritual Life*. Notre Dame, IN: Green, 2010.

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

Francis. *Laudato Si': On Care of our Common Home*. Strathfield: St Pauls, 2015.

Lecturer: PAUL BEIRNE

DD8703Y PERSONAL AWARENESS & HUMAN DEVELOPMENT I

Unit undertaken as full time, 1st semester: DD8703Y, or part time, 1st year: DD8713Y

CONTENT

One aspect of the unit examines spiritual development in the context of human development. Several "life stage" models of human development will be examined to elucidate the extensive changes that an individual's spiritual growth encompasses over a lifetime. The following fundamental human experiences will be explored from the developmental perspective: painful emotions; grief and loss; gender identity and sexuality; love and friendship.

Another aspect of the unit highlights the Spiritual Director's understanding of, and response to, directees with special needs. It addresses methods for recognising directees who may be undergoing more serious mental health problems, and how to refer them appropriately to professional mental health services. It also addresses cross-cultural factors in spiritual direction, ensuring the culturally and linguistically diverse directee's cultural framework is respected, and idioms of spiritual expression are understood and valued.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. demonstrate an understanding of the sociological, psychological, and pastoral underpinnings of the ministry of spiritual direction
2. understand and explain representative "life stage" models of human development and their relevance to spiritual direction
3. apply this knowledge and understanding to the practice of spiritual direction;
4. recognise when a person needs to be referred to a qualified professional in mental health services, and to whom this referral can be made
5. demonstrate sensitivity to the needs of a culturally and linguistically diverse clientele

ASSESSMENT

3000 word essay (50%); 3000 word essay (50%)

BIBLIOGRAPHY

- Cooper, Austin. *Julian of Norwich: Reflections on Selected Texts*. Strathfield: St Pauls, 1986.
- Delio, Ilia. *The Unbearable Wholeness of Being: God, Evolution and the Power of Love*. Maryknoll, NY: Orbis, 2013.
- Don, Megan. *Falling into the Arms of God: Meditations with Teresa of Avila*. Navoto, CA: New World Library, 2005.
- Dowrick, S. *Intimacy and Solitude: How to Give Love and Receive It*. Crows Nest: Allen & Unwin, 2014.
- Erikson, E. H., and J. M. Erikson. *The Life Cycle Completed: Extended Version*. New York: W. W. Norton, 1998.
- Flanagan, Sabina, trans. *Secrets of God: Writings of Hildegard of Bingen*. London: Shambala, 1996.
- McKissock, M., and D. McKissock. *Coping with Grief*. 4th ed. Sydney: HarperCollins, 2012.
- Moberg, D. O., ed. *Aging & Spirituality: Spiritual Dimensions of Aging*. New York: Howarth, 2001.
- Moody, H. R., and D. Carroll. *The Five Stages of the Soul*. New York: Random House, 1998.
- Moore, T. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: HarperCollins, 1992.
- Moore, T. *Dark Nights of the Soul: A Guide to Finding Your Way through Life's Ordeals*. New York: Gotham, 2004.
- Stevens, R. *Erik Erikson: Explorer of Identity and the Life Cycle*. New York: Palgrave, 2008.
- Whitehead, E., and J. Whitehead. *Nourishing the Spirit*. New York: Orbis, 2012.
- . *Transforming Our Painful Emotions*. New York: Orbis, 2010.

Lecturers: PETER BENTLEY and SIMON JENKINSON

DD8704Y PERSONAL AWARENESS & HUMAN DEVELOPMENT II

Unit undertaken as full time, 2nd semester: DD8704Y, or part time, 2nd year: DD8714Y

CONTENT

The unit examines the human experience of God, incarnation, Kenosis, self-emptying love, God working through personal experience, and consequent approaches to contemplation and contemplative prayer. The unit also examines the influence that the visual and narrative arts, images and imagination have on human and religious experience as well as the roles each of these play in the formation of spiritual directors. The unit addresses professional standards and integrity in ministry linked to students' experience, guided by reference to Ethical Guidelines for Spiritual Directors such as Integrity in the Service of the Church, Integrity in Ministry, Towards Healing, and the Australian Ecumenical Council for Spiritual Director's Code of Ethics for Spiritual Directors.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. discuss various ways of expressing the human encounter with God through the utilisation of one's reading, reflection and personal experience
2. critically evaluate different traditions of spirituality and their methods of proclaiming the sacred immanent in human experience
3. apply the knowledge referred to in 1. and 2. above in the practice of spiritual direction
4. integrate professional standards and ethical guidelines into the practice of spiritual direction
5. engage with those seeking information/direction relating to professional standards and be able to articulate those standards appropriately and professionally

ASSESSMENT

3000 word reflective essay (50%), or one 1500 word reflective essay (25%) and one multi-media project equivalent to 1500 words (25%); 3000 word reflective essay (50%)

BIBLIOGRAPHY

Readings for Human Experience of God

- Barry, William A. *Spiritual Direction and the Encounter with God*. Rev. ed. NY: Paulist Press, 2004.
- Burrows, Ruth. *Guidelines for Mystical Prayer*. London: Sheed and Ward, 1976.
- Edwards, Denis. *Human Experience of God*. Sydney: Paulist Press, 1983.
- Fiand, Barbara. *From Religion Back to Faith—a Journey of the Heart*. New York: Crossroad Publishing, 2006.
- Keating, Thomas. *The Human Condition*. Mahwah, NJ: Paulist Press, 2007.
- Laird, Martin. *Into the Silent Land*. Oxford: OUP, 2006.

Readings for Professional Standards

- Australian Catholic Bishops Conference and Australian Conference of Leaders of Religious Institutes. *Integrity in the Service of the Church*. Canberra: ACBC, 2004.
- Australian Catholic Bishops Conference and Catholic Religious Australia (National Committee for Professional Standards), *Towards Healing*, amended 2016, <http://ncps.org.au/public/public/41-towards-healing/>
- Australian Ecumenical Council for Spiritual Direction: *Code of Ethics*, <http://spiritualdirection.org.au>, 2005.
- Integrity in Ministry: A Resource Document of Principles and Standards for Lay Workers in the Catholic Church in Australia*. Canberra: National Committee for Professional Standards, 2011.

Lecturers: ROBYN REYNOLDS OLSH and PETER BENTLEY

DD8705Y SPIRITUAL DIRECTION PRACTICUM I

Unit undertaken as full time, 1st semester: DD8705Y, or part time, 1st year: DD8715Y

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 focussing on, a contemplative approach to spiritual direction; 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. The unit includes individual and group supervision, individual and group evaluations, group interaction, and leadership of group prayer.

CO-REQUISITES: DD8701Y Religious Experience and the Christian Spiritual Tradition I and DD8703Y: Personal Awareness and Human Development I or equivalent units

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. demonstrate an ability to engage in group supervision processes
4. integrate their theoretical learnings, their ministerial practice, and their personal development

ASSESSMENT

Ten verbatim reports, incorporating critical reflection, of at least 300 words each (50%); 1000 word case study (20%); 1000 word self-evaluation [workplace evaluation] (20%); 1000 word portfolio on goal setting (10%)

BIBLIOGRAPHY *set text 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: Crossroad Publishing, 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 University Press, 1995.

———. *The Discerning Heart: Discovering a Personal God*. Chicago, IL: Loyola, 1993.

Coutinho, Paul. *How Big is Your God? The Freedom to Experience the Divine*. Chicago, IL: Loyola, 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 Press, 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.

Ruffing, Janet K. *Spiritual Direction: Beyond the Beginnings*. New York: Paulist Press, 2000.

Supervisors: LIS TEGGELOVE RSM, MICHELE McCOURT, CAROLE CARMODY RSM and MARLENE McGRATH

DD8706Y SPIRITUAL DIRECTION PRACTICUM II

Unit undertaken as full time, 2nd semester: DD8706Y, or part time, 2nd year: DD8716Y

CONTENT

The unit provides students with the opportunity to undertake spiritual direction under appropriate supervision and to reflect critically on that experience. The unit develops on the first semester unit DD8705Y.

Students continue their ministry of spiritual direction and their ongoing focus on, a contemplative approach to spiritual direction; 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.

Each student will direct a retreat under supervision as part of this unit.

CO-REQUISITES: DD8702Y Religious Experience and the Christian Spiritual Tradition II and DD8704Y Personal Awareness and Human Development II or equivalent units

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, in particular, in relation to their own experience of spiritual direction as director and directee
3. demonstrate an ability to articulate their capacities and limitations as developing spiritual directors within the context of group supervision
4. continue to integrate their theoretical learnings, their ministerial practice, and their personal development
5. understand the key elements of leading a retreat and be able to put them into practice

ASSESSMENT

Ten verbatim reports, incorporating critical reflection, of at least 300 words each (50%); 1000 word case study (20%); 1000 word self-evaluation [workplace evaluation] (20%); 1000 word critical reflection (10%)

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: Crossroad Publishing, 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 University Press, 1995.

———. *The Discerning Heart: Discovering a Personal God*. Chicago, IL: Loyola, 1993.

Coutinho, Paul. *How Big is Your God? The Freedom to Experience the Divine*. Chicago, IL: Loyola, 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.

Ruffing, Janet K. *Spiritual Direction: Beyond the Beginnings*. New York: Paulist, 2000.

Supervisors: LIS TEGGELOVE RSM, MICHELE McCOURT, KATHLEEN SPOKES SGS and PAUL BEIRNE

RECENT PUBLICATIONS OF THE FACULTY

Paul Beirne

"The Creation of Australia's First 'University of Specialisation'." In conjunction with Emeritus Professor Peter Carpenter and Emeritus Professor Gabrielle McMullen. *Pacifica* 28 (October 2015): 217-228.

"Sacred Meals and Mission." In *Creating a Welcoming Space: Reflections on Church and Mission—Essays to Honour Larry Nemer svd*, edited by Ross Fishburn, Michael Kelly, Christopher Monaghan, and Peter Price, 172-192. Eugene, OR: Wipf and Stock, 2015.

"Tonghak/Ch'öndogyo." In *Handbook of East Asian New Religious Movements*. Brill Handbooks on Contemporary Religion. Paul L. Beirne and Carl F. Young, edited by Lukas Pokorny and Franz Winter, Vol. 16, 255-278. Leiden: Brill, 2018.

Gregory Brett

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.

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.

John N. Collins

Diakonia Studies: Critical Issues in Ministry. New York: OUP 2014.

"The Presbyterian as Purveyor of the Word of God." *Worship* 88, no. 3 (May 2014): 255-71.

Review of *Gemeinde, Ämter, Dienste: Perspektiven zur neutestamentlichen Ekklesiologie* by Anni Hentschel. Neukirchen-Vluyn: Neukirchener-Verlagsgesellschaft, 2013, *Diaconia Christi*, Rottenburg am Neckar, Vol. 49 (2014):1-2, 147-49.

Gateway to Renewal: Reclaiming ministries for women and men. Northcote: Morning Star, 2016.

Mary L. Coloe

"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.

"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.

"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.

"Creation in the Gospel of John." In *Creation is Groaning: Biblical and Theological Perspectives*, edited by Mary L. Coloe, 71-90. Collegeville, MN: Liturgical, 2013.

A Friendly Guide to John's Gospel. Mulgrave: Garratt Publishing, 2013.

"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.

A Friendly Guide to the Birth of Jesus. Mulgrave: John Garratt Publishing, 2017.

"Presented in the Temple of God's Glory." In *Nano Nagle and an Evolving Charism: A Guide for Educators, Leaders and Care Providers*, edited by Bernadette Flanagan, Mary T. O'Brien and Anne M. O'Leary, 141-150. Dublin: Veritas, 2017.

"John 17:1-26: The Missionary Prayer of Jesus." *Australian Biblical Review* 66 (2018): 1-15.

Bruce Duncan

- "Tackling Capitalism: What Vatican II achieved and what still needs to be done." *Pacifica* 26, no. 2 (2013): 199-214.
- "Globalisation and the Morality of Economics." *Interface: A Forum for Theology in the World* 16, no. 1 (2013): 35-63.
- "Pope Francis's Call for Social Justice in the Global Economy." *Australasian Catholic Record* 91, no. 3 (July 2014): 178-93.
- "Pope works to reconcile Catholic teaching, population pressures and sustainable development." *Australian Outlook*, Australian Institute of International Affairs, 23 September, 2015.
- "Islam, Peacemaking and Terrorism." *Australasian Catholic Record* 92, no. 2 (April 2015): 204-224.
- "The economic credibility of Pope Francis: the *Australian and Laudato Si*." In *Economic and Ecotheological Responses to Laudato Si*, edited by John Capper. 55-74. Adelaide: ATF Press, 2016.
- "Forming a Just Society." In *To know, worship and love: Catholic Ethical Thinking for Secondary Students*. Chapter 8. 183-218. Melbourne: James Goold House, 2016.
- "The Economics behind the Social Thought of Pope Francis." *Australasian Catholic Record* 94, no. 2 (April 2017): 148-166.
- "Reimagining Faith-based Leadership for the Greater Good." In *Well-being, Personal Wholeness and the Social Fabric*, with Darren Cronshaw *et al.*, edited by Doru Costache *et al.*, 266-296. Newcastle upon Tyne: Cambridge Scholars, 2017.
- "Fr Frank Lombard (1910-1967)." *Cardijn Studies* 1 (2017): 19-29.

Ross Fishburn

- Creating a Welcoming Space: Reflections on Church and Mission—Essays to Honour Larry Nemer, svd*, edited by Ross Fishburn, Michael Kelly, Christopher Monaghan and Peter Price. Northcote: Morning Star, 2014.
- "Dr Michael Ramsey." In *Heroes of the Faith: 55 men and women whose lives have proclaimed Christ and inspired the faith of others*, edited by Roland Ashby. Mulgrave: Garratt Publishing, 2015.

Brian Gallagher

- Taking God to Heart: A Living Spirituality*. 2008. Reprint, Strathfield: St Pauls, 2013.
- "Discernment of Spirits: The Corner-stone of Formation of Spiritual Directors." PhD diss., 2018, University of Divinity, Melbourne, 2018.
- "The Dark Night: A Post Royal Commission Church." In *The Swag* 26, no. 2 (Winter 2018):17-18.

Anne Gardner

- "Modern Ecological Concerns, the Persistence of Apocalyptic and the Signs of the End." *Pacifica* 27, no. 1 (2014): 4-27.
- "Dan 8, 1-2: Keynote to the Following Vision and Advice to the Righteous to Hold Fast." *Christianesimo Nella Storia* 35, no. 2 (2014): 429-450.
- "The Still Small Voice of Nature." In *The Nature of Things Rediscovering the Spiritual in God's Creation*, edited by G. Buxton and N. Habel, 58-69. Eugene, OR: Wipf and Stock, 2016.
- "Interpreting the Writing on the Wall in Daniel 5." In *Bridging between Sister Religions*. Studies of Jewish and Christian Scriptures Offered in Honor of John T. Townsend, edited by Isaac Kalimi, 42-65. Leiden: Brill, 2016.
- "Violence and Destruction in Opposition to Judgement and Righteousness." In *Ecological Aspects of War*, edited by A. Elvey and K. Dyer. London: Bloomsbury (forthcoming).
- "Shedding Light on the Introduction to Daniel's Vision in Chapter 7 (Dan 7:1b-2a)." In *title to be announced*, edited by D. King. Piscataway, NJ: Gorgias Press (forthcoming).
- Daniel*. Earth Bible Commentary. London: Bloomsbury (forthcoming).

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 Mission of the Kingdom of God: Ultimate Source of Meaning, Value and Energy for Jesus." *The Australasian Catholic Record* 93, no. 3 (2016): 326-339.

Janina Hiebel

Ezekiel's Vision Accounts as Interrelated Narratives: A Redaction-Critical and Theological Study. BZAW 475. Berlin, Boston: De Gruyter, 2015.

"Visions of Death and Re-creation: Ezekiel 8–11, 37:1–14 and the Crisis of Identity in the Babylonian Exile and Beyond." *Pacifica* 28, no. 3 (2015): 243-255.

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Rosemarie Joyce

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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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One Author

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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>.

Bibliography

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>.

Article or Chapter in a Multi-volume Work

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.

Bibliography

Upton, Julia. "Baptism." In *The New Dictionary of Theology* (1989), 77-80.

In a less well known reference work, please include the publication details.

In Journals

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_Biblical_RTeview_article.pdf.

Bibliography

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_Biblical_RTeview_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 UNDERGRADUATE UNITS

		Semester	Page
NOT FOR CREDIT UNITS			
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LANGUAGES AL			
AL1001Y	Hebrew A	1 eve	39
AL1002Y	Hebrew B	2 eve	40
AL1031Y	Theological German A	1 eve	41
AL1032Y	Theological German B	2 eve	42

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

AL1011Y	New Testament Greek A
AL1012Y	New Testament Greek B

FIELD B – BIBLICAL STUDIES BS

OLD TESTAMENT BA			
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BA2010Y/BA3010Y	Pentateuch	1 morn	45
BA2011Y/BA3011Y	Psalms	2 morn	46
BA3415Y	Supervised Reading Unit–Old Testament (18 points)		84
BA3430Y	Supervised Reading Unit–Old Testament (36 points)		84
NEW TESTAMENT BN			
BN1000Y	Entering the World of the New Testament	1 eve	44
BN2011Y/BN3011Y	Luke–Acts	1 eve	45
BN2013Y/BN3013Y	The Gospel of John	2 eve	46
BN3415Y	Supervised Reading Unit-New Testament (18 points)		84
BN3430Y	Supervised Reading Unit-New Testament (36 points)		84
BIBLICAL STUDIES BS			
BS2501Y/BS3501Y	Exploring the World of Jesus	1 eve	51
BS3116Y	Biblical Justice and the Reign of God	2 eve	52
BS3415Y	Supervised Reading Unit-Biblical Studies (18 points)		84
BS3430Y	Supervised Reading Unit-Biblical Studies (36 points)		84

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

BA2012Y/BA3012Y	Wisdom Literature
BA2013Y/BA3013Y	The Book of Isaiah
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	The Book of Jeremiah
BA2020Y/BA3030Y	Jewish Apocalyptic Literature
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2017Y/BN3017Y	Romans
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FIELD C – CHRISTIAN THOUGHT AND HISTORY

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CH2011Y/CH3011Y	Foundations of Australian Catholicism	2 eve	56
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CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)	1 eve	59
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS2/3320Y)	1 Intens	61
CH2322Y/CH3322Y	Mystery at the Heart of the Church (DS2/3322Y)	1 eve	60
CH3415Y	Supervised Reading Unit-Church History (18 points)		84
CH3430Y	Supervised Reading Unit-Church History (36 points)		84
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CT2025Y/CT3025Y	Sent to Serve	2 eve	64
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church	2 eve	65
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)	1 Intens	61
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism Confirmation Eucharist (DR2/3350Y)	1 eve	66
CT3024Y	Theological Methods	1 eve	67
CT3415Y	Supervised Reading Unit-Systematic Theology (18 points)		84
CT3430Y	Supervised Reading Unit-Systematic Theology (36 points)		84

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2210Y/CH3210Y**	Seers, Saints and Sinners (=DS2/3210Y)
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y)
CH2216Y/CH3216Y	Disciples of Holiness (DS2/3216Y)
CH2511Y/CH3511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)
CH2911Y/CH3911Y	Umbria, Cradle of the Franciscan Movement
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2016Y/CT3016Y	In Search Of A Humbler Church
CT2331Y/CT3331Y**	Theology in Asia: A Model of Development in Theology (=DM2/3331Y)
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)
CT3012Y	The Christian Doctrine of God: The Holy Trinity
CT3017Y	Jesus: Name of our Salvation
CT3019Y	Human Person: Community and World

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DL2423Y/DL3423Y	Proclaiming the Word of God (DP2/3423Y)	1 morn	71
DL3415Y	Supervised Reading Unit-Liturgical Studies (18 points)		84
DL3430Y	Supervised Reading Unit-Liturgical Studies (36 points)		84
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DM2011Y/DM3011Y	A Comparative Study of Religions	1 eve	73
DM2470Y/DM3470Y	Social Teaching and Indigenous Persons (DT2/3470Y)	1 morn	74
DM3415Y	Supervised Reading Unit-Missiology (18 points)		84
DM3430Y	Supervised Reading Unit-Missiology (36 points)		84
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DP2004Y/DP3004Y	Loss and Grief within a Contemporary Pastoral Setting	1 eve	75
DP2422Y/DP3422Y**	Ritual and Pastoral Care (=DL2/3422Y)	1morn	70
DP2010Y	Faith, Religion and Spirituality (DS2010Y)	1 Intens	75
DP2101Y**	Spiritual Leaders (=DS2101Y)	1&2 morn	80
DP2423Y/DP3423Y**	Proclaiming the Word of God (=DL2/3423Y)	1 morn	71
DP3006Y	Professional Issues in Pastoral Ministry	2 Intens	76
DP9100S	Clinical Pastoral Education (CPE)		78
DP3415Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (18 points)		84
DP3430Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (36 points)		84
RELIGIOUS EDUCATION DR			
DR2350Y/3350Y**	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT2/3350Y)	1eve	66
DR3415Y	Supervised Reading Unit-Religious Education (18 points)		84
DR3430Y	Supervised Reading Unit-Religious Education (36 points)		84
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DS2214Y/DS3214Y**	Death, Dying and Grief (=CH2/3214Y)	2 Intens	58
DS2320Y/DS3320Y**	Mary in the Christian Tradition (=CH/CT2/3320Y)	1 Intens	60
DS2322Y/DS3322Y**	Mystery as the Heart of the Church: Traditions of Mysticism (=CH2/3322Y)	2 eve	61
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DT3415Y	Supervised Reading Unit-Moral Theology (18 points)		84
DT3430Y	Supervised Reading Unit-Moral Theology (36 points)		84

**See cross listing for detailed unit description.

FIELD D – THEOLOGY: MISSION AND MINISTRY

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CANON LAW DC

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

LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy (DP/DS 1430Y)
DL2010Y/DL3010Y	Liturgy: Presiding and Participating

MISSIONOLOGY DM

DM2015Y/DM3015Y	Recent Approaches to Mission
DM2016Y	Liberating Mission: When Gospel Meets Culture
DM2331Y/DM3331Y**	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP1001Y	Foundations for Pastoral Practice
DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)
DP2111Y/DP3111Y	Ministry in Contemporary Context
DP3005Y	Trauma

SPIRITUALITY DS

DS1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)
DS2216Y/DS3216Y**	Disciples of Holiness (=CH2216Y/CH3216Y)
DS2321Y/DS3321Y	Gifted to the Church

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DT2012Y/DT3012Y	Justice and Human Rights
DT2014Y/DT3014Y	Can War be Just?

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AL8031Y	Theological German A (Foundational unit)	1 eve	103
AL8032Y	Theological German B (Foundational unit)	2 eve	104

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AL8012Y	New Testament Greek B (Foundational unit)

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BA9010Y	Pentateuch	1 morn	107
BA9011Y	Psalms	2 morn	108
BA9415Y	Supervised Reading Unit-Old Testament (24 points)		152
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NEW TESTAMENT BN

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BN9011Y	Luke-Acts	1 eve	110
BN9013Y	The Gospel of John	2 eve	111
BN9415Y	Supervised Reading Unit-New Testament (24 points)		152
BN9430Y	Supervised Reading Unit-New Testament (48 points)		152

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BS9662Y	Interpreting Biblical Texts METH	2 Intens	115
BS9415Y	Supervised Reading Unit-Biblical Studies (24 points)		152
BS9430Y	Supervised Reading Unit-Biblical Studies (48 points)		152

FIELD B UNITS AVAILABLE IN OTHER YEARS

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BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	The Book of Jeremiah
BA9021Y	Jewish Apocalyptic Literature
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9017Y	Romans
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FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

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CT9024Y	Theological Methods	1 eve	127
CT9025Y	Sent to Serve	2 eve	128
CT9320Y**	Mary in the Christian Tradition (=CH9320Y, DS9324Y)	1 Intens	123
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church	2 eve	129
CT9350Y	Sacraments of Initiation: Baptism Confirmation and Eucharist (DR9350Y)	1 eve	130
CT9415Y	Supervised Reading Unit-Systematic Theology (24 points)		152
CT9430Y	Supervised Reading Unit-Systematic Theology (48 points)		152

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CH9010Y	Reformation Histories and Theologies
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	Umbria Cradle of the Franciscan Movement (DS8211Y)
CH9212Y	Art History & Spirituality in Western Europe (DS9212Y)
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)
CH9216Y	Disciples of Holiness (DS9216Y)
CH9511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT9511)
CT9010Y	Eschatology: Living in Hope
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	In Search Of A Humbler Church
CT9017Y	Jesus: Name of our Salvation
CT9019Y	Human Person: Community and World
CT9331Y	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)

FIELD D - THEOLOGY: MISSION AND MINISTRY

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DC9430Y	Supervised Reading Unit – Canon Law (48 points)		152
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DL9430Y	Supervised Reading Unit-Liturgy (48 points)		152
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DM9415Y	Supervised Reading Unit-Missiology (24 points)		
DM9430Y	Supervised Reading Unit-Missiology (48 points)		
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DP9006Y	Professional Issues in Pastoral Ministry	2 Intens	141
DP9010Y	Faith, Religion and Spirituality (DS9010Y)	1 Intens	142
DP9100S	Clinical Pastoral Education CPE		78
DP9410Y**	Principles and Practice of Church Governance (=DC9410Y)	2 eve	134
DP9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)	1 morn	135
DP9423Y**	Proclaiming the Word of God (=DL9423Y)	1 morn	136
DP9415Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies(24 points)..		152
DP9430Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (48 points)		152
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DR9415Y	Supervised Reading Unit-Religious Education (24 points)		152
DR9430Y	Supervised Reading Unit-Religious Education (48 points)		152
DR9663Y	Leadership for Mission in a Catholic School (DM/DE9663Y) METH	1 Intens	143
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DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)	1 Intens	142
DS9214Y**	Death, Dying and Grief (=CH9214Y)	2 Intens	121
DS9320Y**	Mary in the Christian Tradition (=CH9320Y, CT9320Y)	1 Intens	123
DS9322Y**	Mystery as the Heart of the Church (=CH9322Y)	1 eve	124
DS9415Y	Supervised Reading Unit-Spirituality (24 points)		152
DS9430Y	Supervised Reading Unit-Spirituality (48 points)		152

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DT9016Y	Action for a Fairer World	2 eve	147
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)	1 eve	122
DT9415Y	Supervised Reading Unit-Moral Theology (24 points)		152
DT9430Y	Supervised Reading Unit-Moral Theology (48 points)		152
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**See cross listing for detailed unit description.

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

CANON LAW DC

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DC9012Y	Canon Law B

LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy (DP/DS 8430Y) (Foundational unit)
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations

MISSIOLOGY DM

DM9014Y	Inter-Religious Dialogue in a Multi-Religious Society
DM9015Y	Recent Approaches to Mission
DM9016Y	Liberating Mission: When Gospel Meets Culture
DM9331Y**	Theology in Asia: A Model of Development in Theology (=CT9331Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP8001Y	Foundations for Pastoral Practice (Foundational unit)
DP8430Y**	Doing and Living the Church's Liturgy (=DL8430Y) (Foundational unit)
DP9005Y	Trauma-a contemporary issue within the pastoral setting
DP9111Y	Ministry in Contemporary Context

SPIRITUALITY DS

DS8430Y**	Doing and Living the Church's Liturgy (=DL8430Y, DP8430Y) (Foundational)
DS9212Y**	Art History and Spirituality in Western Europe (=CH9212Y)
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)
DS9216Y**	Disciples of Holiness (=CH9216Y)
DS9321Y	Gifted to the Church

MORAL THEOLOGY DT

DT9012Y	Justice and Human Rights
DT9014Y	Can war be just?

CAPSTONE UNITS

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	16,000 word Research Essay		151

CAPSTONE UNITS OFFERED IN OTHER YEARS

Units not offered in 2019, but normally offered in other years

XS9991Y	A Faith to Live By
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UNITS FROM OTHER COLLEGES

RQ9021C	Research Methodologies (Catholic Theological College)	1 eve	150
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SUPERVISED READING UNITS

Details of these units are on page 84 (undergraduate) and page 152 (postgraduate).

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

See page 159 for GCTRE Course Schedule at each centre

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators	Sem 1	154
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments	Sem 2	155
DR8603Y	Foundations of Religious Education	Sem 1	156
DR8604Y	Making our (Christian) Choices in Life: A Value Added Approach	Sem 2	157
DR8605Y	Integrative Exercise	Sem 2	158

SILAM PROGRAM (HEART OF LIFE)

Program and contact details see page 160-167

Undergraduate First Semester 2019

Monday

9:30	CT2/3020Y C Most The Cosmos as Creation		
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BN1000Y GB Entering the World of the New Testament	BS2/3501Y AG Exploring the World of Jesus	CH/DT2/3230Y BD Catholic Social Thought in Australia and Overseas

Tuesday

9:30	BA2/3010Y O'Brien Pentateuch	DM/DT2/3470Y RR Social Teaching and Indigenous Persons	
6:00	CH/DS2/3322Y CP Mystery as the Heart of the Church	DM2/3011Y Da Costa A Comparative Study of Religions	DT1000Y PM Introduction To Moral Theology

Wednesday

9:30	DL/DP2/3423Y MAK Proclaiming the Word of God		
6:00	AL1001Y JH Hebrew A	BN2/3011Y C Mon Luke-Acts	CH1001Y MB A Survey of Early and Medieval Church History
			DP2/3004Y BR Loss and Grief within a Contemporary Pastoral Setting

Thursday

9:30	DL/DP2/3422Y E Capra Ritual and Pastoral Care: In Sickness and Life's Ending		
6:00	AL1031Y JH Theological German A	CT/DR2/3350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist	CT3024Y MB Theological Methods

Units with special arrangements:

CH/CT/DS2/3320Y Mary in the Christian Tradition CP, CR, MB 9:30am-4:30pm Saturdays 2, 16, 30 March, 4, 18 May and 1 June-Gallery Excursion
DP/DS2010Y Faith, Religion and Spirituality in Contemporary Society RMP 9:00am-4:00pm Saturday and Sunday: 2, 3, 30, 31 March, 18, 19 May
DS/DP2101Y Spiritual Leaders PBeirne 9:30am-12:30pm Friday mornings plus rotating individual supervision once per month.

Undergraduate Second Semester 2019

Monday

9:30	-		
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BA1000Y JH, MR Entering the World of the Old Testament: Survey and Method	BN2/3013Y MC The Gospel of John	DT2/3016Y BD Action for a Fairer World

Tuesday

9:30	DS1000Y RR Foundations for Christian Spirituality	DT 2/3011Y PM Major Issues in Contemporary Moral Theology	
6:00	BS3116Y G Bourke Biblical Justice and the Reign of God	CH2/3015Y C Posa Religion in the Age of Faith	DM1330Y A Da Costa Introduction to the Theology of Mission

Wednesday

9:30	-		
6:00	AL1002Y JH Hebrews B	CH2002Y MB A Survey of Early Modern and Modern Church History	CT2/3310Y G Brown Signs and Gifts of God: Sacraments of Life and Church

Thursday

9:30	BA2/3011Y MR Psalms		
6:00	AL1032Y JH Theological German B	CH2/3011Y GP Foundations of Australian Catholicism	CT1003Y RF Beginning With Jesus
			CT2/3025Y MB Sent to Serve

Units with special arrangements:

CH/DS2/3214Y Death, Dying and Grief: Through the Lens of Art and Spirituality CR, EF 9:30am-4:30pm Saturdays 3, 17, 31 August, 21 September, 12 and 26 October
DP3006Y Professional Issues in Pastoral Ministry – See www.ytu.edu.au for details
DS/DP2101Y Spiritual Leaders PBeirne 9:30am-12:30pm Friday mornings plus rotating individual supervision once per month.

Postgraduate First Semester 2019

Monday

9:30	CT9020Y C Most The Cosmos as Creation		
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30pm-3:00pm Introduction to Tertiary Studies in Theology		
6:00	BN8000Y GB Entering the World of the New Testament	BS9501Y AG Exploring the World of Jesus	CH/DT9230Y BD Catholic Social Thought in Australia and Overseas

Tuesday

9:30	BA9010Y O'Brien Pentateuch	DM/DT9470Y RR Social Teaching and Indigenous Persons	
6:00	CH/DS9322Y CP Mystery as the Heart of the Church	DM9011Y Da Costa A Comparative Study of Religions	DT8000Y PM Introduction To Moral Theology

Wednesday

9:30	DL/DP9432Y MAK Proclaiming the Word of God		
6:00	AL8001Y JH Hebrew A	BN9011Y C Mon Luke-Acts	CH8001Y MB A Survey of Early and Medieval Church History
			DP9004Y BR Loss and Grief within a Contemporary Pastoral Setting

Thursday

9:30	DL/DP 9422Y E Capra Ritual and Pastoral Care: In Sickness and Life's Ending		
6:00	AL8031Y JH Theological German A	CT/DR9350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist	CT9024Y MB Theological Methods

Units with special arrangements:

GCTRE Course: 2019 Schedule, see page 159

CH/CT/DS9320Y Mary in the Christian Tradition CP, CR, MB 9:30am-4:30pm Saturdays 2, 16, 30 March, 4, 18 May and 1 June-Gallery Excursion
DP/DS9010Y Faith, Religion and Spirituality in Contemporary Society RMP 9:00am-4:00pm Saturday and Sunday: 2, 3, 30, 31 March, 18 and 19 May
DR9663Y Leadership for Mission in a Catholic School (METH) MAK 9:00am-4:00pm Saturdays 23 February, 16 March, 4 and 18 May. Plus online learning (12 hours equivalent)

Postgraduate Second Semester 2019

Monday

9:30	-			
6:00	BA8000Y JH, MR Entering the World of the Old Testament: Survey and Method	BN9013Y MC The Gospel of John	DC/DP9410Y RJ Principles and Practice for Church Governance	DT9016Y BD Action for a Fairer World

Tuesday

9:30	DS8000Y RR Foundations for Christian Spirituality		DT9011Y PM Major Issues in Contemporary Moral Theology	
6:00	BS9116Y G Bourke Biblical Justice and the Reign of God	CH9015Y C Posa Religion in the Age of Faith	DM8330Y A Da Costa Introduction to the Theology of Mission	XS9992Y MAK Pastoral Leadership

Wednesday

9:30	-			
6:00	AL8002Y JH Hebrews B	CH9002Y MB A Survey of Early Modern and Modern Church History	CT9310Y G Brown Signs and Gifts of God: Sacraments of Life and Church	

Thursday

9:30	BA9011Y MR Psalms			
6:00	AL8032Y JH Theological German B	CH9011Y GP The Foundations of Australian Catholicism	CT8003Y RF Beginning With Jesus	CT9025Y MB Sent to Serve

Units with special arrangements:

GCTRE Course: 2019 Schedule, see page 159

BS9662Y Interpreting Biblical Texts (METH) MC 9:00am-4:00pm Saturdays 17 and 31 August, 12 and 26 October. Plus online learning (12 hours equivalent)
CH/DS9214Y Death, Dying and Grief: Through the Lens of Art and Spirituality CR, EF 9:30am-4:30pm Saturdays 3, 17, 31 August, 21 September, 12 and 26 October
DP9006Y Professional Issues in Pastoral Ministry

