

YARRA THEOLOGICAL UNION

A College of

University of Divinity

H A N D B O O K

2018

98 Albion Road, Box Hill, Vic. 3128.

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

Telephone: 03 9890 3771

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

Email: admin@ytu.edu.au

Website: www.ytu.edu.au

Facebook: [@yarratheologicalunion](https://www.facebook.com/yarratheologicalunion)

Twitter: [@ytuadmin](https://twitter.com/ytuadmin)

CONTENTS

ACADEMIC CALENDAR	4-6
UNIVERSITY OF DIVINITY AND COLLEGES	7-10
YTU VISION AND MISSION	11
MEMBER COLLEGES AND FEAST DAYS	12-13
YTU ADMINISTRATION	14
FACULTY, SPECIAL OFFICES, SENIOR FELLOWS	15
ENROLMENT	17
ENGLISH LANGUAGE SCHOOL FOR PASTORAL MINISTRY	18
FEE STRUCTURE, FEE-HELP	19-20
THE CENTRE FOR RESEARCH IN RELIGION AND SOCIAL POLICY	22
LIBRARIES AND LIBRARY STAFF	23
STUDENTS' REPRESENTATIVE COUNCIL	24
YOUR RIGHTS AS A UD STUDENT	25
GENERAL COURSE REQUIREMENTS	27
ARK LEARNING MANAGEMENT SYSTEM	29
TURNITIN & PLAGIARISM	30
UNDERGRADUATE ACADEMIC AWARDS	31
DIPLOMAS	32
BACHELOR DEGREES	33
EXPLANATION OF UNIT NUMBERING SYSTEM	35
NOT FOR CREDIT UNITS	36-38
UNDERGRADUATE UNITS	39-88
FIELD A – HUMANITIES UNDERGRADUATE	39
AL Languages/New Testament Greek and Theological German.....	40
FIELD B – BIBLICAL STUDIES UNDERGRADUATE	44
BA Old Testament.....	45
BN New Testament.....	50
FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE	54
CH Church History.....	55
CT Systematic Theology.....	61
FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE	68
DC Canon Law.....	70
DL Liturgical Studies.....	72
DM Missiology.....	74
DP Pastoral Theology and Ministry Studies.....	78
DS Spirituality.....	83
DT Moral Theology.....	85
POSTGRADUATE AWARDS	89
POSTGRADUATE UNITS	104-159
FIELD A – HUMANITIES POSTGRADUATE	104
AL Languages/ New Testament Greek and Theological German	105
FIELD B – BIBLICAL STUDIES POSTGRADUATE	109
BA Old Testament.....	110
BN New Testament.....	115
BS Biblical Studies.....	119

CONTENTS

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE.....	120
CH Church History.....	121
CT Systematic Theology.....	125
FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE.....	134
DC Canon Law.....	137
DL Liturgical Studies.....	138
DM Missiology.....	141
DP Pastoral Theology and Ministry Studies.....	145
DR Religious Education.....	149
DS Spirituality.....	150
DT Moral Theology.....	152
CAPSTONE UNITS.....	156
UNITS FROM OTHER COLLEGES.....	159
RESEARCH METHODOLOGIES.....	159
SUPERVISED READING UNITS.....	160
GCTRE UNITS.....	161-167
SILOAM UNITS.....	168-175
Recent Publications of Faculty.....	176
Style Guide for Essays and Assignments.....	183
Index of Units UNDERGRADUATE.....	191
Index of Units POSTGRADUATE.....	195
Timetable UNDERGRADUATE.....	200
Timetable POSTGRADUATE.....	202

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

ACADEMIC CALENDAR 2018

Semester 1

January	16	Office re-opens–	
	22	Enrolments begin	
	26	Australia Day Holiday – Office closed	
February	14	Enrolments end	
	16	Academic Leadership Group Meeting	2.00pm
	17	GCTRE Intensive Box Hill	
	22	Overseas Students' Orientation	2.00pm
	23	Faculty Meeting	2.00pm
	23	Orientation & BBQ	5.00pm
	23-24	GCTRE Intensive Mildura (Fri & Sat)	
	26	First Semester Lectures begin – week 1	9.30am
March	02-03	DP1001Y/8001Y Intensive	
	03	GCTRE Intensive Box Hill	
	06	Faculty Seminar	1.00pm
	07	Department Meetings	
	12-15	Hospitality Week	
	14	Ash Wednesday	
	14	Education Board Meeting	2.00pm
	15-16	GCTRE Intensive Ballarat (Thurs & Fri)	
	16	UD Conferral of Degrees – St Michael's UCA Collins St	7.30pm
	20	Census Date (for semester units)	
	22	Finance and Business Development Meeting	10.00am
	23	Senate & Council Meetings	10.00am
	23	Inaugural Eucharistic Celebration & Supper	7.00pm
	22	Academic Leadership Group	2.00pm
	23- 8 th April	Non-Instruction Period	
April	01	Easter Sunday	
	09	Lectures resume	
	12-13	GCTRE Intensive Box Hill (Thurs & Fri)	
	13-14	DP1001Y/8001Y Intensive	
	10	Faculty Seminar	1.00pm
	11	Faculty Meeting	2.00pm
	18	Department Meetings	
	20-21	GCTRE Intensive Mildura (Fri & Sat)	
	25	ANZAC Day	
	28-29	GCTRE Intensive Mildura (Fri & Sat)	
May	01	Faculty Seminar	1.00pm
	02	Education Board Meeting	2.00pm
	09	Department Meeting	
	10-11	GCTRE Intensive Ballarat (Thurs & Fri)	
	11-12	DP1001Y/8001Y Intensive	
	12	GCTRE Intensive Box Hill	
	23	Education Board Meeting	2.00pm
		2018 New and Revised Units due	
	31	Finance and Business Development Meeting	10.00am

ACADEMIC CALENDAR 2018

June	01	Council Meeting	10.00am
	01	Faculty Lunch	12.30pm
	01	First Semester Lectures end	
	04-08	Study Week	
	06	University of Divinity Faculty Research Day	
	11-14	First Semester Exams (Monday – Thursday)	
	25	2 nd Semester enrolments begin	

July	02	Results due to YTU Registrar	
	12	2 nd Semester enrolments end	
	13	Academic Leadership Group Meeting	10.00am
	13	First Semester Results released to Students	

June 16 – July 29 MID-YEAR VACATION

Semester 2

July	27	Overseas Students' Orientation	2.00pm
	27-28	GCTRE Intensive Mildura (Fri & Sat)	
	28	GCTRE Intensive Box Hill	
	30	Second Semester lectures begin Week 1	

August	01	Faculty Meeting	2.00pm
	02-03	GCTRE Intensive Ballarat (Thurs & Fri)	
	03-04	DP3006Y/9006Y Intensive	
	07	Faculty Seminar	1.00pm
	08	Academic Leadership Group Meeting	2.00pm
	10	SRC Evening	
	11	GCTRE Intensive Box Hill	
	15	Department Meetings	
	21	Census Date (for semester units)	
	22	Education Board Meeting	2.00pm
	29	Academic Leadership Group Meeting	2.00pm
	30	Finance and Business Development Meeting	10.00am
	31	Senate & Council Meetings	10.00am
	31 -1 Sept	DP3006Y/9006Y Intensive	

September			
	04	Faculty Seminar	1.00pm

ACADEMIC CALENDAR 2018

September

05	Department Meetings	2.00pm
06-07	GCTRE Intensive Ballarat (Thurs & Fri)	
12	Education Board Meeting	2.00pm
14-15	GCTRE Intensive Mildura (Fri & Sat)	
21	Faculty Day	10.00 am

24 -05 Oct Non-Instruction Period

October

05-06	GCTRE Intensive Box Hill (Fri & Sat)	
08	Week 9 – Lectures resume	
09	Faculty Seminar	1.00pm
10	Academic Leadership Group Meeting	2.00pm
12-13	DP3006Y/9006Y Intensive	
17	Department Meetings	
24	Education Board Meeting	2.00pm

November

02	Second Semester lectures end	
05- 09	Study Week	
07	UD Teaching Day (for all academic staff)	
12-15	Second Semester Exams (Monday - Thursday)	
13	Information Night	7.30pm
22	Finance and Business Development Meeting	10.00 am
23	Council Meeting	2.00pm
23	End of Year Eucharist	7.00pm
26 Nov	- Dec 14 Re-enrolment period for 2018	
30	Faculty Dinner	

December

03	Results due to YTU Registrar	
14	Second Semester Results released to students	

2019

1st Semester 2019: 25 February-31 May 2019

Non-teaching period: 15 April-26 April 2019

2nd Semester 2019: 29 July-1 November 2019

Non-teaching period: 23 September-4 October 2019

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—A new award for teachers

The MEdTheol is an award for teachers who seek to develop their ability to lead in Catholic schools. This is a new award offered collaboratively by YTU and CTC and is also available through ALC (Adelaide). Handbook: pages 97, 119, and 149



YTU Contact
Michael Kelly
0408 556 761

www.ytu.edu.au/MEdTheol

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

Catherine Booth College (SABC)

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

Catholic Theological College (CTC)

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

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

271 Royal Pde
Parkville 3052
Tel: 03 9340 8017
Web: www.theol.whitley.unimelb.edu.au
Email: whitley@whitley.unimelb.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

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	<p>Very Rev. Henry Adler SVD</p> <p>Very Rev. Paul Cahill OCarm</p> <p>Very Rev. Edmond Nixon CSsR</p> <p>Very Rev. Jo Dirks SSS</p> <p>Very Rev. Chris McPhee MSC</p> <p>Very Rev. Tom McDonough CP (Chair)</p> <p>Rev. Eugene San SAC</p> <p>Very Rev. Phillip Miscamble OFM</p> <p>President and Academic Dean</p> <p>Sr Sue Richardson PBVM (co-opted)</p> <p>Ms Maria Kirkwood (co-opted)</p>
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 ASSISTANTS	<p>Mrs Nicole Ross</p> <p>Miss Katherine Blyth</p>
EDUCATION BOARD	
Christopher Monaghan CP, BTheol, LSS, PhD	<i>(President)</i>
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol	<i>(Academic Dean)</i>
Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt, PhD (cand)	<i>(Registrar)</i>
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	

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 DiplTheol, PhD
Christopher Monaghan CP, BTheol, LSS, PhD
Mary Reaburn NDS, BA, BTheol, MTheol, DTheol

(Department Head)

Faculty Associate Members

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

DEPARTMENT OF CHRISTIAN THOUGHT AND HISTORY

Matthew Beckmann OFM, BA LLB, BTheol, MA, PhD
Gavin Brown, BA(Hons), PhD, MTS, 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
Gerard Patrick (Joe) Fleming BA, BEd, MEd, PhD, Dip Teach, Grad CertRE
Miroslav Mesner 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

YTU FACULTY 2018 CONTINUED

Faculty Associate Members

Peter Cantwell OFM, MA, PhD, MAPsS, MASH

Visiting Lecturers

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

Maryanne Confoy RSC, BA, MEd, PhD, MACE

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

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

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

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

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

Lis Teggelove RSM Cert RE

PRACTICUM SUPERVISORS

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

LECTOR EMERITUS

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 27 November – Friday 15 December 2017
- Monday 22 January – Wednesday 14 February 2018
- Monday 25 June – Friday 12 July 2018
- Monday 26 November 2018– Friday 14 December 2018 for Enrolments for the 2019 year

International Coursework Students re-enrolment periods: as above

Domestic Higher Degrees by Research admission deadlines:

- 15 November 2017: for first semester 2018
- 15 April 2018: for second semester 2018
- 15 November 2018: for first semester 2019

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

- 15 November 2017: for first semester 2018
- 15 April 2018: for second semester 2018
- 15 November 2018: for first semester 2019

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 2017
- 15 April 2018
- 15 November 2018

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:

For a University of Divinity ID Card, students are required to supply one passport style quality digital image. Email a passport image from a participating Australia Post shop to admin@ytu.edu.au, or have one taken at YTU reception.

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 School for Pastoral Ministry

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

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

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

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

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

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

FEES AND OTHER COSTS

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

BTheol (and Diploma courses): **\$1548.00** per 15 point unit of study
Postgraduate Courses \$2400.00 per 15 point unit of study
GCTRE units \$1600.00 per 10 point unit of study
GCTRE Integrative unit \$800.00 per 5 point unit of study
Audit (unit taken without assessment): \$500.00 per 15 point unit of study
Not for Credit Units \$250.00 per unit
No extra fees apply – library/borrowing fees are included.

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

- 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 <RAllinson@divinity.edu.au>

No refund of fees applies after the stated **Census Dates** for 2018: **20 March for first semester and 21 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.

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

To apply for a FEE–HELP loan, you must fill in the Government form at the time of enrolment and give it to the Academic Dean or Postgraduate Coordinator. These forms must be processed by YTU and sent to the Office of the Vice-Chancellor before the stated Census Dates (Semester One: 20th March 2018, Semester Two: 21st August 2018). Forms and **FEE–HELP information** are available from the YTU office. Your fees will be paid to the Office of the Vice-Chancellor by the Commonwealth Government, and YTU will receive payment for your classes and library use.

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

- a) For **undergraduate courses** (BTheol, AdvDipMin, DipMin) the Government adds a 25% loan fee to your tax liability (e.g. a unit costing **\$1548.00** will incur a tax liability of **\$1935.00** per unit). For **postgraduate courses** (GradCert, GradDips, Masters, Doctorates) only the amount borrowed is subject to repayment. Only take out a loan for complete units for which you are enrolled (e.g., request a loan for one, two or three units but not fractions).
- b) You must have a Tax File Number to apply for a FEE–HELP loan.
- c) Your loan is repaid through the tax system. When your income **reaches the threshold** (*in 2017 this was \$54,869*) 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 **2017**, the FEE-HELP limit was **\$100,879** 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.
- f) **FEE-HELP limit and thresholds quoted above are at 2017 levels. 2018 amounts not available at time of printing. Check YTU web site for updated details.**

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

For further information:

Read the ***FEE–HELP* Information Booklet**

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

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

THE CENTRE FOR RESEARCH IN RELIGION AND SOCIAL POLICY

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 Committee of the new Centre consists 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.

This leaves only two more projects which are nearing completion, and the Yarra Institute will close.

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

St Paschal Library (OFM)

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

Telephone: 03 9896 4450

Facsimile: 03 9898 0181

Email: info.library@franciscans.org.au

Web: www.vspc-franciscan.org.au

St Paschal Library staff:

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

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

Library Assistant: Leonie Parsons

Carmelite Library (OCarm)

214 Richardson St, Middle Park 3206

Tel: 03 9682 8553.

Email: info@carmelitelibrary.org

Library strength: Spirituality

Patrick Murphy Memorial Library, Dorish Maru College (SVD)

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

Library strength: Mission Studies

Redemptorist Seminary Library and Social Justice Library (CSsR)

Library strength: Systematic Theology and Social Justice

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

Social Justice Library is situated in the Study Centre at YTU

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

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

University of Divinity library information at <http://www.divinity.edu.au/library/>

STUDENTS' REPRESENTATIVE COUNCIL (SRC)

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

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

The student body, together with the Faculty, is responsible for organising and advertising events and activities throughout the year, of which the following are significant for 2018:

February	23	Orientation Programme and BBQ
March	12-15	Hospitality Week
March	23	Inaugural Eucharistic Celebration and Supper
August	10	SRC Evening
November	23	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

The Chaplain: Sue Richardson 0499 488 555

Or a Peer contact Officer:

Pia Pagotto: peercontactofficer1@ytu.edu.au

Matthew Tonini : peercontactofficer2@ytu.edu.au

Tiziana D'Costa: peercontactofficer3@ytu.edu.au

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 2018. This unit is offered for one and a half hours per week in both first and second semester, and is strongly recommended for students who have not previously done tertiary study. Normally students undertake the unit only for one semester. No fee is charged.

3. STUDY LOAD

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

4. ATTENDANCE AT LECTURES AND TUTORIALS

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

5. ASSESSMENT

The University's Learning 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 183. 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 SYTEM

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

The name given to the Learning Management System is ARK.

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

Further details how to access and use ARK are available on the YTU website at www.ytu.edu.au 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 *plagiarus*/kidnapper. Plagiarism is considered serious academic misconduct. No part of the work may be copied in whole or part from another student's work, or from any other source (e.g., published books, periodicals or internet) without due acknowledgement of the source.

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

or

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

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

UNDERGRADUATE ACADEMIC AWARDS

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

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

For information on Postgraduate Awards see page 89 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 60 credit points, will then be permitted to proceed as an ordinary candidate for the award. Candidates who fail more than 15 credit points of units during their probationary candidature will have their candidature terminated.

FIELDS OF STUDY

There are four fields of study for the awards:

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

For disciplines within Fields, see pages 39, 44, 54, 68

ASSESSMENT

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

DIPLOMA IN THEOLOGY

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

ADVANCED DIPLOMA IN THEOLOGY AND MINISTRY (AdvDipTheol & Min)

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

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

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

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

BACHELOR OF MINISTRY

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

The Bachelor of Ministry consists of 360 points comprised of:

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

Each course of study for the Bachelor of Ministry:

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

CREDIT

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

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

BACHELOR OF THEOLOGY: BTheol

REGULATIONS

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

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

The Bachelor of Theology consists of 360 points comprised of:

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

Each course of study for the Bachelor of Theology:

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

CREDIT

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

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

RECOGNITION

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

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

UNIT NUMBERING

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

To explain more fully by means of examples:

BN1000Y Entering the World of the New Testament

B indicates that the unit is in Field B.

N = New Testament.

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

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

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

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

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

this is a Level Two unit.

CH9011Y Foundations of Australian Catholicism

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

DT2340/3340Y Human Sexuality and Marriage

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

On pages 191-199 the units offered at YTU in 2018 are listed under their respective disciplines.

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

NOT FOR CREDIT UNITS

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

NR1006Y Reading the Christian Classics VI (Fee \$250-)

NN1000Y INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

Non-credit unit, no fee payable

(Min. No. 8)

1st semester: Monday afternoon, Nine classes 1:30 pm-3:00 pm

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

NR1006Y READING THE CHRISTIAN CLASSICS VI

Non-credit unit, fee \$250

(Min. No. 4, Max.10)

1st semester: Thursday evening

CONTENT

The unit will focus on four primary sources from the 20th century. In many ways, even though they have not been around a long time, these works have already become classics in Christian literature and are much appreciated contemporary Christians. They are: The Writings of Edith Stein, Dietrich Bonhoeffer's *The Cost of Discipleship*, Thomas Merton's *Seeds of Contemplation*, and Teilhard de Chardin's *The Divine Milieu*. The class will meet every three weeks for two and a half hours. It is hoped that the student will have time to read the entire work or at least a major portion of it so that all can share in their understanding of the work and its significance for them. The last part of each meeting the lecturer will introduce the following work to be read and put it in its historical context.

PREREQUISITES: None

LEARNING OUTCOMES

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

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

ASSESSMENT: None

BIBLIOGRAPHY

Any edition of the following titles is acceptable. Some are available at Dymocks, Book Depository, or St Paschal Library.

Graef, Hilda. *The Scholar and the Cross: The Life and Work of Edith Stein*. London: Longmans, Green, 1955.

Bonhoeffer, Dietrich. *The Cost of Discipleship*. London: SCM Press, 1956.

Merton, Thomas. *Seeds of Contemplation*. London: Burns & Oats, 1957.

De Chardin, Teilhard. *Le Milieu Divin: An Essay on the Interior Life*. London: Collins, 1960.

Lecturer: LARRY NEMER SVD

FIELD A – HUMANITIES UNDERGRADUATE

LANGUAGES

AL1011Y	New Testament Greek A
AL1012Y	New Testament Greek B
AL1031Y	Theological German A
AL1032Y	Theological German B

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

AL1001Y	Hebrew A
AL1002Y	Hebrew B

CONTENT

This unit introduces students to the study of biblical Greek. It includes a brief history of the language, a detailed study of the morphology and syntax of selected New Testament passages, and an introduction to textual criticism.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. translate from selected passages of the Greek New Testament, amounting to about six chapters
2. demonstrate familiarity with broadly representative vocabulary and style
3. demonstrate knowledge of Greek morphology and syntax
4. show basic grasp of text-critical principles and practice
5. utilise effectively commentaries and academic literature which work from the Greek text

ASSESSMENT

Weekly written tests (40%); final three hour written exam (60%)

BIBLIOGRAPHY

- Aland, Kurt, et al., eds. *The Greek New Testament*. 4th ed. New York, NY: United Bible Societies, 1993.
- Brooks, James A., and Carlton L. Winbery. *Syntax of New Testament Greek*. Washington, DC: University of America Press, 1979.
- Metzger, Bruce Manning A. *A Textual Commentary on the Greek New Testament*. 4th ed. London: United Bible Societies, 1994.
- Moule, Charles Francis Digby. *An Idiom-Book of New Testament Greek*. 2nd ed. London: Cambridge University Press, 1959.
- Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids, MI: Zondervan, 1995.
- Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd ed. Sheffield: Sheffield University Press, 1994.
- Wallace, Daniel B. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids, MI: Zondervan, 1996.

Lecturer: MARY COLOE PBVM

CONTENT

This unit continues the introduction to biblical Greek begun in AL1011Y. Further knowledge of the morphology and syntax of the language will be developed as the student translates more selected passages. Further issues of textual criticism will be explored.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. translate from the Greek New Testament selected passages
2. demonstrate familiarity with vocabulary and style (up to 600 words)
3. demonstrate knowledge of Greek morphology and syntax
4. show basic grasp of text-critical principles and practice
5. utilise effectively commentaries and academic literature which work from the Greek text

ASSESSMENT

Weekly written tests (40%); final three hour written exam (60%)

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

Aland, Kurt, et al., eds. *The Greek New Testament*. 4th ed. New York: United Bible Societies, 1993.

Brooks, James A., and Carlton L. Winbery. *Syntax of New Testament Greek*. Washington, DC: University of America Press, 1979.

Metzger, Bruce M. *A Textual Commentary on the Greek New Testament*. 4th ed. London: United Bible Societies, 1994.

Moule, Charles Francis Digby. *An Idiom-Book of New Testament Greek*. 2nd ed. London: Cambridge University Press, 1959.

Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids, MI: Zondervan, 1995.

Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd ed. Sheffield: Sheffield University Press, 1994.

Wallace, Daniel B. *Greek Grammar beyond the Basics. An Exegetical Syntax of the New Testament*. Grand Rapids, MI: Zondervan, 1996.

Lecturer: CHRISTOPHER MONAGHAN CP

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 two 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 two 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.

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

FIELD B – BIBLICAL STUDIES UNDERGRADUATE

OLD TESTAMENT

BA1000Y	Entering the World of the Old Testament: Survey & Method
BA2012Y/BA3012Y	Wisdom Literature
BA2017Y/BA3017Y	The Twelve Prophets
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2020Y/BA3020Y	Jewish Apocalyptic Literature
BA3415Y	Supervised Reading Unit-Old Testament (15 points)
BA3430Y	Supervised Reading Unit-Old Testament (30 points)

NEW TESTAMENT

BN1000Y	Entering the World of the New Testament
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2018Y/BN3018Y	The Gospel of Mark
BN3415Y	Supervised Reading Unit-New Testament (15 points)
BN3430Y	Supervised Reading Unit-New Testament (30 points)

BIBLICAL STUDIES

BS3415Y	Supervised Reading Unit-Biblical Studies (15 points)
BS3430Y	Supervised Reading Unit-Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2013Y/BA3013Y	The Book of Isaiah
BA2019Y/BA3019Y	The Book of Jeremiah
BN2011Y/BN3011Y	Luke-Acts
BN2013Y/BN3013Y	The Gospel of John
BN2017Y/BN3017Y	Romans

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 hr 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.

Lecturer: JANINA HIEBEL and MARY REABURN NDS

CONTENT

This course will undertake a study of Wisdom Literature. Specific texts will be studied from historical critical and literary perspectives. The unit studies two books from Wisdom Literature: Proverbs, Ecclesiastes (Qoholeth), Daniel and Job. In 2018 it will be Ecclesiastes and Job.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or equivalent

Level 3: at least 15 points Old Testament at second Level

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 structure and composition of the chosen books
2. identify the significance of literary forms
3. articulate distinctive theological themes that emerge
4. describe the similarities and differences in the way that wisdom is depicted
5. demonstrate skills in critical biblical interpretation

Level 3:

1. demonstrate an advanced knowledge of the structure and composition of the chosen books
2. identify and explain the significance of literary forms
3. articulate distinctive theological themes that emerge
4. evaluate the similarities and differences in the way that wisdom is depicted
5. demonstrate skills in critical biblical interpretation

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

Brown, William P. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament*. Grand Rapids, MI: Eerdmans, 1996.

Crenshaw, James L. *Old Testament Wisdom: An Introduction*. Atlanta, GA: John Knox Press, 1998.

Estes, Daniel J. *Handbook of Wisdom Books and Psalms*. Grand Rapids, MI: Baker Press, 2005.

Hunter, Alistair G. *Wisdom Literature*. London: SCM, 2006.

Limburg, James. *Encountering Ecclesiastes*. Grand Rapids, MI: Eerdmans, 2006.

Longman III, Tremper, and Peter Enns, eds. *A Dictionary of the Old Testament: Wisdom, Poetry and Writings*. Downers Grove, IL: Inter-Varsity, 2008.

Perdue, Leo G. *Wisdom Literature: A Theological History*. Louisville, KY: Westminster John Knox, 2007.

Schields, Martin A. *The End of Wisdom*. Winona Lakes, IN: Eisensbrauns, 2006.

Schipper, Bernd U., and D. Andrew Teeter, eds. *Wisdom and Torah: The Reception of "Torah" in the Wisdom Literature of the Second Temple Period*. Leiden: Brill, 2013.

Lecturer: MARY REABURN NDS

BA2017Y/BA3017Y THE TWELVE PROPHETS

1st semester: Monday morning

(Min. No. 8)

CONTENT

This unit provides an opportunity for students to study a corpus of material that embraces much of the history of prophecy in Israel. The unit will comprise: an introduction to the twelve so-called 'minor prophets', an analysis of the books of Hosea, Amos, Micah, Jonah and Zechariah from the twelve Prophets; and an examination of the hypothesis that the twelve constitute a book of prophecy. Students will undertake detailed exegesis of passages selected from the books listed above.

PREREQUISITES: BA1000Y and BN1000Y

LEARNING OUTCOMES

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

Level 2:

1. articulate an understanding of the major hypotheses about the nature and composition of each of the prophetic books listed
2. identify the different features of each prophetic book
3. make appropriate use of secondary sources; e.g., commentaries
4. research and assess passages or themes from the Book of the Twelve

Level 3

1. articulate an understanding of the major hypotheses about the nature and composition of each of the prophetic books listed
2. identify and evaluate the significance of the different features of each prophetic book
3. make appropriate use of secondary sources; e.g., commentaries
4. research and critically assess passages or themes from the Book of the Twelve

ASSESSMENT

Level 2: 2000 word exegetical paper (40%); 2500 word essay (60%)

Level 3: 2000 word exegetical paper (35%); 3000 word essay (65%)

BIBLIOGRAPHY *set texts recommended for purchase

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

Ben Zvi, E., and J. D. Nogalski, eds. *Two Sides of a Coin: Juxtaposing Views on Interpreting the Book of the Twelve/The Twelve Prophetic Books*. Analecta Gorgiana 201. Piscataway, NJ: Gorgias, 2009.

*Ferreiro, A., ed. *The Twelve Prophets*. Downers Grove, IL: Inter-Varsity, 2003.

Le Cureux, J. T. *The Thematic Unity of the Book of the Twelve*. Hebrew Bible Monographs 41. Sheffield: Phoenix, 2012.

Nogalski, J. D. *Literary Precursors to the Book of the Twelve*. Berlin: W. de Gruyter, 1993.

———. *Redactional Processes in the Book of the Twelve*. Berlin: W. de Gruyter, 1993.

Pedersen, D. L. *The Prophetic Literature: An Introduction*. Louisville, TN: WJK, 2002.

Sweeney, M. A., et al., eds. *The Twelve Prophets*. Collegeville, MN: Liturgical Press, 2000.

*Sweeney, M. A. *The Prophetic Literature*. IBT. Nashville, TN: Abingdon, 2005.

Wilson, R. R. *Prophecy and Society in Ancient Israel*. Philadelphia, PA: Fortress, 1980.

Lecturer: MARK O'BRIEN OP

BA2018Y/BA3018Y JUSTICE MERCY AND THEODICY IN THE OLD TESTAMENT

2nd semester: Monday morning

(Min. No. 8)

CONTENT

This unit will examine how the Old Testament portrays God as just and merciful and the criteria whereby Israel is called to be the just and merciful society. It will consist of an analysis of the terms Justice and Mercy and associated terminology within their literary, historical and theological contexts. It will consider how these terms and the contexts in which they are used contribute to Theodicy—the notion of the just God.

PREREQUISITES: Level 2: BA1020 and BN1020 or equivalent; Level 3: at least 15 points Old Testament at second Level

LEARNING OUTCOMES

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

Level 2:

1. apply their exegetical skills to the understanding of key theological terms in the Old Testament
2. demonstrate an ability to grasp the meaning of texts and terms
3. discuss the relationship between terminology in different contexts with a view to constructing a theology of mercy and justice
4. demonstrate a broad knowledge of the relevant background material
5. present papers in the context of seminar discussions

Level 3:

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

1. apply their exegetical skills to the understanding of key theological terms in the Old Testament
2. demonstrate an advanced ability to grasp the meaning of texts and terms
3. critically assess the relationship between terminology in different contexts with a view to constructing a theology of mercy and justice
4. demonstrate a broad knowledge of the relevant background material
5. present papers and lead seminar discussions

ASSESSMENT

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

Level 3: 2000 word exegetical paper (35%); 3000 word major essay (65%)

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.

Boda, Mark J. *A Severe Mercy: Sin and Its Remedy in the Old Testament*. Siphrut; Literature and Theology of the Old Testament Scriptures. Winona Lakes, IN: Eisenbrauns, 2009.

Boecker, H. J. *Law and the Administration of Justice in the Old Testament and Ancient East*. Minneapolis, MN: Augsburg Fortress, 1980.

Crenshaw, James L. *Theodicy in the Old Testament*. London: SPCK, 1983.

———. *Defending God: Biblical Responses to the Problem of Evil*. Oxford: OUP, 2005.

Heagle, John. *Justice Rising: The Emerging Biblical Vision*. Maryknoll, NY: Orbis, 2010.

Houston, Walter J. *Contending for Justice: Ideologies and Theologies of Social Justice in the Old Testament*. London: T&T Clark, 2006.

*O'Brien, Mark A. *Restoring the Right Relationship: The Bible on Divine Righteousness*. Adelaide: ATF, 2014.

Weinfeld, M. *Social Justice in Ancient Israel and in the Ancient Near East*. Minneapolis, MN: Fortress, 1995.

Lecturer: MARK O'BRIEN OP

CONTENT

This unit studies Jewish Apocalyptic Literature that provides important background for concepts found in New Testament writings. The unit focusses on the books of Daniel and 1 Enoch. It examines the historical context of the authors and how it relates to their key themes such as the origin of evil; demons and angels; the calendar; the notion that history is moving towards an end; that a Messiah will appear; that the wicked will be destroyed and the righteous rewarded, post-mortem if necessary.

PREREQUISITES: One Level 1 Biblical Studies unit

LEARNING OUTCOMES

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

1. demonstrate familiarity with the views of scholars as to the origins and characteristics of apocalyptic literature
2. explain how the major themes that appear in 1 Enoch, Daniel and other texts relate to the political, social, economic and religious worlds of their time
3. exegete passages from apocalyptic texts with the aid of scholarly commentaries
4. evaluate the theological significance of the texts studied in this unit
5. analyse the sources upon which the apocalyptic writers drew and the interpretive tools they used in the construction of their works (Level 3 only)

ASSESSMENT

Level 2: Two 1000 word exegetical essays (40%); one 2000 word essay (60%)

Level 3: Two 1000 word exegetical essays (40%); one 2500 word essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

- *Collins, J. J. *Apocalypticism in the Dead Sea Scrolls*. London and New York: Routledge, 1997.
 Collins, J. J. *Daniel*. Hermeneia. Minneapolis, MN: Fortress, 1993.
 Goldingay, J. E. *Daniel*. WBC 30. Waco, TX: Thomas Nelson, 1989.
 Helyer, L. R. *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, IL: InterVarsity, 2002.
 Newsom, C. A., and B. Breed. *Daniel. A Commentary*. OTL. Louisville, KY: John Knox, 2014.
 Nickelsburg, G. W. E., and J. C. VanderKam. *1 Enoch*. Hermeneia. Minneapolis, MN: Fortress, 2012.
 Nickelsburg, G. W. E. *1 Enoch*. Hermeneia. Minneapolis, MN: Fortress, 2001.
 Portier-Young, A. E., and J. J. Collins. *Apocalyptic Against Empire: Theologies of Resistance in Early Judaism*. Grand Rapids, MI: Eerdmans, 2014.
 Rowland, C. *The Open Heaven: A Study of Apocalyptic in Judaism and Early Christianity*. London: SPCK, 1982.
 Russell, D. S. *The Method and Message of Jewish Apocalyptic, 200BC-AD100*. London: SCM, 1964.
 *Seow, C. L. *Daniel*. WC. Louisville, KY: Westminster John Knox, 2003.
 VanderKam, J. C. *Enoch and the Growth of an Apocalyptic Tradition*. CBQMS. Washington, DC: Catholic Biblical Association of America, 1984.
 Wright, B. G., and L. M. Wills, eds. *Conflicted Boundaries in Wisdom and Apocalypticism*. Atlanta, GE: SBL, 2005.

Lecturer: ANNE GARDNER

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

BN2010Y/BN3010Y THE CORINTHIAN CORRESPONDENCE

2nd semester: Thursday morning

(Min. No. 8)

CONTENT

This unit will study the foundation of the Corinthian Community by Paul and the history of its relationship with the apostle, and its pastoral problems as they emerge from the Corinthian Correspondence. It will include an exegetical and thematic study of 1-2 Corinthians focusing on Paul's theological and pastoral responses to the issues that arose at Corinth. Paul is in dialogue with his own Jewish tradition, the community of Corinth, the first century world of the Roman Empire, and his own experience. The problems faced in Corinth helped Paul to articulate new maps of time, space and people as these communities learned how to be Christian as they awaited the Lord's return.

PREREQUISITES: Level 2: BA1020Y and BN1020Y or equivalent; Level 3: BA1020Y, BN1020Y plus 30 points in Field B at second Level

LEARNING OUTCOMES

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

Level 2:

1. engage in the exegesis of specific texts from 1-2 Corinthians, making use of appropriate methodologies
2. demonstrate an understanding of Paul's response to the specific challenges and problems faced by the Corinthian communities
3. exhibit critical awareness of the social, political and religious context of the Corinthian community
4. investigate, analyse, interpret and evaluate relevant secondary literature

Level 3:

1. engage in the exegesis of specific texts from 1-2 Corinthians, making use of appropriate methodologies
2. demonstrate a critical understanding of Paul's response to the specific challenges and problems faced by the Corinthian communities
3. exhibit critical awareness of the social, political and religious context of the Corinthian community and how these contexts influence both the community and Paul's pastoral and theological responses
4. investigate, analyse, interpret and evaluate relevant secondary literature

ASSESSMENT

Level 2: 2000 word exegetical paper (40%); 2500 word essay (60%)

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

BIBLIOGRAPHY

Barnett, Paul W. *The Second Epistle to the Corinthians*. NICNT. Grand Rapids, MI: Eerdmans, 1997.

Barrett, Charles K. *1 Corinthians*. London: Black, 1968.

———. *2 Corinthians*. London: Black, 1973.

Collins, Raymond F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Michael Glazier, 1999.

Fee, Gordon D. *The First Epistle to the Corinthians*. NICNT. Grand Rapids, MI: Eerdmans, 1987.

Meeks, Wayne. *The First Urban Christians*. New Haven, CT: Yale University Press, 1983.

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

Talbert, Charles H. *Reading Corinthians: A Literary and Theological Commentary on 1 and 2 Corinthians*. New York: Crossroad, 1987.

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

The Matthean community stands at the crossroads wrestling with how to preserve and honour their Jewish past while welcoming Gentiles into the Christian community. Matthew articulates an inclusive vision where both Jew and Gentile are welcome, and unity can be found in putting into practice the higher righteousness espoused in the Sermon on the Mount. This unit will undertake a literary, exegetical and theological study of Matthew's Gospel. Special attention will be paid to the manner in which Matthew makes use of his sources (Gospel of Mark, the Q source, and special Matthean material).

PREREQUISITES: Level 2: BA1020 and BN1020 or equivalent; Level 3: BA1020, BN1020 plus 30 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. identify and interpret Matthew's redaction of Mark's Gospel and other traditions
2. discuss the context in which this theology arose
3. describe the distinctive theology of Matthew
4. exegete specified texts making use of appropriate methodologies
5. evaluate the significance of the material that is unique to Matthew.

Level 3

1. identify and interpret Matthew's redaction of Mark's Gospel and other traditions
2. discuss and evaluate the context in which this theology arose
3. appraise the distinctive theology of Matthew
4. exegete specified texts applying appropriate methodologies
5. identify the material unique to Matthew's Gospel and demonstrate a critical appreciation of the ways in which these materials have been incorporated

ASSESSMENT

Level 2: 2000 word essay (40%); 2500 word essay (60%)

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

BIBLIOGRAPHY

Byrne, Brendan. *Lifting the Burden: Reading Matthew's Gospel in the Church Today*. Strathfield: St Pauls, 2004.

Davies, William D., and Dale C. Allison. *Matthew*. ICC. Vol. 1, 2 and 3. Edinburgh: T&T Clark, 1988-1997.

France, Richard T. *The Gospel of Matthew*. NICNT. Grand Rapids, MI: Eerdmans, 2007.

Hagner, Donald. *Matthew 1-13*. WBC 33a. Dallas, TX: Word Books, 1993.

———. *Matthew 14-28*. WBC 33b. Dallas, TX: Word Books, 1995.

Harrington, Daniel J. *The Gospel of Matthew*. Collegeville, MN: Liturgical Press, 1991.

Luz, Ulrich. *Matthew 1-7: A Commentary*. Minneapolis, MN: Fortress, 2007.

Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.

Schnackenburg, Rudolf. *The Gospel of Matthew*. Grand Rapids, MI: Eerdmans, 2002.

Senior, Donald. *Matthew*. Nashville, TN: Abingdon, 1998.

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

The unit will commence with a brief study of the historical setting and literary forms of the New Testament writings, with special emphasis on the origin, literary character and theology of the Markan narrative. The methodology of biblical exegesis will be explained and illustrated in relation to the Gospel – and also in relation to the broader scope of the Synoptic Gospels.

PREREQUISITES: BA1000Y and BN1000Y

LEARNING OUTCOMES

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

Level 2:

1. describe the types of literature and literary forms found in the Gospel of Mark
2. analyse the geographic and historical background to the Gospel of Mark and discuss the social and political world in which it emerged
3. identify the structure, content and key theological themes of the Gospel of Mark, the purpose for which it was written and its relationship to the other Synoptic Gospels
4. demonstrate awareness of the relationship between the Gospel of Mark and the OT
5. identify and utilise the materials that assist NT interpretation

Level 3:

- 1-2. see above
3. identify the structure, content and key theological themes of the Gospel of Mark, the purpose for which it was written, the literary and narrative techniques that are used, and its relationship to the other Synoptic Gospels
4. demonstrate awareness the relationship between the Gospel of Mark and the OT, and articulate implicit and explicit intertextual references
5. identify and utilise the materials that assist NT interpretation

ASSESSMENT

Level 2: Two 1000 word exegetical essays (40%); one 2000 word research essay (60%)

Level 3: Two 1000 word exegetical essays (40%); one 2500 word research essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase. Choose one of these.

NRSV Bible with the Apocryphal/Deuterocanonical Books (RSV is acceptable)

*Boring, M. Eugene. *Mark: A Commentary*. NTL. London: Westminster John Knox, 2006.

Byrne, Brendan. *A Costly Freedom: A Theological Reading of Mark's Gospel*. Strathfield: St Pauls, 2008.

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

Dowd, Sharyn. *Reading Mark: A Literary and Theological Commentary on the Second Gospel*. Macon, GA: Smith Helwys, 2000.

Flanagan, Patrick J. *The Gospel of Mark Made Easy*. Fairfield: Fairfield Press, 1996.

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, 2012.

*Mullins, Michael. *The Gospel of Mark: A Commentary*. Dublin: Columba, 2005.

Perkins, Pheme. *Reading the New Testament*. Revised and updated 3rd ed. New York: Paulist Press, 2012.

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.

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
CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (DS2/3212Y)
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day: Women's Spiritual Experience from the Early Church to today (=DS2/3312Y)
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)
CH2511Y/CH3511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)
CH3415Y	Supervised Reading Unit-Church History (15 points)
CH3430Y	Supervised Reading Unit-Church History (30 points)

SYSTEMATIC THEOLOGY

CT1003Y	Beginning with Jesus
CT1330Y**	Introduction to the Theology of Mission (=DM1330Y)
CT2016Y/CT3016Y	In Search Of A Humbler Church
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church (DR2/3310Y)
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
CT3415Y	Supervised Reading Unit-Systematic Theology (15 points)
CT3430Y	Supervised Reading Unit-Systematic Theology (30 points)

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2015Y/CH3015Y	Religion in the Age of Faith
CH2210Y/CH/3210Y**	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition c. 1300-1700 (=DS2/310Y)
CH2214Y/CH3214Y	Death Dying and Grief through the Lens of Art and Spirituality
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS 2/3320Y)
CH2911Y/CH3911Y	Umbria Cradle of the Franciscan Movement
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2020Y/CT3020Y	The Cosmos as Creation
CT2320Y/CH3320Y**	Mary in the Christian Tradition (=CH2/3320Y)
CT2331Y/CT3331Y**	Theology in Asia: A Model of Development in Theology (=DM2/3331Y)
CT2350Y/CT3350Y**	Sacraments of Initiation: Baptism Confirmation Eucharist (=DR2/3350Y)
CT3024Y	Theological Methods

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

CH2010Y/CH3010Y REFORMATION HISTORIES AND THEOLOGIES

2nd semester: Thursday evening

(Min. No. 8)

CONTENT

This is an examination of the reform movements in the Western European Church during the sixteenth and seventeenth centuries, with special attention to the interactions between theology and history. Building on religious practice in the late medieval era, this unit moves through the major theological and political issues raised by figures like Martin Luther, Ulrich Zwingli, John Calvin, Thomas Cranmer and Thomas Cajetan, examining in detail their theological positions, writings and the reactions which they sparked. This material will be located in its socio-political contexts to demonstrate the mutual effect of religion and politics upon each other.

PREREQUISITES: CH1001Y or equivalent

LEARNING OUTCOMES

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

Level 2

1. demonstrate basic knowledge of the major theological and political issues of the European Reformation
2. demonstrate an ability to use a range of early modern historical sources, including written material and visual evidence
3. engage with the key historiographical debates on the causes, nature and effect of 'Reformation'
4. identify causes of division and union in the European Reformation

Level 3

1. demonstrate familiarity with the major theological and political issues of the European Reformation
2. analyse critically a range of early modern historical sources, including written material and visual evidence
3. evaluate and criticise the key historiographical debates on the causes, nature and effect of 'Reformation'
4. identify patterns and trends of division and union in the European Reformation

ASSESSMENT

Level 2: Document study 1500 words (40%); major essay 2500 words (60%)

Level 3: Document study 2000 words (40%); major essay 3000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Bagchi, David, and David C. Steinmetz, eds. *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.

Collinson, Patrick. *The Reformation: A History*. New York: Random House, 2006.

Dixon, C. Scott. *Contesting the Reformation*. Chichester: Wiley-Blackwell, 2012.

Heal, Felicity. *Reformation in Britain and Ireland*. Oxford: OUP, 2003.

Jones, M. D. W. *The Counter-Reformation: Religion and Society in Early Modern Europe*. Oxford: OUP, 1995.

Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2014.

———. *The Reformation Theologians: An Introduction to Theology in the Early Modern Period*. Oxford: Blackwell, 2002.

MacCulloch, Diarmaid. *Reformation: Europe's House Divided 1490-1700*. London: Penguin, 2004.

McGrath, Alister E. *Reformation Thought: An Introduction*. Rev. ed. Oxford: Blackwell, 1999.

Po Chia Hsia, R. *The World of Catholic Renewal, 1540-1770*. Cambridge: Cambridge University Press, 1998.

Lecturer: MATTHEW BECKMANN OFM

CH2011Y/CH3011Y FOUNDATIONS OF AUSTRALIAN CATHOLICISM

1st 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: 15 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

CH2212Y/CH3212Y ART HISTORY AND SPIRITUALITY IN WESTERN EUROPE

2nd semester: Wednesday evening, cross listed as Spirituality DS2212Y/DS3212Y (Min. No. 8)

CONTENT

This unit investigates some of the ways in which visual images for example painting and sculpture reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages, i.e. Jesus, the Virgin Mary, and various saints, the unit examines the patrons and audience for these "images of salvation". What objects inspired devotion and how did these paintings, sculptures and other objects instruct the faithful in the mysteries of faith. Finally we will consider how space both private and communal was sanctified. Throughout this unit students will explore the problem of how visual expressions and material expressions of spirituality in general, build on yet differ from textual ones.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify the central iconographic themes of Christian art in the West c.1300-1500
2. demonstrate ability to use the basic vocabulary of visual analysis and historical inquiry
3. manifest oral and written communication skills
4. articulate understanding of various lenses (historical, spiritual, theological) through which the interpreter views visual images (Level 3 only)
6. exhibit the ability to write a research essay which clearly states an argument, and gathers appropriate evidence to support the argument

ASSESSMENT

Level 2: 1000 word written visual and iconographic description and analysis of a painting or sculpture (20%); Fifteen minute oral presentation describing and analysing a work, the oral report counts as 1000 words (20%); 2000 word research essay (60%)

Level 3: As per Level 2 with a 3000 word research essay

BIBLIOGRAPHY

- Baxandall, Michael. *Painting and Experience in Fifteenth Century Italy*. Oxford: OUP, 1988.
- Camille, Michael. *Gothic Art: Glorious Visions*. New York: Harry N. Abrams, 1996.
- Clifton, James. *The Body of Christ in the Art of Europe and New Spain, 1150-1800*. Munich: Prestel-Verlag, 1997.
- Finaldi, Gabriele. *The Image of Christ*. London: National Gallery, 2000.
- Hamburger, J. *The Visual and the Visionary: Art and Female Spirituality in Late Medieval Germany*. New York: Zone Books, 1998.
- De Voragine, Jacobus. *The Golden Legend*. Translated by William Granger Ryan. 2 Vols. Princeton: Princeton University Press, 1993.
- Katz, M. R. *Divine Mirrors: The Virgin Mary in the Visual Arts*. New York: Cambridge University Press, 2001.
- Marks, Richard. *Image and Devotion in Late Medieval England*. Stroud: Sutton, 2004.
- Os, H. W. van. *The Art of Devotion in the Late Middle Ages in Europe, 1300-1500*. Princeton, NJ: Princeton University Press, 1994.
- Raitt, J., ed. *Christian Spirituality: High Middle Ages and Reformation*. New York: Crossroad, 1988.
- Swanson, R. N. *Religion and Devotion in Europe c. 1215-1515*. Cambridge: Cambridge University Press, 1995.
- Verdon, Timothy. *Mary in Florentine Art*. Florence: Mandragora, 2003.
- Woods, Kim W., ed. *Art and Visual Culture: 1100-1600: Medieval to Renaissance*. Millbank, London: Tate Publisher in association with Open University, 2012.

Lecturer: 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.
- Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne: Collins Dove, 1991.
- . *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney: UNSW Press, 2001.
- 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.
- Hornsby-Smith, Michael P. *An Introduction to Catholic Social Thought*. Cambridge: Cambridge University Press, 2006.
- 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.
- Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSsR

CONTENT

"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. 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

CT2016Y/CT3016Y IN SEARCH OF A HUMBLER CHURCH

1st semester: Tuesday evening

(Min. No. 8)

CONTENT

What ecclesiological resources do we have for transforming the culture of the church? How can we reclaim the church as a collaborative and vulnerable space? Can we build a church where the mission of serving the reign of God and the relationships of community are more important than the preservation of the institution? In the light of these questions, this unit examines the theology of the church grounded in Jesus' preaching of God's kingdom / reign and oriented to the mission of that kingdom. It will explore New Testament images and metaphors for the church and historical and contemporary models of church and mission. The ecclesiological documents of the Second Vatican Council will be assessed both for what they contribute to the quest for a humbler church, and for what they fail to resolve.

PREREQUISITES: Level 2: one Level 1 CT unit; Level 3: one Level 1 CT unit and one Level 2 CT unit

LEARNING OUTCOMES

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

1. demonstrate an understanding of the relationship between the Kingdom of God and the church
2. discuss a variety of theological approaches to church and mission (Level 2 only) Assess a variety of theological approaches to church and mission (Level 3 only)
3. discuss the ecclesiological significance and contribution of *Lumen Gentium* and *Gaudium et Spes* (Level 2 only) Assess the ecclesiological significance and contribution of *Lumen Gentium* and *Gaudium et Spes* (Level 3 only)
4. articulate a theology of the nature and mission of the church

ASSESSMENT

Level 2: Minor essay 1000 words (30%); major essay 2500 words (50%); summative essay 500 words (20%) Level 3: Minor essay 1000 words (25%); major essay 3000 words (50%); summative essay 750 words (25%)

BIBLIOGRAPHY

- Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 2011.
- Dulles, Avery. *Models of the Church*. New York: Doubleday, 2002.
- Fuellenbach, 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, 2008.
- Gaillardetz, Richard R., and Edward P. Hahnenberg. *A Church with Open Doors: Catholic Ecclesiology for the Third Millennium*. Collegeville, MN: Liturgical Press, 2015.
- Kasper, Walter. *The Catholic Church. Nature, Reality and Mission*. London: Bloomsbury; T&T Clark, 2015.
- Küng, Hans. *The Church*. London: Burns & Oates, 1967.
- Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.
- . *A Council That Will Never End: Lumen Gentium and the Church Today*. Collegeville, MN: Liturgical Press/Michael Glazier, 2013.
- Mannion, Gerard. *Ecclesiology and Postmodernity*. Collegeville, MN: Liturgical Press, 2007.
- Ogden, Steven. *The Church, Authority and Foucault: Imagining the Church as an Open Space of Freedom*. Abingdon, VA: Routledge, 2017.
- Phan, Peter, ed. *The Gift of the Church*. Collegeville, MN: Liturgical Press, 2000.
- Pickard, Stephen. *Seeking the Church: An Introduction to Ecclesiology*. London: SCM, 2012.
- Tillard, Jean-Marie Roger. *Church of Churches: The Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

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

2nd semester: Thursday evening, cross listed as DR2310Y/DR3310Y

(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, NEB: 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 and London: 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

CT2511Y/CT3511Y MARTYRS, MINDS AND MYSTICS: THE BIRTH OF CHRISTIAN THOUGHT

1st semester: Thursday morning, cross listed Church History CH2511Y/CH3511Y (Min. No. 8)

CONTENT

A study of the theology, history, and spirituality of the patristic period from the apostles' deaths to the pontificate of Gregory the Great (600CE). Through a study of the writings of the key patristic figures, we come to appreciate the diverse cultures and experiences that marked the earliest centuries of the church. These events have enduring relevance to the contemporary church.

PREREQUISITES: 15 points of Systematic Theology at Level 1

LEARNING OUTCOMES

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

Level 2:

1. identify the principal themes within patristic theology
2. locate the early development of church doctrine within its wider historical and cultural context
3. employ primary and secondary sources in the analysis of patristic themes
4. assess the enduring impact of patrology upon contemporary theology and spirituality
5. compose a sustained argument on the work and thought of a selected patristic author

Level 3:

1. identify the principal themes within patristic theology
2. locate the early development of church doctrine within its wider historical and cultural context
3. employ primary and secondary sources in the analysis of patristic themes
4. assess the enduring impact of patrology upon contemporary theology and spirituality
5. compose a sustained argument on the work and thought of a selected patristic author
6. demonstrate the mutual influence of historical events and theological developments upon each other in the patristic era

ASSESSMENT

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

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

BIBLIOGRAPHY

- Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. London: OUP, 2002.
- Drobner, Hubertus R. *The Fathers of the Church: A Comprehensive Introduction*. Peabody, MA: Hendrickson, 2007.
- Hamman, Adalbert. *How to Read the Church Fathers*. London: SCM Press, 1993.
- Harmless, William. *Desert Christians: An Introduction to the Literature of Early Monasticism*. Oxford: OUP, 2004.
- Irvin, Dale. *Christian Histories, Christian Traditioning: Rendering Account*. Maryknoll, NY: Orbis, 1998.
- Louth, Andrew. *The Origins of the Christian Mystical Tradition from Plato to Denys*. Oxford: Clarendon, 1983.
- Meredith, Anthony. *The Cappadocians*. Crestwood, NY: St Vladimir's Seminary, 1995.
- Quasten, Johannes. *Patrology*. 4 Vols. Westminster: Christian Classics, 1986-88.
- Ramsay, Boniface. *Beginning to Read the Fathers*. London: Darton, Longman and Todd, 1985.
- Silvas, Anna M. *Macrina the Younger: Philosopher of God*. Turnhout, Belgium: Brepols, 2008.
- Wetzel, James. *Augustine: A Guide for the Perplexed*. London: Continuum, 2010.

Lecturer: CARMEL POSA SGS

CONTENT

This unit aims to explore the meaning and centrality of the doctrine of the Trinity in Christian faith and doctrine. From its biblical sources through its development in East and West and its later decline, it is examined in its contemporary exposition in theologians of different traditions. Further study will include the trinitarian shaping of other major doctrines and the bearing of the Trinity on some important questions in contemporary discussion.

PREREQUISITES: CT1000Y and CT2011Y/CT3011Y and one further unit at Level 2

LEARNING OUTCOMES

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

1. describe the scriptural origins of Christian faith in God as the Holy Trinity
2. identify the main developments that have occurred in the Church's trinitarian doctrine
3. analyse and evaluate historical and contemporary approaches to trinitarian theology
4. articulate some practical ramifications of trinitarian faith for spirituality and Christian praxis

ASSESSMENT

Two essays of 2500 words each (2x50%)

BIBLIOGRAPHY

- Grenz, Stanley. *Rediscovering the Triune God*. Minneapolis, MN: Fortress, 2004.
- Hunt, Anne. *Trinity: Nexus of the Mysteries of the Christian Faith*. Theology in Global Perspective. Edited by Peter C. Phan. Maryknoll, NY: Orbis, 2005.
- Johnson, Elizabeth A. *She Who Is*. New York: Crossroad, 1994.
- Kasper, Walter. *The God of Jesus Christ*. New York: Crossroad, 1988.
- Kelly, Anthony. *The Trinity of Love: A Theology of the Christian God*. New Theology Series. No. 4. Wilmington, DE: Michael Glazier, 1989.
- LaCugna, Catherine M. *God For Us*. San Francisco: HarperCollins, 1991.
- Lash, Nicholas. *Believing Three Ways in One God*. London: SCM, 1992.
- Moltmann, Jürgen. *The Trinity and the Kingdom of God*. London: SCM, 1981.
- O'Collins, Gerald. *The Tripersonal God: Understanding and Interpreting the Trinity*. New York: Paulist Press, 1999.

Lecturer: CHRISTIAAN MOSTERT

CONTENT

"Where there is salvation, its name is Jesus; its grammar is the cross and resurrection" (Rowan Williams). This unit explores the key theological questions in the doctrine of salvation: what are we saved from? What are we saved for? How are we saved? What does it mean to be saved?

PREREQUISITES: CT1003Y or equivalent

LEARNING OUTCOMES

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

1. identify the biblical roots for the Christian understanding of salvation
2. critically evaluate at least two approaches, from differing time periods, to the Christian understanding of salvation
3. describe and evaluate the ramifications to Christian thought of these approaches to the understanding of salvation
4. critically engage with issues of universalism and the scope of salvation

ASSESSMENT

Essay 1000 words (25%); summative essay 1000 words (25%); long essay 2500 words (50%)

BIBLIOGRAPHY

- Davidson, Ivor, and Murray Rae, eds. *God of Salvation*. Farnham, VA: Ashgate, 2011.
- Fiddes, Paul. *Past Events and Present Salvation*. London: Darton, Longman and Todd, 1989.
- Mertens, Herman-Emiel. *Not the Cross but the Crucified*. Louvain: Peeters, 1990.
- O'Collins, Gerald. *Jesus Our Redeemer*. Oxford: OUP, 2007.
- . *Salvation for All: God's Other People*. Oxford: OUP, 2008.
- Tanner, Kathryn. *Christ the Key*. Cambridge: Cambridge University Press, 2010.
- Volf, Miroslav. *Exclusion and Embrace*. Nashville, TN: Abingdon, 1996.
- Williams, Rowan. *Resurrection*. London: Darton, Longman and Todd, 2002.

Lecturer: MATTHEW BECKMANN OFM

Intensive

(Min. No. 8)

2nd semester: eight weeks commencing 9:30am Tuesday morning 31 July; and two Saturdays, 9:00am-4:00pm: 11 August and 8 September

CONTENT

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

PREREQUISITES: CT1000Y, CT2011Y or equivalent and at least one more unit of Systematic Theology at Level 2; at least one unit in Biblical Studies

LEARNING OUTCOMES

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

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

ASSESSMENT

Two short seminar papers 1000 words each (50%); one research essay 3000 words (50%)

BIBLIOGRAPHY

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

Lecturer: MIROSLAV MESNER SAC

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

CANON LAW

DC2011Y/DC3011Y	Canon Law A
DC2012Y/DC3012Y	Canon Law B
DC3415Y	Supervised Reading Unit-Canon Law (15 points)
DC3430Y	Supervised Reading Unit-Canon Law (30 points)

LITURGY

DL1430Y	Doing and Living the Church's Liturgy (DP/DS 1430Y)
DL2010Y/DL3010Y	Liturgy: Presiding and Participating in Community Celebrations
DL3415Y	Supervised Reading Unit-Liturgical Studies (15 points)
DL3430Y	Supervised Reading Unit-Liturgical Studies (30 points)

MISSIOLOGY

DM1330Y	Introduction to the Theology of Mission (CT1330Y)
DM2015Y/DM3015Y	Recent Approaches to Mission
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society
DM3415Y	Supervised Reading Unit-Missiology (15 points)
DM3430Y	Supervised Reading Unit-Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1001Y	Foundations for Pastoral Practice
DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)
DP2010Y	Faith, Religion and Spirituality in Contemporary Society (DS2010Y)
DP3005Y	Trauma—a contemporary issue within the pastoral setting
DP3006Y	Professional Issues in Pastoral Ministry
DP9100S	Clinical Pastoral Education (CPE)
DP3415Y	Supervised Reading Unit-Pastoral Theology and Ministry Studies (15 points)
DP3430Y	Supervised Reading Unit-Pastoral Theology and Ministry Studies (30 points)

RELIGIOUS EDUCATION

DR2310Y/DR3310Y**	Signs and Gifts of God: Sacraments of Life and Church (=CT2/3310Y)
DR3415Y	Supervised Reading Unit-Religious Education (15 points)
DR3430Y	Supervised Reading Unit-Religious Education (30 points)

SPIRITUALITY

DS1000Y	Foundations for Christian Spirituality
DS1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)
DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (=CH2/3212Y)
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)
DS3415Y	Supervised Reading Unit-Spirituality (15 points)
DS3430Y	Supervised Reading Unit-Spirituality (30 points)

FIELD D–THEOLOGY: MISSION & MINISTRY UNDERGRADUATE**MORAL THEOLOGY**

DT1000Y	Introduction to Moral Theology: The God I believe in is the God to whom I respond
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology
DT2012Y/DT3012Y	Justice and Human Rights
DT2016Y/DT3016Y	Equity and Sustainability
DT2230Y/DT3230Y**	Catholic Social Thought in Australia and Overseas (=CH2/3230Y)
DT3415Y	Supervised Reading Unit-Moral Theology (15 points)
DT3430Y	Supervised Reading Unit-Moral Theology (30 points)

UNITS FROM OTHER COLLEGES

DP9100S	Clinical Pastoral Education (CPE)
---------	-----------------------------------

**See cross listing for detailed unit description.

**FIELD D – THEOLOGY: MISSION AND MINISTRY
UNDERGRADUATE
FIELD D UNITS AVAILABLE IN OTHER YEARS**

Units not offered in 2018, but normally offered in other years

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)

MISSIOLOGY DM

DM2011Y/DM3011Y	A Comparative Study of Religions
DM2331Y/DM3331Y**	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM2470Y/DM3470Y**	Social Teaching and Aboriginal Australians (=DT2/3470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP2004Y/DP3004Y	Loss and Grief within a Contemporary Pastoral Setting
DP2111Y/DP3111Y	Ministry in Contemporary Context
DP2422Y/DP3422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL2/3422Y)

RELIGIOUS EDUCATION DR

DR2350Y/3350Y**	Sacraments of Initiation: Baptism Confirmation Eucharist (=CT2/3350Y)
-----------------	---

SPIRITUALITY DS

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

MORAL THEOLOGY DT

DT2014/DT3014Y	Can War be Just?
DT2470Y/DT3470Y**	Social Teaching and Aboriginal Australians (=DM2/3470Y)

CONTENT

This unit serves as an introduction to the canon law of the Catholic Church. Emphasis will be placed on the historical development of the Canon Law and its relationship with theology. The basic content of the unit will be found in the 1983 Code of Canon Law and the unit is designed to provide an overview of this document with particular attention being paid to the basic principles of interpretation of the law and their pastoral application in areas of general relevance such as the People of God and the Sacraments. Topics covered will include General Norms, Persons in the Code of Canon Law, Consecrated Life and the Sacraments, except Orders.

PREREQUISITES: At least one unit in moral theology or equivalent

LEARNING OUTCOMES

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

1. demonstrate a basic knowledge and understanding of the history and development of law in the Church
2. discourse critically on the inter-relationship between theology and canon law
3. critically apply the principles of interpretation of canon law to concrete situations
4. demonstrate familiarity with the overall structure and general content of the 1983 Code of Canon Law
5. demonstrate detailed knowledge of the major aspects of the laws relating to the People of God and the sacraments and the ability to interpret and apply them (Level 3 only)

ASSESSMENT

Level 2: 1000 word tutorial paper (20%); 1000 word tutorial paper (20%); 2000 word essay (60%)

Level 3: 1000 word tutorial paper (20%); 1000 word tutorial paper (20%); 3000 word essay (60%)

BIBLIOGRAPHY *set text recommended for purchase

Beal, J. P., James A. Coriden and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. Mahwah, NJ: Paulist Press, 2000.

*Canon Law Society of Great Britain and Ireland. *The Code of Canon Law in English Translation*. New rev. ed. London: Collins, 1997.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

Caparros, E., and H. Aubé, eds. *Code of Canon Law Annotated*. 2nd ed. Montréal: Wilson & Lafleur, 2004.

Coriden, J. A. *An Introduction to Canon Law*. Rev. ed. London: Burns & Oates, 2004.

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

———. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

Peters, Edward N. *The 1917 or Pio-Benedictine Code of Canon Law: In English Translation with Extensive Scholarly Apparatus*. San Francisco, CA: Ignatius Press, 2001.

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA. 13 Vols to date, 1983-2016.

Lecturer: ROSEMARIE JOYCE CSB

CONTENT

This unit provides further examination of the 1983 *Code of Canon Law* with emphasis on selected topics relevant to an understanding of the role of law in the life of the Church. Topics to be covered include: the Supreme Authority of the Catholic Church; Particular Churches and their Groupings; the Internal Ordering of Particular Churches; Governance; Orders; Sacred Ministers or Clerics; the Teaching Office of the Church; and Temporal Goods. Sanctions in the Church and processes will be covered as required.

PREREQUISITES: Canon Law A

LEARNING OUTCOMES

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

1. apply the principles of interpretation of canon law to concrete situations
2. articulate the principles of law relating to the hierarchical structure and general governance of the Catholic Church
3. discuss the laws of the church relating to the sacrament of Orders
4. analyse the relevance of the teaching office of the church in everyday situations
5. demonstrate understanding of major aspects of the laws relating to governance, particular churches, the teaching office of the Church and temporal goods (Level 3 only)

ASSESSMENT

Level 2: 1000 word tutorial paper (20%); 1000 word tutorial paper (20%); 2000 word essay (60%)

Level 3: 1000 word tutorial paper (20%); 1000 word tutorial paper (20%); 3000 word essay (60%)

BIBLIOGRAPHY *set text recommended for purchase

Beal, J. P., James A. Coriden and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. Mahwah, NJ: Paulist Press, 2000.

*Canon Law Society of Great Britain and Ireland. *The Code of Canon Law in English Translation*. New rev. ed. London: Collins, 1997.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

Coriden, J. A. *An Introduction to Canon Law*. Rev. ed. London: Burns & Oates, 2004.

Coriden, J. A., Thomas J. Green and Donald E. Heintschel, eds. *The Code of Canon Law: A Text and Commentary*. New York: Paulist Press, 1985.

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

———. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

Peters, Edward N. *The 1917 or Pio-Benedictine Code of Canon Law: In English Translation with Extensive Scholarly Apparatus*. San Francisco, CA: Ignatius Press, 2001.

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA. 13 Vols to date, 1983-2016.

Lecturer: ROSEMARIE JOYCE CSB

DL1430Y DOING AND LIVING THE CHURCH'S LITURGY

2nd semester: Tuesday evening, cross listed as DP1430Y and DS1430Y

(Min. No. 8)

CONTENT

This unit examines the liturgy as pivotal to the life of the baptised and as a celebration of faith that gives their lives gospel shape and calls them to mission. It explores a theological and pastoral understanding of the rites and examines their symbolic actions, languages, patterns and corporate nature through the lens of the church's liturgical praxis. A core component of the unit will be 'doing' and reflecting on short rituals from the liturgy of the church, normally elements of the rites of Lent, the Triduum and Easter.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. identify the components of the principle rites of the Christian liturgy
2. explain the core principles governing liturgical celebration
3. discuss a basic theology of Christian liturgy deriving from the Paschal Mystery
4. articulate an understanding of Christian liturgy as a dynamic complex of word – sung and spoken – symbol and rite
5. discuss the relationship between liturgy and mission

ASSESSMENT

Summary of four key articles 1000 words (20%); seminar paper 1000 words (20%); essay 2000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Boselli, Goffredo. *The Spiritual Meaning of the Liturgy: School of Prayer, Source of Life*. Collegeville, MN: Liturgical Press, 2014.

Capra, Elio. *Called, Gifted, Sent*. Melbourne: James Gould House, 2010.

Day, Juliette, and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship*. An Alcuin Guide. London: SPCK, 2013.

*Ferrone, Rita. *Liturgy: Sacrosanctum Concilium*. Rediscovering Vatican II. New York: Paulist Press, 2007.

Johnson, Lawrence. *The Three Days: A Liturgical Guide*. Washington, DC: Federation of Diocesan Liturgical Commissions, 2012.

Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training, 2004.

Pecklers, Keith F. *Worship: New Century Theology*. London: Continuum, 2003.

Pilcher, Carmel, et al., eds. *Vatican Council II: Reforming Liturgy*. Adelaide: ATF Press, 2013.

Searle, Mark, et al. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2005.

*Vincie, C. *Celebrating Divine Mystery: A Primer in Liturgical Theology*. Collegeville, MN: Liturgical Press, 2009.

Whalen, Michael D. *Seasons and Feasts of the Church Year: An Introduction*. New York: Paulist Press, 2004.

White, James F. *Introduction to Christian Worship*. 3rd ed. Nashville, TN: Abingdon Press, 2000.

Lecturer: PHILIP MALONE MSC

CONTENT

Building on prior studies and/or experience in Liturgy, this unit comprises three continuous and contiguous elements which overlap and interweave throughout the unit: *information* relating to the spirit and structure of liturgical celebrations as essentially communal and participatory; *reflection* on these as developed in the Liturgical books and commentaries, and as experienced in a variety of situations; *experience* which prepares presiders, particularly, for their role in a variety of Liturgical celebrations in the Catholic tradition.

PREREQUISITES: Prior studies and or experience in liturgical celebration

LEARNING OUTCOMES

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

1. demonstrate understanding of the spirit and structure of Liturgical celebration in the Christian community as outlined in the basic Catholic Liturgical texts
2. reflect critically on the implications for the way Liturgical celebration is, and should be, experienced in Christian communities
3. preside and participate in Liturgical celebrations professionally and proficiently
4. evaluate the service of ministry implied in 'full, conscious and active participation' in Liturgical celebrations as determined by the Second Vatican Council
5. design and compose liturgical celebrations appropriate for selected ecclesial occasions (Level 3 only)

ASSESSMENT

Level 2: Weekly journal reflections: reading and praxis 2000 words (40%); practicum and critical reflection 2500 words (60%). Level 3: Weekly journal reflections: reading and praxis 2000 words (40%); practicum and critical reflection 3000 words (60%)

BIBLIOGRAPHY

- Australian Catholic Bishops Conference. *The General Instruction of the Roman Missal*. 2007.
- Foley, Edward. *From Age to Age: How Christians Have Celebrated Eucharist*. Rev. ed. Collegeville, MN: Liturgical Press, 2008.
- Foley, Edward, Nathan Mitchell and Joanne Pierce, eds. *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: Pueblo, 2007.
- Fortescue, Adrian, John Berthram O'Connell and Alcuin Reid. *The Ceremonies of the Roman Rite Described*. 15th ed. London: Burns & Oates, 2009.
- Hovda, Robert W. *Strong, Loving and Wise: Presiding in Liturgy*. Washington, DC: Liturgical Conference, 1976.
- International Committee on English in the Liturgy. *English Translation of the Order of Mass*. 2008.
- Kavanaugh, Aidan. *Elements of Rite: A Handbook of Liturgical Style*. Collegeville, MN: Liturgical Press, 1990.
- Lysik, D., ed. *The Liturgy Documents: A Parish Resource*. 4th ed. 2 Vols. Chicago, IL: Liturgy Training, 2004.
- Martin, James. *Celebrating Good Liturgy*. Chicago, IL: Loyola Press, 2005.
- Mitchell, Nathan. *Meeting Mystery*. New York, NY: Orbis, 2006.
- Pecklers, Keith. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. London: Burns & Oates, 2009.
- Smolarski, Dennis C. *How Not to Say Mass*. Rev. ed. New York: Paulist Press, 2003.
- . *Sacred Mysteries: Sacramental Principles & Liturgical Practice*. New York: Paulist, 1995.
- . *The Rites of the Catholic Church*. 2 Vols. New York: Pueblo, 1990.

Lecturer: PHILIP MALONE MSC

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, S. B., and R. 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: JACOB KAVUNKAL SVD

DM2015Y/DM3015Y RECENT APPROACHES TO MISSION

Intensive

(Min. No. 8)

2nd semester: 9:30am-12:30pm Friday and Saturday: 3, 4, 10, 11, 17, 18, 24, 25, and 31 August; and 1, 7 and 8 September

CONTENT

The unit begins with a description of the new world order with its characteristics of violence, migration and globalization, and showing how the bible is a narrative of a God of life. This is followed by a presentation of some of the current mission practices like fighting exclusion and inequality through the practise of human rights, reconciliation and advocacy to lead the students to reflect on discipleship today.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. discuss three challenges human society face today
2. discuss how Christian mission is a service to life
3. illustrate two relevant mission expressions
4. compare these interpretations of mission with former missiologies which gave priority to baptism
5. analyse the understanding of mission in *Evangelii Gaudium* (Level 3 only)

ASSESSMENT

Level 2: A tutorial presentation and discussion about one of the challenges to mission in Australia and submit the same as a 2000 word essay (40%); 2500 word essay on Lk 4:19, "The Acceptable Year of the Lord," and critically presenting any one of the recent approaches to mission showing how it is an expression of the acceptable year of the Lord (60%)

Level 3: As per Level 2, with a 3000 word essay (60%)

BIBLIOGRAPHY

- Barnett, Mike, ed. *Discovering the Mission of God: Best Missional Practice for the 21st Century*. Downers Grove, IL: IVP Academic, 2012.
- Bevans, Stephen. *Mission and Culture*. Maryknoll, NY: Orbis, 2012.
- Bevans, Stephen, and Roger P. Schroeder. *Prophetic Dialogue: Reflections on Christian Mission Today*. Maryknoll, NY: Orbis, 2011.
- Bolger, Ryan, ed. *The Gospel after Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.
- Coloe, Mary L., ed. *Creation is Groaning: Biblical and Theological Perspectives*. Collegeville, MN: Liturgical Press, 2013.
- Drew, Rose. *Buddhist and Christian? An exploration of dual belonging*. London: Routledge, 2011.
- Engelsviken, Tormod, Erling Lundeby and Dagfinn Solheim. *The Church Going Glocal: Mission and Globalization*. Oxford: Regnum, 2011.
- Francis. *Evangelii Gaudium: The Joy of the Gospel*. Vatican: Libreria Editrice Vaticana, 2013.
- Grau, Marion. *Rethinking Mission in the Postcolony*. London: T&T Clark, 2011.
- Kalu, Ogbu, Peter Vethanayagamony and Edmund Chia, eds. *Mission after Christendom: Emergent Themes in Contemporary Mission*. Louisville, KY: John Knox, 2010.
- Montgomery, Robert L. *Why Religions Spread: The Expansion of Buddhism, Christianity and Islam with Implications for Mission*. 2nd ed. Ashville, NC: Cross Lines, 2012.
- Schreiter, R., and Knud Joergensen, eds. *Mission as Ministry of Reconciliation*. Oxford: Regnum, 2013.
- Smith, David. *Mission after Christendom*. London: Darton, Longman and Todd, 2003.
- Walls, Andrew, and Cathy Ross. *Mission in the 21st Century*. Maryknoll, NY: Orbis, 2008.

Lecturer: JACOB KAVUNKAL SVD

DM2016Y/DM3016Y LIBERATING MISSION: WHEN GOSPEL MEETS CULTURE

1st semester: Tuesday morning

(Min. No. 8)

CONTENT

The unit explores understandings and realities of the meeting between cultures and the Gospel. By examining Thomas Grenham's writings on theological inculturation and Kathryn Tanner's work on 'Theories of Culture', the students are challenged to move towards a 'process' rather than static based approach to, and description of Gospel contextualisation, by becoming more attuned to the developing understandings of both 'Mission' and 'Culture'. Unit content draws on the understanding and experience of the student while aiming to describe a spirituality for mission in today's inter-religious and inter-cultural world.

PREREQUISITES: Level 2: DT1330Y or equivalent; Level 3: DT1330Y or equivalent, plus one unit of Missiology at second Level

LEARNING OUTCOMES

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

1. describe understandings and theories of culture in human life
2. explore aspects of cultural anthropology and of church teaching and practice that related to mission historically
3. evaluate situations and experiences of intercultural dialogue and gospel inculturation
4. demonstrate an ability for personal critical reflection in terms of a spirituality for mission in today's world
5. critically reflect on a selected aspect of 'liberating mission' (Level 3 only)

ASSESSMENT

Level 2: 1000 word tutorial (30%); 3500 word essay (70%)

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

BIBLIOGRAPHY

- Arbuckle, Gerald A. *Culture, Inculturation, Theologians*. Collegeville, MN: Liturgical Press, 1996.
- Bevans, Stephen, and Roger Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Gallagher, Robert L., and Paul Hertig, eds. *Landmark Essays in Mission and World Christianity*. Maryknoll, NY: Orbis, 2009.
- Gorringe, Timothy. *Furthering Humanity: A Theology of Culture*. Burlington, MA: Ashgate, 2004.
- Grenham, Thomas G. *The Unknown God: Religious and Theological Inculturation*. Oxford: Peter Lang, 2005.
- Kraft, Charles H. *Christianity in Culture: A Study in Dynamic Biblical Theologizing in Cross-Cultural Perspective*. Maryknoll, NY: Orbis, 1991.
- Pocock, M. *The Changing Faces of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academic, 2005.
- Pui-lan, K., ed. *Hope Abundant: Third World and Indigenous Women's Theology*. Maryknoll, NY: Orbis, 1998.
- Reynolds, Robyn. "Catholic sacrament engaging with Wadeye Culture." PhD unpublished thesis. Darwin: Northern Territory University, 2000.
- Smith, Susan. *Women in Mission: From the New Testament to Today*. Maryknoll, NY: Orbis, 2010.
- Tanner, Kathryn. *Theories of Culture: A New Agenda for Theology*. Minneapolis, MN: Fortress, 1997.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

The unit is designed to explore the significance of inter-religious dialogue in a multi-religious context. It will underline the theological unity based on the common origin and destiny of all, the divine Mystery, Who is in dialogue with humanity.

The unit will examine biblical and theological foundations for inter-religious dialogue. It will also address related challenges and opportunities as well as engage in some actual dialogue leading to a harmonious society in the Australian context and beyond.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. articulate an understanding of interreligious dialogue
2. characterise interreligious dialogue as an expression of the church's mission
3. illustrate how interreligious dialogue is an experience of rootedness and openness drawing on their own experience of interreligious dialogue
4. compare interreligious dialogue with the mission of proclamation
5. identify interreligious dialogue as an expression of the divine reign

ASSESSMENT

2000 word tutorial presentation (40%); 3000 word essay on religions and world peace (60%)

BIBLIOGRAPHY

Becker, Karl, and Ilaria Morali, eds. *Catholic Engagement with World Religions*. New York: Orbis, 2010.

Clooney, Francis. *Hindu God, Christian God: How Reason Helps Break down the Boundaries between Religions*. Oxford: OUP, 2002.

———. *The New Comparative Theology: Interreligious Insights from the Next Generation*. New York: T&T Clark, 2010.

Cornille, Catherine. *The Impossibility of Interreligious Dialogue*. New York: Crossroad, 2008.

Hill, Brennan. *World Religions and Contemporary Issues*. Mystic, CT: Twenty-Third, 2013.

Horsley, R. *Jesus Empire: The Kingdom of God and the New World Disorder*. Minneapolis, MN: Fortress, 2003.

Howe, R. L. *The Miracle of Dialogue*. Edinburgh: St Andrew Press, 1963.

O'Collins, Gerald. *Salvation for All: God's Other Peoples*. Oxford: OUP, 2008.

Painadath, Sebastian. *We are Co-Pilgrims*. Delhi: ISPCK, 2006.

Panikkar, R. *The Intra-Religious Dialogue*. New York: Paulist Press, 1978.

Phan, Peter. *Being Religious Interreligiously: Asian Perspectives on Interfaith Dialogue*. New York: Orbis, 2004.

Race, Alan, and Paul Hedges. *Christian Approaches to Other Faiths*. London: SCM Press, 2008.

Timmerman, Christiane, and Barbara Segaert. *How to Conquer the Barriers to Intercultural Dialogue*. Bruxelles: P.I.E. Peter Lang, 2005.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

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

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

ASSESSMENT

Short essay focussing on the student demonstrating a clear understanding of human development theory. The essay may utilise both theory and case examples 1000 words (20%); seminar paper on one specific cultural understanding of the self (e.g. Vietnamese, Polynesian, Anglo-Celtic, Indian). 1000 words (20%); essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment. The essay will refer to relevant theory and also utilise a case study to demonstrate a clear understanding of the material in the unit 2000 words (60%)

BIBLIOGRAPHY

- Boyd, Denise, and Helen Bee. *Lifespan Development*. 6th ed. Sydney: Pearson, 2011.
- Harré, Rom. *The Singular Self: An Introduction to the Psychology of Personhood*. London: Sage, 1998.
- Harter, Susan. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford, 2012.
- Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.
- Lerner, R. M. *Concepts and Theories of Human Development*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum, 1997.
- Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. Hoboken, NJ: Jossey-Bass, 1998.
- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 1979. 2nd ed., New York: Image Books, 2010.
- Rogoff, Barbara. *The Cultural Nature of Human Development*. Oxford: OUP, 2003.
- Taylor, Charles. "The Dialogical Self." In *The Interpretive Turn: Philosophy, Science, Culture*. Edited by D. R. Hiley, J. F. Bohman and R. Shusterman, 304-314. Ithica, NY: Cornell University Press, 1991.
- Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: Eerdmans, 2014.

Lecturer: DAVID LEARY OFM

Intensive

(Min. No. 8)

1st semester: 9am-4pm Saturday and Sunday: 24 and 25 February; 24 and 25 March; Saturday 28 April; and Saturday 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: Cambridge University Press, 2006.
- Cowdell, Scott. *God's Next Big Thing: Discovering the Future Church*. Mulgrave: Garratt, 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.
- O'Leary, Daniel. *Begin with the Heart Recovering a Sacramental Vision*. Dublin: Columba, 2008.
- 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.
- 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.
- Treston, Kevin. *Emergence for Life not Fall from Grace: Making Sense of the Jesus Story in Light of Evolution*. Preston: Mosaic, 2013.
- Walker, Andrew. *Spirituality in the City*. London: SPCK, 2005.
- Webb, Val. *In Defence of Doubt*. St Louis, MI: Chalice Press, 1995.

Lecturer: ROSE MARIE PROSSER

CONTENT

This unit will explore the experience of trauma as a consequence of: industrial disasters, natural disasters, tragic accidents, domestic violence, child abuse, assaults and murder, terrorism and war. It will begin by helping the student to develop a broad understanding of trauma and its impact on human development and relationships. It will then focus on trauma experiences which are beyond our control, such as natural disasters. It will then explore trauma that arises from domestic conflicts and accidents. This will be followed by an exploration of complex trauma which emerges as a consequence of international conflict and terrorism. The unit will explore theological perspectives on trauma, and of the place of pastoral and spiritual care for victims of trauma.

PREREQUISITES: DP1001Y: Foundations for Pastoral Practice. An interview with the lecturer will be required prior to enrolment in this unit

LEARNING OUTCOMES

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

1. understand and articulate a broad understanding of the complex experience of trauma
2. critically analyse and compare the key elements of a range of traumatic experiences
3. articulate, analyse and reflect psychologically on specific experiences of trauma
4. articulate, analyse and reflect theologically on specific areas of trauma demonstrate an understanding of various intervention strategies in the treatment of trauma and illustrate this through examples of pastorally integrated practice

ASSESSMENT

Critically review two key articles or book chapters 1000 words (20%); essay: an exploration of two key areas of trauma, comparing and contrasting the theory, experience and intervention 1500 words (30%); essay: understanding traumatic experiences, exploring psychological and theological perspectives, and pastoral implications 2500 words (50%)

BIBLIOGRAPHY *set texts recommended for purchase

- *Herman, Judith L. *Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror*. 1992. Reprint, New York: Basic Books, 2015.
- *Van der Kolk, Bessel. *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma*. London: Penguin Books, 2015.

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

Briere, John, and Catherine Scott. *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2nd ed. Thousand Oaks, CA: Sage, 2014.

Courtois, Christine A., and Julian D. Ford, eds. *Treating Complex Traumatic Stress Disorders: Scientific Foundations and Therapeutic Models*. New York: Guilford Press, 2013.

Joseph, Stephen. *What doesn't kill us: The new psychology of posttraumatic growth*. London: Piatkus, 2012.

Sanderson, Christiane. *Introduction to Counselling Survivors of Interpersonal Trauma*. London: Jessica Kingsley, 2010.

Walker, Donald F., Christine A. Courtois and Jamie D. Aten, eds. *Spiritually Oriented Psychotherapy for Trauma*. Washington, DC: American Psychological Association, 2014.

Wilson, John P., and Boris Droždek. *Broken Spirits: The Treatment of Traumatized Asylum Seekers, Refugees, War and Torture Victims*. New York: Brunner-Routledge, 2004.

Lecturer: BARRY ROGERS

Intensive

(Min. No. 8)

2nd semester: 9:00am-4:00pm Friday and Saturday: 3 and 4 August; 31 August and 1 September; 12 and 13 October

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, UK: Open University Press, 2008.

Lynch, Gordon. *Pastoral Care and Counselling*. Ethics in Practice. Edited by 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: DAVID LEARY OFM

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.

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

Lecturer: ROBYN REYNOLDS OLSH

DS2215Y/DS3215Y FROM PERPETUA TO DOROTHY DAY

1st semester: Tuesday evening, cross listed as Church History CH2215Y/CH3215Y (Min. No. 8)

CONTENT

This unit explores the meaning of Christian spirituality using the writings of women throughout history. Emphasis will be placed on the historical context of the primary sources used, the struggles of women in coming to find their own voices within their contexts, and their specific literary genres. This study aims to bring the reader to an appreciation of both the significance of these writings for their own times, as well as their continuing relevance to our life and mission in the Christian Church today.

PREREQUISITES: None

LEARNING OUTCOMES

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

Level 2:

1. outline the elements that identify Christian Spirituality particularly in relation to women's writings throughout history
2. articulate the historical contexts within which women communicate Christian spirituality throughout history
3. identify key features of Christian spirituality within women's writings
4. interpret a range of literary genres used by women writers in Christian History
5. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church

Level 3:

- 1-4. see above
5. describe how women did or did not find their voice through their writings in the context of the Church of their times
6. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church

ASSESSMENT

Level 2: 1000 word tutorial journal (20%); 1000 word tutorial essay (30%); 2000 word research essay (50%). Level 3: 1000 word tutorial journal (20%); 1500 word tutorial essay (30%); 2500 word research essay (50%)

BIBLIOGRAPHY

- Castelli, Elizabeth A. *Martyrdom and Memory: Early Christian Culture Making*. New York: Columba University Press, 2007.
- Coon, Lynda L. *Sacred Fictions: Holy Women and Hagiography in Late Antiquity*. Philadelphia, PA: University of Pennsylvania, 1997.
- Day, Dorothy. *The Long Loneliness: The Autobiography of Dorothy Day*. San Francisco, CA: Harper & Row, 1981.
- Finnegan, M. J. *The Women of Helfta: Scholars and Mystics*. Athens, GA: University of Georgia, 1991.
- Harmless, William. *Mystics*. Oxford: OUP, 2008.
- Hillesum, Etty. *An Interrupted Life: The Diaries and Letters of Etty Hillesum*. Preface by Eva Hoffman, London: Persephone, 1999.
- Schulenberg, Jane Tibbets. *Forgetful of her Sex: Female Sanctity and Society: 500-1100*. Chicago, IL: University of Chicago Press, 1998.
- Sor Juana Inés de la Cruz. *Selected Works*. Trans. by Edith Grossman. London: Norton, 2014.
- Tyler, Peter, and Edward Howells, eds. *Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition*. London: Routledge, 2017.
- Ward, Benedicta, trans. *Sayings of the Desert Fathers*. Vol. 59. Kalamazoo, MI: Cistercian, 1984.
- Wheeler, Bonnie, ed. *Listening to Heloise: The Voice of a Twelfth-Century Woman*. Basingstoke: Palgrave MacMillan, 2000.

Lecturer: CARMEL POSA SGS

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: Thursday evening

(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: BERNARD TEO CSSR

CONTENT

This unit will trace the historical development and understanding of human rights and their relation to justice. It will examine some influential contemporary theories of justice and human rights and explore how they have found expression and consensual agreement in internationally ratified documents. These documents will be studied in detail. Particular attention will be given to the Roman Catholic understanding of justice and rights and how they found expression in official Catholic documents and in the writings of Catholic theologians. Finally, this unit will explore a range of contemporary social issues such as: immigration and refugees, cultural identity and diversity; religious liberty and freedom of worship; the role of political authority vis á vis the political rights, responsibilities and participation of citizens; the tragedies of genocides and works of national reconciliation in the aftermath; torture; moral responsibility for the environment; modern forms of slavery; and capital punishment.

PREREQUISITES: DT1000Y or equivalent

LEARNING OUTCOMES

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

1. describe the provisions of the UN Declaration on Human Rights
2. articulate the philosophical and theological foundations of the various conflicting justice and human rights positions in public discourse
3. engage in critical dialogue with diverse positions on justice and human rights issues in regard to the foundations for justice and rights
4. discuss the conflicting rights, duties, and responsibilities that public authorities face when formulating public policies that affect human rights
5. critically evaluate arguments for positions taken in human rights debates using primary sources (Level 3 only)

ASSESSMENT

Level 2: Class tutorial 1500 words (30%); major essay 2500 words (70%)

Level 3: Class tutorial 1500 words (30%); major essay 3000 words (70%)

BIBLIOGRAPHY *set texts recommended for purchase

**Reichert, Elisabeth. *Social Work and Human Rights: A Foundation for Policy and Practice*, 2nd ed. New York: Columbia University Press, 2011.

*Maritain, Jacques. *The Rights of Man and Natural Law*. New York: Gordian Press, 1971. (This book is out of print but will be provided in pdf file).

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 2nd ed. Ithaca, New York: Cornell University Press, 2003.

Hollenbach, David. *Claims in Conflict: Retrieving and Renewing the Catholic Human Rights Tradition*. New York: Paulist Press, 1979.

Ignatieff, Michael. *Human Rights as Politics and Idolatry*. Princeton, NJ: Princeton University Press, 2001.

Kusumalayam, John. *Human Rights: Individual or/and Group Rights? An Attempt Towards A Holistic Understanding of Human Rights Based on the Christian Concept of the Human Person as the Imago Trinitatis*. Mumbai: St Pauls, 2008.

Ishay, Micheline. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd ed. New York: Taylor & Francis, 2007.

Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Vatican City: Libreria Editrice Vaticana, 2004.

Lecturer: BERNARD TEO CSSr

CONTENT

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

PREREQUISITES: 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

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

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

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.

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

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

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

POSTGRADUATE AWARDS

Masters Awards Name Changes

Changes to the names of Masters Postgraduate Awards take effect in 2018. Award names have been changed to reflect simply and directly the content of awards. Previously, the awards were called “Master of Arts (Specialisation)”. The former Specialisation name is listed below after the new Masters award name.

The changes to Masters award names applies to all new students commencing study at Masters level in 2018, and to all continuing students who do not complete their Masters degrees by the end of 2017.

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)

Master of Education and Theology (MEdTheol) NEW in 2018

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 YTU. 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^{THEOL} or BM^{IN} (ALSO; BT^{THEOL}/BM^{IN})	
<p>■ BT^{THEOL}, BM^{IN}, BT^{THEOL}/ BM^{IN}</p> <p style="text-align: center;">↓</p> <p>[1] GRADUATE DIPLOMA IN THEOLOGY Consists of six units (90 points) of study (four specialised units and two electives)..</p> <p>[2] If articulating to a Research Master's M^{THEOL}, M^{PHIL}, the Graduate Diploma consists of 60 points (four units) in an area of specialisation, and a 12,000 word research essay (30 points) essay graded to at least 75% and a 75% average across the coursework and research components of the degree.</p> <p style="text-align: center;">↓</p> <p>■ M^{THEOL} OR M^{PHIL}</p> <p>[1] A 40,000 word thesis (including eight hours of postgraduate seminars per annum)</p> <p style="text-align: center;"><i>or</i></p> <p>[2] 30 points of post-graduate study (including eight hours of postgraduate seminars per annum)) plus a 25,000 word thesis.</p> <p>■ D^{THEOL} 100,000 word thesis</p>	<p>■ BT^{THEOL}, BM^{IN} , BT^{THEOL} / BM^{IN})</p> <p style="text-align: center;">↓ ↓</p> <p>■ MASTER OF THEOLOGY (COURSEWORK) Ten units (150 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 30 points of Foundational units, and must complete a Capstone unit worth at least 15 points).</p> <p>This may articulate to Research Masters by completion of a 12,000 word research essay (30 points) as part of the award. Confirmation of candidature for a research Master's requires that the research essay be graded to at least 75% and a 75% average across the coursework components of the degree.</p> <p style="text-align: center;">↓</p> <p>■ M^{THEOL} OR M^{PHIL}</p> <p>[1] A 40,000 word thesis thesis (including eight hours of postgraduate seminars per annum)</p> <p style="text-align: center;"><i>or</i></p> <p>[2] 30 points of post-graduate study thesis (including eight hours of postgraduate seminars per annum) plus a 25,000 word thesis.</p>

UNIVERSITY OF DIVINITY POSTGRADUATE AWARDS (CONTINUED)

PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES	
--	--

■ **GRADUATE CERTIFICATE IN THEOLOGY**
Consists of 45 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 45 points toward the Graduate Diploma.

↓

Four postgraduate units (60 points) plus a 12,000 word research essay as a capstone unit

If articulating to a **Research Master's**, the Graduate Diploma consists of 60 points (4 units) and a 12,000 word research essay (30 points) graded to at least 75%, and a 75% average across the coursework components of the award.

A 40,000 word thesis
or Two postgraduate units (30 points)
plus a 25,000 word thesis. Both options
require the student to complete eight
hours of postgraduate seminars per
annum.

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

Consists of eighteen units (270 points)

and

and

An **MDiv** graduate who has completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework and research components of the degree may articulate to a research award (**MTHEOL**, **MPHIL**, **PHD**, **DTHEOL**).

GRADUATE CERTIFICATE IN DIVINITY GCDIV

- Entry Requirements:** Undergraduate degree or equivalent
- Structure:** Three (3) units of study at postgraduate level
- Normal Duration:** 1 - 3 semesters (i.e. 1.5 years)
- Articulation:** Graduates may proceed to a Graduate Diploma or Masters degree

GRADUATE CERTIFICATE IN THEOLOGY 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 10 point study with each unit normally being taught over two Saturdays and two days in the school term holidays (Box Hill), plus one 5 point unit taken cumulatively over the four units.

Normal Duration: Two (2) years part-time

Articulation: Graduate Diploma in Theology
(3 additional units = 45 points)
On completion of the Graduate Diploma in Theology students can articulate to Master of Theological Studies (MTS).
(6 units = 90 points) On completing the GCTRE, a person may enrol directly into the 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 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research award: 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 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:

- 30 points in the discipline of Pastoral Theology and Ministry Studies
- a unit of Clinical Pastoral Education worth 30 points
- a further 30 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 15 points.
or
Pathway 2: Six (6) postgraduate units which must include a capstone unit worth at least 15 points.

Normal Duration: 2 - 6 years

Articulation: Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology [If **MTS** from the Institution, with a 12,000 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:

- 60 points of Foundational units comprised of:
30 points in the discipline of Biblical Studies;
15 points in the discipline of Systematic Theology;
and 15 points in the discipline of Pastoral Theology and Ministry Studies
- 60 points of Elective units in the discipline of Pastoral Theology and Ministry Studies
- 15 points of Elective units in any discipline
- One Capstone unit of at least 15 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 180 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 12,000 word research essay graded to at least 75%].

MASTER OF EDUCATION AND THEOLOGY

MEdTheol

The Master of Education and Theology is a coursework Master's degree offered by CTC and YTU 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:

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

- 15 point unit: DR9663Y /DM9663Y/ DE9663Y Leadership for Mission in a Catholic School;
or DE9016L Education and Theology in Dialogue (ALC)
- 15 point unit: BS9662Y Interpreting Biblical Texts (or an alternative unit in Biblical Studies or Systematic Theology)
- 30 points in any combination of the disciplines of Biblical Studies, Systematic Theology, Education or Religious Education
- 15 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 60 points of Elective units must be included

Normal Duration: 1.5 - 4.5 years

Articulation: If the MEdTheol includes a Research Essay of 12,000 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 15 points = 270 points at graduate level

- **105 points of Foundational units**

Comprised of 30 points of units in a single Biblical Language, 30 points of units in Field B, 30 points in Field C, and 15 points in Field D (candidates may complete a further 15 points of Foundational study in any Field or Discipline)

- **Not less than 105 points and not more than 150 points of Elective units**

Candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D

- **Capstone unit (minimum of 15 points)**

Candidates must complete a Capstone unit worth at least 15 points

Normal Duration: 3 - 9 years

Articulation: On completion of the Master of Divinity from the UD with a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree one can apply for entry to a Research Masters: 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:

150 Credit points (normally 10 units)

- Candidates may include up to 30 points of Foundational units
- Candidates must include a **Capstone Unit** worth at least 15 points

Normal Duration: 1.5 - 5 years

Articulation:

Research: Master of Theology (Research), Master of Philosophy, Doctor of Philosophy/Theology (if the Master of Theology (Coursework) includes a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework components of the degree.) One could also articulate to a coursework award, the 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 12,000 word research essay.

Entry Requirements: Four year Bachelor degree with Honours or equivalent in an appropriate discipline. The 12,000 word research essay needs to have been assessed at 75% or higher.

A Graduate Diploma in an appropriate discipline including a 12,000 word research essay which needs to have been assessed at 75% or higher.

Structure:

- 30 points of postgraduate (additionally, participation in eight hours of postgraduate seminars per year of candidacy) and a minor thesis of 25,000 words

or

- major thesis of 40,000 words

Normal Duration: 1 - 1.5 years full-time, 3 years part-time

Articulation: Doctor of Philosophy

MASTER OF THEOLOGY (RESEARCH)

MTHEOL

The Master of Theology (Research) is a research degree open to theology graduates whose studies included a 12,000 word research essay demonstrating research competence in a theological discipline.

Entry Requirements:

- Bachelor of Theology with Honours (H1 or 2A i.e. at least 75%)

or

- a Graduate Diploma in Theology from the University of Divinity, or a Master of Divinity, or a Master of Theology (Coursework) each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

- A Master of Theological Studies (MTS) from the University of Divinity, with a 12,000 word research essay graded to at least 75%

Structure:

- 30 points of postgraduate (additionally, participation in eight hours of postgraduate seminars per year of candidacy) and a minor thesis of 25,000 words

or

- major thesis of 40,000 words (additionally, participation in eight hours of postgraduate seminars per year of candidacy)

Normal Duration: 1 - 1.5 years full-time, 3 years part-time

Articulation: Doctor of Theology, Doctor of Philosophy

DOCTOR OF PHILOSOPHY PHD

The Doctor of Philosophy is a research degree that enables interaction with the discipline of theology by building on studies undertaken in a previous degree(s), usually in other disciplines.

Entry Requirements:

- a Graduate Diploma in Theology from the Institution, or a Master of Divinity or a Master of Theology (Coursework) each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree
- or
- A Master of Theological Studies (MTS) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure:

- 1) Thesis of 100,000 words
- 2) An exegeted research project where the project itself is presented in non-textual media. Appended to such projects must be a written exegesis of the project that contributes to the production of new knowledge through critical reflection upon the project. At least 50% of the project must be in written form
- 3) A portfolio of publications with at least one substantial integrating article (Regulation 26.1.8)

Every candidate for this degree must participate in eight hours of postgraduate seminars per year of candidacy.

Normal Duration: Minimum 4 years. (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 12,000 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 12,000 word research essay graded to at least 75%

Structure:

Thesis of 100,000 words

Every candidate for this degree must participate in eight hours of postgraduate seminars per year of candidacy.

Normal Duration:

Minimum 4 years. (i.e. 4 years full-time, 8 years part-time)

FIELD A – HUMANITIES POSTGRADUATE

LANGUAGES

AL8011Y	New Testament Greek A (Foundational unit)
AL8012Y	New Testament Greek 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 2018, but normally offered in other years

AL8001Y	Hebrew A (Foundational unit)
AL8002Y	Hebrew B (Foundational unit)

CONTENT

This unit introduces students to the study of biblical Greek. It includes a brief history of the language, a detailed study of the morphology and syntax of selected New Testament passages, and an introduction to textual criticism.

PREREQUISITES: None**LEARNING OUTCOMES**

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

1. translate from selected passages of the Greek New Testament, amounting to about six chapters
2. demonstrate familiarity with broadly representative vocabulary and style
3. demonstrate knowledge of Greek morphology and syntax
4. show basic grasp of text-critical principles and practice
5. utilise effectively commentaries and academic literature which work from the Greek text.
6. begin applying Greek language skills to the exegetical and hermeneutical tasks

ASSESSMENT

Weekly written tests equivalent to 3000 words (40%); final three hour written exam (60%)

BIBLIOGRAPHY *set text recommended for purchase

Aland, Kurt, et al., eds. *The Greek New Testament*. 4th ed. New York, NY: United Bible Societies, 1993.

Brooks, James A., and Carlton L. Winbery. *Syntax of New Testament Greek*. Washington, DC: University of America Press, 1979.

*Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: Cambridge University Press, 2005.

Metzger, Bruce Manning A. *A Textual Commentary on the Greek New Testament*. 4th ed. London: United Bible Societies, 1994.

Moule, Charles Francis Digby. *An Idiom-Book of New Testament Greek*. 2nd ed. London: Cambridge University Press, 1959.

Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids, MI: Zondervan, 1995.

———. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids, MI: Zondervan, 2009.

Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd ed. Sheffield: Sheffield University Press, 1994.

Wallace, Daniel B. *Greek Grammar beyond the Basics. An Exegetical Syntax of the New Testament*. Grand Rapids, MI: Zondervan, 1996.

Lecturer: MARY COLOE PBVM

CONTENT

This unit continues the introduction to biblical Greek began in AL8011Y. Further knowledge of the morphology and syntax of the language will be developed as the student translates more selected passages. Further issues of textual criticism will be explored.

PREREQUISITES: None**LEARNING OUTCOMES**

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

1. translate from the Greek New Testament selected passages, amounting to about four chapters
 2. demonstrate familiarity with vocabulary and style (up to 600 words)
 3. demonstrate knowledge of Greek morphology and syntax
 4. show basic grasp of text-critical principles and practice
 5. utilise effectively commentaries and academic literature which work from the Greek text
- apply Greek language skills to exegetical and hermeneutical tasks

ASSESSMENT

Weekly written tests, equivalent to 2000 words (30%); 2000 word project (20%); final three hour written exam (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Aland, Kurt, et al., eds. *The Greek New Testament*. 4th ed. New York: United Bible Societies, 1993.

Brooks, James A., and Carlton L. Winbery. *Syntax of New Testament Greek*. Washington, DC: University of America Press, 1979.

*Duff, Jeremy. *The Elements of New Testament Greek*. 3rd ed. Cambridge: CUP, 2005.

Metzger, Bruce Manning A. *A Textual Commentary on the Greek New Testament*. 4th ed. London: United Bible Societies, 1994.

Moule, Charles Francis Digby. *An Idiom-Book of New Testament Greek*. 2nd ed. London: Cambridge University Press, 1959.

Mounce, William D. *A Graded Reader of Biblical Greek*. Grand Rapids, MI: Zondervan, 1995.

———. *Basics of Biblical Greek Grammar*. 3rd ed. Grand Rapids, MI: Zondervan, 2009.

Porter, Stanley E. *Idioms of the Greek New Testament*. 2nd ed. Sheffield: Sheffield University Press, 1994.

Wallace, Daniel B. *Greek Grammar beyond the Basics. An Exegetical Syntax of the New Testament*. Grand Rapids, MI: Zondervan, 1996.

Lecturer: CHRISTOPHER MONAGHAN CP

1st semester: Wednesday 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

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%); one three hour exam end 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.

Zieffe, 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

BA8000Y	Entering the World of the Old Testament: Survey & Method (Foundational unit)
BA9012Y	Wisdom Literature
BA9017Y	The Twelve Prophets
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9020Y	Jewish Apocalyptic Literature
BA9415Y	Supervised Reading Unit-Old Testament (15 points)
BA9430Y	Supervised Reading Unit-Old Testament (30 points)

NEW TESTAMENT

BN8000Y	Entering the World of the New Testament
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9018Y	The Gospel of Mark
BN9415Y	Supervised Reading Unit-New Testament (15 points)
BN9430Y	Supervised Reading Unit-New Testament (30 points)

BIBLICAL STUDIES

BS9662Y	Interpreting Biblical Texts MEdTheol
BS9415Y	Supervised Reading Unit-Biblical Studies (15 points)
BS9430Y	Supervised Reading Unit-Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

BA9010Y	Pentateuch
BA9011Y	Psalms
BA9013Y	The Book of Isaiah
BA9019Y	The Book of Jeremiah
BN9011Y	Luke-Acts
BN9013Y	The Gospel of John
BN9017Y	Romans

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

CONTENT

This course will undertake a study of Wisdom Literature. Specific texts will be studied from historical critical and literary perspectives. The unit studies two books from Wisdom Literature: Proverbs, Ecclesiastes (Qoholeth), Daniel and Job. In 2018 it will be Ecclesiastes and Job.

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 structure and composition of the chosen books
2. analyse and explain the significance of literary forms
3. identify distinctive theological themes that emerge
4. evaluate the similarities and differences in the way that wisdom is depicted
5. critically discuss the issue of the continuing relevance of Wisdom Literature
6. demonstrate appropriate skills in critical biblical interpretation

ASSESSMENT

2000 word exegetical paper (35%); 4000 word major essay (65%)

BIBLIOGRAPHY

Brown, William P. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament*. Grand Rapids, MI: Eerdmans, 1996.

Crenshaw, James L. *Old Testament Wisdom: An Introduction*. Atlanta, GA: John Knox, 1998.

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

Hunter, Alistair G. *Wisdom Literature*. London: SCM, 2006.

Limburg, James. *Encountering Ecclesiastes*. Grand Rapids, MI: Eerdmans, 2006.

Longman III, Tremper, and Peter Enns, eds. *A Dictionary of the Old Testament: Wisdom, Poetry and Writings*. Downers Grove, IL: Inter-Varsity, 2008.

Perdue, Leo G. *Wisdom Literature: A Theological History*. Louisville, KY: Westminster John Knox, 2007.

Schields, Martin A. *The End of Wisdom*. Winona Lakes, IN: Eisensbrauns, 2006.

Schipper, Bernd U., and D. Andrew Teeter, eds. *Wisdom and Torah: The Reception of "Torah" in the Wisdom Literature of the Second Temple Period*. Leiden: Brill, 2013.

Lecturer: MARY REABURN NDS

CONTENT

This unit provides an opportunity for students to study a corpus of material that embraces much of the history of prophecy in Israel. The unit will comprise: an introduction to the twelve so-called 'minor prophets', an analysis of the books of Hosea, Amos, Micah, Jonah and Zechariah from the twelve Prophets; and an examination of the hypothesis that the twelve constitute a book of prophecy. Students will undertake detailed exegesis of passages selected from the books listed above.

PREREQUISITES: BA8000Y and BN8000Y

LEARNING OUTCOMES

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

1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Books of the Twelve Prophets and their interpretation
2. demonstrate a critical knowledge of key theological themes in these prophetic books
3. analyse in a critical manner selected passages from these prophetic books
4. make critical use of secondary sources
5. discuss in a critical manner the issue of the continuing relevance of these prophetic books
6. research and critically assess passages or themes from these prophetic books in a rigorous and self-directed manner

ASSESSMENT

2000 word exegetical paper (35%); 4000 word essay (65%)

BIBLIOGRAPHY *set texts recommended for purchase

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

Ben Zvi, E., and J. D. Nogalski, eds. *Two Sides of a Coin: Juxtaposing Views on Interpreting the Book of the Twelve/The Twelve Prophetic Books*. Analecta Gorgiana 201. Piscataway, NJ: Gorgias, 2009.

*Ferreiro, A., ed. *The Twelve Prophets*. Downers Grove, IL: Inter-Varsity, 2003.

Le Cureux, J. T. *The Thematic Unity of the Book of the Twelve*. Hebrew Bible Monographs 41. Sheffield: Phoenix, 2012.

Nogalski, J. D. *Literary Precursors to the Book of the Twelve*. Berlin: W. de Gruyter, 1993.

———. *Redactional Processes in the Book of the Twelve*. Berlin: W. de Gruyter, 1993.

Pedersen, D. L. *The Prophetic Literature: An Introduction*. Louisville, TN: WJK, 2002.

Sweeney, M. A., et al., eds. *The Twelve Prophets*. Collegeville, MN: Liturgical Press, 2000.

*Sweeney, M. A. *The Prophetic Literature*. IBT. Nashville, TN: Abingdon, 2005.

Wilson, R. R. *Prophecy and Society in Ancient Israel*. Philadelphia, PA: Fortress, 1980.

Lecturer: MARK O'BRIEN OP

CONTENT

This unit will examine how the Old Testament portrays God as just and merciful and the criteria whereby Israel is called to be the just and merciful society. It will consist of an analysis of the terms Justice and Mercy and associated terminology within their literary, historical and theological contexts. It will consider how these terms and the contexts in which they are used contribute to Theodicy—the notion of the just God.

PREREQUISITES:

BA8000Y or equivalent

LEARNING OUTCOMES

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

1. apply their exegetical skills to the understanding of key theological terms in the Old Testament
2. demonstrate an ability to grasp the meaning of texts and terms
3. critically assess the relationship between terminology in different contexts with a view to constructing a theology of justice and mercy
4. demonstrate a broad knowledge of the relevant background material
5. present papers in the context of seminar discussions
6. compare and evaluate contemporary insights in the study of the topic

ASSESSMENT

2000 word exegetical paper (35%); 4000 word major essay (65%)

BIBLIOGRAPHY *set texts recommended for purchase

Birch, Bruce C. *Let justice roll down: The Old Testament, Ethics, and Christian Life*. Louisville, KY: Westminster John Knox, 1991.

Boda, Mark J. *A Severe Mercy: Sin and Its Remedy in the Old Testament*. Siphrut; Literature and Theology of the Old Testament Scriptures. Winona Lakes, IN: Eisenbrauns, 2009.

Boecker, H. J. *Law and the Administration of Justice in the Old Testament and Ancient East*. Augsburg, MN: Fortress, 1980.

Crenshaw, J. L. *Theodicy in the Old Testament*. London: SPCK, 1983.

———. *Defending God: Biblical Responses to the Problem of Evil*. Oxford: OUP, 2005.

Heagle, John. *Justice Rising: The Emerging Biblical Vision*. Maryknoll, NY: Orbis, 2010.

Houston, Walter J. *Contending for Justice: Ideologies and Theologies of Social Justice in the Old Testament*. London: T&T Clark, 2006.

*O'Brien, Mark A. *Restoring the Right Relationship: The Bible on Divine Righteousness*. Adelaide: ATF Press, 2014.

Weinfeld, Moshe. *Social Justice in Ancient Israel and in the Ancient Near East*. Minneapolis, MN: Fortress, 1995.

Lecturer: MARK O'BRIEN OP

CONTENT

This unit studies Jewish Apocalyptic Literature that provides important background for concepts found in New Testament writings. The unit focusses on the books of Daniel and 1 Enoch. It examines the historical context of the authors and how it relates to their key themes such as the origin of evil; demons and angels; the calendar; the notion that history is moving towards an end; that a Messiah will appear; that the wicked will be destroyed and the righteous rewarded, post-mortem if necessary.

PREREQUISITES: One biblical unit at undergraduate or postgraduate Level

LEARNING OUTCOMES

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

1. demonstrate familiarity with the views of scholars as to the origins and characteristics of apocalyptic literature
2. explain how the major themes that appear in 1 Enoch, Daniel and other texts relate to the political, social, economic and religious worlds of their time
3. exegete passages from apocalyptic texts with the aid of scholarly commentaries
4. evaluate the theological significance of the texts studied in this unit
5. analyse the sources upon which the apocalyptic writers drew and the interpretive tools they used in the construction of their works
6. evaluate the similarities and differences between 1 Enoch and Daniel and assess whether they came from the same group

ASSESSMENT

Two 1000 word exegetical essays (40%); one 4000 word essay (60%)

BIBLIOGRAPHY *set texts recommended for purchase

*Collins, J. J. *Apocalypticism in the Dead Sea Scrolls*. London and New York: Routledge, 1997.

Collins, J. J. *Daniel*. Hermeneia Translation. Minneapolis, MN: Fortress, 1993.

Goldingay, J. E. *Daniel*. WBC 30. Waco, TX: Thomas Nelson, 1989.

Helyer, L. R. *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove, IL: InterVarsity, 2002.

Newsom, C. A., and B. Breed. *Daniel. A Commentary*. OTL. Louisville, KY: Westminster John Knox, 2014.

Nickelsburg, G.W.E., and J.C. VanderKam. *1 Enoch*. Hermeneia Translation. Minneapolis, MN: Fortress, 2012.

Nickelsburg, G. W. E. *1 Enoch*. Hermeneia Translation. Minneapolis, MN: Fortress, 2001.

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

Rowland, C. *The Open Heaven: A Study of Apocalyptic in Judaism and Early Christianity*. London: SPCK, 1982.

Russell, D. S. *The Method and Message of Jewish Apocalyptic, 200BC-AD100*. London: SCM, 1964.

*Seow, C. L. *Daniel*. WC. Louisville, KY: Westminster John Knox, 2003.

VanderKam, J. C. *Enoch and the Growth of an Apocalyptic Tradition*. CBQMS. Washington DC: Catholic Biblical Association of America, 1984.

Wright, B. G., and L. M. Wills, eds. *Conflicted Boundaries in Wisdom and Apocalypticism*. Atlanta, GE: SBL, 2005.

Lecturer: ANNE GARDNER

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

This unit will study the foundation of the Corinthian Community by Paul and the history of its relationship with the Apostle, and its pastoral problems as they emerge from the Corinthian Correspondence. It will include an exegetical and thematic study of 1-2 Corinthians focusing on Paul's theological and pastoral responses to the issues that arose at Corinth. Paul is in dialogue with his own Jewish tradition, the community of Corinth, the first century world of the Roman Empire, and his own experience. The problems faced in Corinth help Paul to articulate new maps of time, space and people as these communities learn how to be Christian as they await the Lord's return.

PREREQUISITES: Two foundational units in Biblical Studies or equivalent.

LEARNING OUTCOMES

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

1. engage in the exegesis of specific texts from 1-2 Corinthians, making use of appropriate methodologies
2. demonstrate an understanding of Paul's response to the specific challenges and problems faced by the Corinthian communities
3. exhibit critical awareness of the social, political and religious context of the Corinthian community
4. recognise and analyse Paul's rhetorical techniques used in 1-2 Corinthians
5. demonstrate their skills in contemporary critical methods of biblical interpretation

ASSESSMENT

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

BIBLIOGRAPHY

- Barnett, Paul W. *The Second Epistle to the Corinthians*. NICNT. Grand Rapids, MI: Eerdmans, 1997.
- Barrett, Charles K. *1 Corinthians*. London: Black, 1968.
- . *2 Corinthians*. London: Black, 1973.
- Collins, Raymond F. *First Corinthians*. Sacra Pagina 7. Collegeville, MN: Michael Glazier, 1999.
- Fee, Gordon D. *The First Epistle to the Corinthians*. NICNT. Grand Rapids, MI: Eerdmans, 1987.
- Meeks, Wayne. *The First Urban Christians*. New Haven, CT: Yale University Press, 1983.
- Neyrey, Jerome H. *Paul, in Other Words: A Cultural Reading of his Letters*. Louisville, KY: Westminster John Knox, 1990.
- Talbert, Charles H. *Reading Corinthians: A Literary and Theological Commentary on 1 and 2 Corinthians*. New York: Crossroad, 1987.
- Wright, Nicholas T. *Paul: Fresh Perspectives*. London: SPCK, 2005.

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

The Matthean community stands at the crossroads wrestling with how to preserve and honour their Jewish past while welcoming Gentiles into the Christian community. Matthew articulates an inclusive vision where both Jew and Gentile are welcome, and unity can be found in putting into practice the higher righteousness espoused in the Sermon on the Mount. This unit will undertake a literary, exegetical and theological study of Matthew's Gospel. Special attention will be paid to the manner in which Matthew makes use of his sources (Gospel of Mark, the Q source, and special Matthean material).

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. identify and interpret Matthew's redaction of Mark's Gospel and other traditions
2. discuss and evaluate the context in which this theology arose
3. assess the distinctive theology of Matthew compared to Mark and Luke
4. exegete specified texts making use of appropriate methodologies
5. evaluate the significance of the material that is unique to Matthew
6. demonstrate their ability to appraise, critique and synthesise both primary and secondary sources

ASSESSMENT

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

BIBLIOGRAPHY

Byrne, Brendan. *Lifting the Burden: Reading Matthew's Gospel in the Church Today*. Strathfield: St Pauls, 2004.

Davies, William D., and Dale C. Allison. *Matthew*. ICC. Vols. 1-3. Edinburgh, T&T Clark, 1988-97.

France, Richard T. *The Gospel of Matthew*. NICNT. Grand Rapids, MI: Eerdmans, 2007.

Hagner, Donald A. *Matthew 1-13*. WBC 33a. Dallas, TX: Word Books, 1993.

———. *Matthew 14-28*. WBC 33b. Dallas, TX: Word Books, 1995.

Harrington, Daniel J. *The Gospel of Matthew*. Collegeville, MN: Liturgical Press, 1991.

Luz, Ulrich. *Matthew 1-7: A Commentary*. Minneapolis, MN: Fortress, 2007.

Nolland, John. *The Gospel of Matthew: A Commentary on the Greek Text*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.

Schnackenburg, Rudolf. *The Gospel of Matthew*. Grand Rapids, MI: Eerdmans, 2002.

Senior, Donald. *Matthew*. Nashville, TN: Abingdon, 1998.

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

The unit will commence with a brief study of the historical setting and literary forms of the New Testament writings, with special emphasis on the origin, literary character and theology of the Markan narrative. The methodology of biblical exegesis will be explained and illustrated in relation to the Gospel – and also in relation to the broader scope of the Synoptic Gospels.

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. describe the types of literary forms found in the Gospel of Mark and demonstrate how knowledge of these forms aid in the interpretation of specific passages
2. analyse the geographic and historical background to the Gospel of Mark and define the social and political world in which it emerged
3. critically engage with the structure, content and key theological themes of the Gospel of Mark, the purpose for which it was written, the literary and narrative techniques that are used, and its relationship to the other Synoptic Gospels and also The Gospel of Thomas
4. analyse the relationship between the Gospel of Mark and the OT, and articulate implicit and explicit intertextual references
5. identify and utilise the materials that assist NT interpretation
6. demonstrate an understanding of the distinctive theology of Mark

ASSESSMENT

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

BIBLIOGRAPHY *set texts recommended for purchase. Choose one of these.

Beavis, Mary Ann. *Mark*. Paideia. Grand Rapids, MI: Baker Academic, 2011.

*Boring, M. Eugene. *Mark A Commentary*. NTL. London: Westminster John Knox, 2006.

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

Byrne, Brendan. *A Costly Freedom: A Theological Reading of Mark's Gospel*. Strathfield: St Pauls, 2008.

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

France, R. T. *Mark*. NIGTC. Grand Rapids, MI: Eerdmans, 2002.

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

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

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

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

*Mullins, Michael. *The Gospel of Mark: A Commentary*. Dublin: Columba, 2005.

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.

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

Witherington, Ben. *The Gospel of Mark: A Socio-rhetorical Commentary*. Grand Rapids, MI: Eerdmans, 2001.

Lecturer: GLENDA BOURKE SGS

BS9662Y INTERPRETING BIBLICAL TEXTS

Elective unit, MedTheol, St Francis Xavier College, Beaconsfield

(Min. No. 8)

2nd semester: 9-4pm, Thurs & Fri: 23 and 24 August; 20 and 21 September; and two days online.

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 (10 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

CH8001Y	A Survey of Early and Medieval Church History
CH9002Y	A Survey of Early Modern and Modern Church History
CH9010Y	Reformation Histories and Theologies
CH9011Y	Foundations of Australian Catholicism
CH9212Y	Art History and Spirituality in Western Europe (DS9212Y)
CH9215Y **	From Perpetua to Dorothy Day: Women's Spiritual Experience from the Early Church to today (=DS9215Y)
CH9230Y	Catholic Social Thought in Australia and Overseas (DT9230Y)
CH9415Y	Supervised Reading Unit-Church History (15 points)
CH9430Y	Supervised Reading Unit-Church History (30 points)
CH9511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT9511Y)

SYSTEMATIC THEOLOGY

CT8003Y	Beginning with Jesus (Foundational unit)
CT8330Y**	Introduction to Theology of Mission (=DM8330Y) (Foundational unit)
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
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church
CT9415Y	Supervised Reading Unit-Systematic Theology (15 points)
CT9430Y	Supervised Reading Unit-Systematic Theology (30 points)
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

CH9012Y	Introduction to Early Christian Art and Architecture
CH9015Y	Religion in the Age of Faith
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
CH9214Y	Death, Dying and Grief through the Lens of Art and Spirituality
CH9320Y	Mary in the Christian Tradition (CT/DS 9320Y)
CT9010Y	Eschatology: Living in Hope
CT9020Y	The Cosmos as Creation
CT9024Y	Theological Methods
CT9320Y**	Mary in the Christian Tradition (=CH9320Y)
CT9331Y**	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9350Y**	Sacraments of Initiation: Baptism Confirmation Eucharist (=DR9350Y)

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

CONTENT

This is an examination of the reform movements in the Western European Church during the sixteenth and seventeenth centuries, with special attention to the interactions between theology and history. Building on religious practice in the late medieval era, this unit moves through the major theological and political issues raised by figures like Martin Luther, Ulrich Zwingli, John Calvin, Thomas Cranmer and Thomas Cajetan, examining in detail their theological positions, writings and the reactions which they sparked. This material will be located in its socio-political contexts to demonstrate the mutual effect of religion and politics upon each other.

PREREQUISITES: CH8001Y or equivalent and 15 points of elective units from fields B or C

LEARNING OUTCOMES

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

1. demonstrate familiarity with the major theological and political issues of the European Reformation
2. analyse critically a range of early modern historical sources, including written material and visual evidence
3. evaluate critically the key historiographical debates on the causes, nature and effect of 'Reformation'
4. distinguish the theological and socio-political forces at work in the European Reformation
5. articulate historical conclusions drawn from study of primary and secondary historical sources of the Reformation

ASSESSMENT

Document study 2500 words (40%); major essay 3500 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Bagchi, David, and David C. Steinmetz, eds. *The Cambridge Companion to Reformation Theology*. Cambridge: Cambridge University Press, 2004.

Collinson, Patrick. *The Reformation: A History*. New York: Random House, 2006.

Dixon, C. Scott. *Contesting the Reformation*. Chichester: Wiley-Blackwell, 2012.

Heal, Felicity. *Reformation in Britain and Ireland*. Oxford: OUP, 2003.

Jones, M. D. W. *The Counter-Reformation: Religion and Society in Early Modern Europe*. Oxford: OUP, 1995.

Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2014.

———. *The Reformation Theologians: An Introduction to Theology in the Early Modern Period*. Oxford: Blackwell, 2002.

MacCulloch, Diarmaid. *Reformation: Europe's House Divided, 1490-1700*. London: Penguin, 2004.

McGrath, Alister E. *Reformation Thought: An Introduction*. Rev. ed. Oxford: Blackwell, 1999.

Po Chia Hsia, R. *The World of Catholic Renewal 1540-1770*. Cambridge: Cambridge University Press, 1998.

Lecturer: MATTHEW BECKMANN OFM

CH9011Y FOUNDATIONS OF AUSTRALIAN CATHOLICISM

Elective unit

(Min. No. 8)

1st 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, Vic: 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

CONTENT

This unit investigates some of the ways in which visual images for example painting and sculpture reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages, i.e. Jesus, the Virgin Mary, and various saints, the unit examines the patrons and audience for these "images of salvation". What objects inspired devotion and how did these paintings, sculptures and other objects instruct the faithful in the mysteries of faith? Finally we will consider how space both private and communal was sanctified. Throughout this unit students will explore the problem of how visual and material expressions of spirituality in general, build on yet differ from textual ones.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. recognise the central iconographic themes of Christian art in the West, c. 1300-1500
2. explain and apply the basic vocabulary of visual analysis and historical inquiry in both oral and written work
3. evaluate some of the lenses (historical, biblical, spiritual, literary) through which the interpreter views visual images
4. critically appraise bibliographic resources both in oral and written work
5. sustain a critical analysis of historical sources (artistic, material and textual) in both oral and written work

ASSESSMENT

Written visual and iconographic description and analysis of a painting or sculpture. 1500 words (20%); Critical review of article chosen in consultation with the instructor. 1000 words (20%); 3500 word research essay (60%)

BIBLIOGRAPHY

- Baxandall, Michael. *Painting and Experience in Fifteenth Century Italy*. Oxford: OUP, 1988.
- Camille, Michael. *Gothic Art: Glorious Visions*. New York: Harry N. Abrams, 1996.
- Clifton, James. *The Body of Christ in the Art of Europe and New Spain, 1150-1800*. Munich: Prestel-Verlag, 1997.
- De Voragine, Jacobus. *The Golden Legend*. Translated by William Granger Ryan. 2 Vols. Princeton: Princeton University Press, 1993.
- Finaldi, Gabriele. *The Image of Christ*. London: National Gallery, 2000.
- Katz, M. R. *Divine Mirrors: The Virgin Mary in the Visual Arts*. New York: Cambridge University Press, 2001.
- Marks, Richard. *Image and Devotion in Late Medieval England*. Stroud: Sutton, 2004.
- Os, H. W. van. *The Art of Devotion in the Late Middle Ages in Europe, 1300-1500*. Princeton, NJ: Princeton University Press, 1994.
- Raitt, J., ed. *Christian Spirituality: High Middle Ages and Reformation*. New York: Crossroad, 1988.
- Swanson, R. N. *Religion and Devotion in Europe, c.1215-1515*. Cambridge: Cambridge University Press, 1995.
- Verdon, Timothy. *Mary in Florentine Art*. Florence: Mandragora, 2003.
- Woods, Kim W., ed. *Art and Visual Culture: 1100-1600: Medieval to Renaissance*. Millbank, London: Tate Publisher in association with Open University, 2012.

Lecturer: CLAIRE RENKIN

Elective unit

(Min. No. 8)

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

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 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%); 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: Collins Dove, 1991.
- . *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney: UNSW Press, 2001.
- Dwyer, Judith, ed. *The New Dictionary of Catholic Social Thought*. Collegeville, MN: Liturgical Press, 1994.
- Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown UP, 2004.
- Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne: Collins Dove, 1993.
- Matthews, Race. *Of Labour and Liberty: Distribution in Victoria 1891-1966*. Melbourne: Monash, 2017.
- 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.
- Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSsR

CONTENT

"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

CONTENT

This unit aims to explore the meaning and centrality of the doctrine of the Trinity in Christian faith and doctrine. From its biblical sources through its development in East and West and its later decline, it is examined in its contemporary exposition in theologians of different traditions. Further study will include the trinitarian shaping of other major doctrines and the bearing of the Trinity on some important questions in contemporary discussion.

PREREQUISITES: CT8000Y and CT9011Y

LEARNING OUTCOMES

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

1. describe the scriptural origins of Christian faith in God as the Holy Trinity
2. identify the main developments that have occurred in the Church's trinitarian doctrine
3. critically evaluate the resurgence of trinitarian theology in the twentieth century, including social and feminist theologies
4. articulate some practical ramifications of trinitarian faith for spirituality and Christian praxis
5. analyse and evaluate a variety of approaches to trinitarian theology, both historical and contemporary
6. demonstrate development of research and argumentation skills appropriate to study at postgraduate level

ASSESSMENT

6000 word essay (100%)

BIBLIOGRAPHY

Grenz, Stanley J. *Rediscovering the Triune God: The Trinity in Contemporary Theology*. Minneapolis, MN: Augsburg Fortress, 2004.

Hunt, Anne. *Trinity*. Collegeville, Maryknoll, NY: Orbis, 2005.

Johnson, Elizabeth A. *She Who Is*. New York: Crossroad, 1994.

Kasper, Walter. *The God of Jesus Christ*. New York: Crossroad, 1988.

Kelly, Anthony. *The Trinity of Love: A Theology of the Christian God*. New Theology Series. No. 4. Wilmington, DE: Michael Glazier, 1989.

LaCugna, Catherine M. *God For Us*. San Francisco: HarperCollins, 1991.

Lash, Nicholas. *Believing Three Ways in One God*. London: SCM, 1992.

Moltmann, Jürgen. *The Trinity and the Kingdom of God*. London: SCM, 1981.

O'Collins, Gerald. *The Tripersonal God: Understanding and Interpreting the Trinity*. New York: Paulist Press, 1999.

Lecturer: CHRISTIAAN MOSTERT

CONTENT

What ecclesiological resources do we have for transforming the culture of the church? How can we reclaim the church as a collaborative and vulnerable space? Can we build a church where the mission of serving the reign of God and the relationships of community are more important than the preservation of the institution? In the light of these questions, this unit examines the theology of the church grounded in Jesus' preaching of God's kingdom/reign and oriented to the mission of that kingdom. It will explore New Testament images and metaphors for the church and historical and contemporary models of church and mission. The ecclesiological documents of the Second Vatican Council will be assessed both for what they contribute to the quest for a humbler church, and for what they fail to resolve.

PREREQUISITES: One Foundational unit in both BN and CT

LEARNING OUTCOMES

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

1. demonstrate an understanding of the relationship between the Kingdom of God and the church
2. critically evaluate a variety of theological approaches to church and mission
3. critically evaluate the ecclesiological significance and contribution of *Lumen Gentium* and *Gaudium et Spes*
4. articulate a theology of the nature and mission of the church
5. apply a theology of the church and its mission to a particular contemporary context

ASSESSMENT

Minor essay 1500 words (25%); major essay 3000 words (50%); summative essay: reflection and application 1500 words (25%)

BIBLIOGRAPHY *set texts recommended for purchase

- Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 2011.
- Dulles, Avery. *Models of the Church*. New York: Doubleday, 2002.
- Fuellenbach, 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, 2008.
- Gaillardetz, Richard R., and Edward P. Hahnenberg. *A Church with Open Doors: Catholic Ecclesiology for the Third Millennium*. Collegeville, MN: Liturgical Press, 2015.
- Kasper, Walter. *The Catholic Church. Nature, Reality and Mission*. London: Bloomsbury; T&T Clark, 2015.
- Küng, Hans. *The Church*. London: Burns & Oates, 1967.
- Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.
- . *A Council That Will Never End: Lumen Gentium and the Church Today*. Collegeville, MN: Liturgical Press, 2013.
- Mannion, Gerard. *Ecclesiology and Postmodernity*. Collegeville, MN: Liturgical Press, 2007.
- Ogden, Steven. *The Church, Authority and Foucault: Imagining the Church as an Open Space of Freedom*. Abingdon, VA: Routledge, 2017.
- Phan, Peter, ed. *The Gift of the Church*. Collegeville, MN: Liturgical Press, 2000.
- Pickard, Stephen. *Seeking the Church: An Introduction to Ecclesiology*. London: SCM, 2012.
- Tillard, Jean-Marie Roger. *Church of Churches: The Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

CONTENT

"Where there is salvation, its name is Jesus; its grammar is the cross and resurrection" (Rowan Williams). This unit explores the key theological questions in the doctrine of salvation: what are we saved from? What are saved for? What is the means by which we are saved?

PREREQUISITES: CT8003Y or equivalent

LEARNING OUTCOMES

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

1. identify the biblical roots for the Christian understanding of salvation
2. critically evaluate at least two approaches, from differing time periods, to the Christian understanding of salvation
3. describe and evaluate the ramifications to Christian thought of these approaches to the understanding of salvation
4. critically engage with issues of universalism and the scope of salvation
5. appraise contemporary Christian approaches to the notion of 'Fallen Humanity'

ASSESSMENT

Essay 1500 words (25%); summative essay 1500 words (25%); long essay 3000 words (50%)

BIBLIOGRAPHY

- Davidson, Ivor, and Murray Rae, eds. *God of Salvation*. Farnham: Ashgate, 2011.
- Fiddes, Paul. *Past Events and Present Salvation*. London: Darton, Longman and Todd, 1989.
- Mertens, Herman-Emiel. *Not the Cross but the Crucified*. Louvain: Peeters, 1990.
- O'Collins, Gerald. *Jesus Our Redeemer*. Oxford: OUP, 2007.
- . *Salvation for All: God's Other People*. Oxford: OUP, 2008.
- Tanner, Kathryn. *Christ the Key*. Cambridge: Cambridge University Press, 2010.
- Volf, Miroslav. *Exclusion and Embrace*. Nashville, TN: Abingdon, 1996.
- Williams, Rowan. *Resurrection*. London: Darton, Longman and Todd, 2002.

Lecturer: MATTHEW BECKMANN OFM

Elective unit, Intensive

(Min. No. 8)

2nd semester: eight weeks commencing 9:30am Tuesday morning 31 July; and two Saturdays, 9:00am-4:00pm: 11 August and 8 September

CONTENT

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

PREREQUISITES: 15 points of foundational Systematic Theology CT

LEARNING OUTCOMES

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

1. describe and discuss the main features of Christian teaching on the human person
2. analyse and evaluate the relative contributions of culture and the world on understanding Christian teaching about the human person
3. identify and assess theological understandings about humanity's and God's relationship
4. identify and describe the theological understandings of grace in relation to persons
5. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship
6. assess and articulate a theological understanding of the dynamic tension revealed in nature/grace; body/soul; person/community
7. demonstrate advanced research skills appropriate to study at graduate level

ASSESSMENT

Research essay 3000 words (50%); short seminar papers 1500 words each (50%)

BIBLIOGRAPHY

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

Lecturer: MIROSLAV MESNER SAC

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. Omaha, NEB: 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 & 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.

CONTENT

A study of the theology, history, and spirituality of the patristic period from the apostles' deaths to the pontificate of Gregory the Great 600 CE. Through a study of the writings of the key patristic figures, we come to appreciate the diverse cultures and experiences that marked the earliest centuries of the church. These events have enduring relevance to the contemporary church.

PREREQUISITES: A foundational unit in Systematic Theology CT or Church History CH

LEARNING OUTCOMES

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

1. identify and source the principal themes within patristic theology
2. articulate the early development of church doctrine within its wider historical and cultural context
3. use critically primary and secondary sources in the analysis of patristic themes
4. assess and provide evidence of the enduring impact of patrology upon contemporary theology and spirituality
5. formulate, with the use of primary material, a sustained argument on the work, thought and historical significance of a selected patristic author
6. show in primary sources the mutual influence of historical events and theological developments upon each other in the patristic era

ASSESSMENT

Document study 1000 words (20%); minor essay 2000 words (30%); major essay 3000 words (50%)

BIBLIOGRAPHY

- Chadwick, Henry. *The Church in Ancient Society: From Galilee to Gregory the Great*. London: OUP, 2002.
- Drobner, Hubertus R. *The Fathers of the Church: A Comprehensive Introduction*. Peabody, MS: Hendrickson, 2007.
- Hamman, Adalbert. *How to Read the Church Fathers*. London: SCM Press, 1993.
- Harmless, William. *Desert Christians: An Introduction to the Literature of Early Monasticism*. Oxford: OUP 2004.
- Irvin, Dale. *Christian Histories, Christian Traditioning: Rendering Account*. Maryknoll, NY: Orbis, 1998.
- Louth, Andrew. *The Origins of the Christian Mystical Tradition from Plato to Denys*. Oxford: Clarendon, 1983.
- Meredith, Anthony. *The Cappadocians*. Crestwood, NY: St Vladimir's Seminary, 1995.
- Quasten, Johannes. *Patrology*. 4 Vols. Westminster: Christian Classics, 1986-88.
- Ramsay, Boniface. *Beginning to Read the Fathers*. London: DLT, 1985.
- Silvas, Anna M. *Macrina the Younger: Philosopher of God*. Turnhout, Belgium: Brepols, 2008.
- Wetzel, James. *Augustine: A Guide for the Perplexed*. London: Continuum, 2010.

Lecturer: CARMEL POSA SGS

FIELD D – THEOLOGY: MISSION AND MINISTRY

POSTGRADUATE

CANON LAW DC

- DC9011Y Canon Law A
 DC9012Y Canon Law B
 DC9415Y Supervised Reading Unit-Canon Law (15 points)
 DC9430Y Supervised Reading Unit-Canon Law (30 points)

EDUCATION STUDIES DE

- DE9663Y** Leadership for Mission in a Catholic School (=DR9663Y) **MEdTheol**

LITURGY DL

- DL8430Y Doing and Living the Church's Liturgy (DP/DS 8430Y) (Foundational unit)
 DL9010Y Liturgy: Presiding and Participating in Community Celebrations
 DL9415Y Supervised Reading Unit-Liturgy (15 points)
 DL9430Y Supervised Reading Unit-Liturgy (30 points)

MISSIOLOGY DM

- DM8330Y Introduction to Theology of Mission (CT8330Y) (Foundational unit)
 DM9014Y Inter-Religious Dialogue in a Multi-Religious Society
 DM9015Y Recent Approaches to Mission
 DM9016Y Liberating Mission: When Gospel Meets Culture
 DM9415Y Supervised Reading Unit-Missiology (15 points)
 DM9430Y Supervised Reading Unit-Missiology (30 points)
 DM9663Y** Leadership for Mission in a Catholic School (=DR9663Y) **MEdTheol**

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
 DP9006Y Professional Issues in Pastoral Ministry
 DP9010Y Faith, Religion and Spirituality in Contemporary Society (DS9010Y)
 DP9100S Clinical Pastoral Education CPE
 DP9415Y Supervised Reading Unit-Pastoral Theology and Ministry Studies (15 points)
 DP9430Y Supervised Reading Unit-Pastoral Theology and Ministry Studies (30 points)

RELIGIOUS EDUCATION DR

- DR9415Y Supervised Reading Unit-Religious Education (15 points)
 DR9430Y Supervised Reading Unit-Religious Education (30 points)
 DR9663Y Leadership for Mission in a Catholic School (DM9663Y and DE9663Y) **MEdTheol**

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

SPIRITUALITY DS

- DS8000Y Foundations for Christian Spirituality (Foundational unit)
DS8430Y** Doing and Living the Church's Liturgy (=DL8430Y) (Foundational unit)
DS9010Y** Faith, Religion and Spirituality in Contemporary Society (=DP9010Y)
DS9212Y** Art History and Spirituality in Western Europe (=CH9212Y)
DS9215Y From Perpetua to Dorothy Day: Women's Spiritual Experience from the
Early Church to today (CH9215Y)
DS9415Y Supervised Reading Unit-Spirituality (15 points)
DS9430Y Supervised Reading Unit-Spirituality (30 points)

MORAL THEOLOGY DT

- DT8000Y Introduction to Moral Theology: The God I believe in is the God to whom I respond
DT9011Y Major Issues in Contemporary Moral Theology
DT9012Y Justice and Human Rights
DT9016Y Equity and Sustainability
DT9230Y** Catholic Social Thought in Australia and Overseas (=CH9230Y)
DT9415Y Supervised Reading Unit-Moral Theology (15 points)
DT9430Y Supervised Reading Unit-Moral Theology (30 points)

**Cross listing. See unit description for details.

SILOAM UNITS (HEART OF LIFE)

Siloam program and contact details see page 168-175

UNITS FROM OTHER COLLEGES

- DP9100S Clinical Pastoral Education CPE

CAPSTONE UNITS

- XS9991Y A Faith to Live By
12,000 word Research Essay, see page 158
RQ9021C Research Methodologies (Catholic Theological College), see page 159

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

- XS9992Y Pastoral Leadership

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION UNITS

Schedule at each centre see page 167. 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 2018, but normally offered in other years

LITURGY DL

DL9422Y** Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)

DL9423Y** Proclaiming the Word of God (=DP9423Y)

MISSIOLOGY DM

DM9011Y A Comparative Study of Religions

DM9331Y** Theology in Asia: A Model of Development in Theology (=CT9331Y)

DM9470Y** Social Teaching and Aboriginal Australians (=DT9470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP9004Y Loss and Grief within a Contemporary Pastoral Setting (DP9423Y)

DP9111Y Ministry in Contemporary Context

DP9423Y** Proclaiming the Word of God (=DL9423Y)

RELIGIOUS EDUCATION DR

DR9350Y** Sacraments of Initiation: Baptism Confirmation and Eucharist (=CT9350Y)

SPIRITUALITY

DS9320Y** Mary in the Christian Tradition (=CH9320Y)

MORAL THEOLOGY

DT9014Y Can war be just?

DT9470Y** Social Teaching and Aboriginal Australians (=DM9470Y)

CAPSTONE UNIT

XS9992 Pastoral Leadership

CONTENT

This unit serves as an introduction to the canon law of the Catholic Church. Emphasis will be placed on the historical development of the Canon Law and its relationship with theology. The basic content of the unit will be found in the 1983 Code of Canon Law and the unit is designed to provide an overview of this document with particular attention being paid to the basic principles of interpretation of the law and their pastoral application in areas of general relevance such as the People of God and the Sacraments. Topics covered will include General Norms, Persons in the Code of Canon Law, Consecrated Life and the Sacraments, except Orders.

PREREQUISITES: At least one unit in moral theology or equivalent

LEARNING OUTCOMES

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

1. demonstrate a basic knowledge and understanding of the history and development of law in the Church
2. discourse critically on the inter-relationship between theology and canon law
3. critically apply the principles of interpretation of canon law to concrete situations
4. demonstrate familiarity with the overall structure and general content of the 1983 Code of Canon Law
5. demonstrate detailed knowledge of the major aspects of the laws relating to the People of God and the sacraments and the ability to interpret and apply them
6. utilise those sections of the 1983 Code of Canon Law that apply to specific pastoral situations

ASSESSMENT

Tutorial paper 1000 words (20%); tutorial paper 1000 words (20%); 4000 word essay (60%)

BIBLIOGRAPHY *set text recommended for purchase

Beal, J. P., James A. Coriden and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. Mahwah, NJ: Paulist Press, 2000.

*Canon Law Society of Great Britain and Ireland. *The Code of Canon Law in English Translation*. New rev. ed. London: Collins, 1997.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

Caparros, E., and H. Aubé, eds. *Code of Canon Law Annotated*. 2nd ed. Montréal: Wilson & Lafleur, 2004.

Coriden, J. A. *An Introduction to Canon Law*. Rev. ed. London: Burns & Oates, 2004.

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

———. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

Peters, Edward N. *The 1917 or Pio-Benedictine Code of Canon Law: In English Translation with Extensive Scholarly Apparatus*. San Francisco, CA: Ignatius Press, 2001.

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA. 13 Vols to date, 1983-2016.

Lecturer: ROSEMARIE JOYCE CSB

CONTENT

This unit provides further examination of the 1983 *Code of Canon Law* with emphasis on selected topics relevant to an understanding of the role of law in the life of the Church. Topics to be covered include: the Supreme Authority of the Catholic Church; Particular Churches and their Groupings; the Internal Ordering of Particular Churches; Governance; Orders; Sacred Ministers or Clerics; the Teaching Office of the Church; and Temporal Goods. Sanctions in the Church and processes will be covered as required.

PREREQUISITES: Canon Law A

LEARNING OUTCOMES

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

1. apply the principles of interpretation of Canon Law to concrete situations
2. articulate the principles of law relating to the hierarchical structure and general governance of the Catholic Church
3. discuss the laws of the Church relating to the Sacrament of Orders
4. demonstrate understanding of major aspects of the laws relating to governance, particular churches, the teaching office of the Church and temporal goods
5. critically apply the laws of the church to everyday pastoral situations in parish and diocesan life

ASSESSMENT

Tutorial paper 1000 words (20%); tutorial paper 1000 words (20%); 4000 word essay (60%)

BIBLIOGRAPHY *set text recommended for purchase

Beal, J. P., James A. Coriden and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. Mahwah, NJ: Paulist Press, 2000.

*Canon Law Society of Great Britain and Ireland. *The Code of Canon Law in English Translation*. New rev. ed. London: Collins, 1997.

———. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

Coriden, J. A. *An Introduction to Canon Law*. Rev. ed. London: Burns & Oates, 2004.

Flannery, A., ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

———. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Northport, NY: Costello, 1998.

Huels, J. *The Pastoral Companion: A Canon Law Handbook for Catholic Ministry*. Quincy, IL: Franciscan, 2009.

Peters, Edward N. *The 1917 or Pio-Benedictine Code of Canon Law: In English Translation with Extensive Scholarly Apparatus*. San Francisco, CA: Ignatius Press, 2001.

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA. 13 Vols to date, 1983-2016.

Lecturer: ROSEMARIE JOYCE CSB

CONTENT

This unit examines the liturgy as pivotal to the life of the baptised and as a celebration of faith that gives their lives gospel shape and calls them to mission. It explores a theological and pastoral understanding of the rites and examines their symbolic actions, languages, patterns and corporate nature through the lens of the church's liturgical praxis. A core component of the unit will be 'doing' and reflecting on short rituals from the liturgy of the church, normally elements of the rites of Lent, the Triduum and Easter.

PREREQUISITES: None**LEARNING OUTCOMES**

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

1. identify the components of the principle rites of the Christian liturgy
2. explain the core principles governing liturgical celebration
3. discuss a basic theology of Christian liturgy deriving from the Paschal Mystery
4. articulate an understanding of Christian liturgy as a dynamic complex of word – sung and spoken – symbol and rite
5. discuss the relationship between liturgy and mission
6. engage in informed and constructive evaluation of particular celebrations

ASSESSMENT

Summary of four key articles 1000 words (20%); seminar paper 1000 words (20%); essay 4000 words (60%)

BIBLIOGRAPHY *set texts recommended for purchase

Boselli, Goffredo. *The Spiritual Meaning of the Liturgy: School of Prayer, Source of Life.*

Collegeville, MN: Liturgical Press, 2014.

Capra, Elio. *Called, Gifted, Sent.* Melbourne: James Gould House, 2010.

Day, Juliette, and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship: An Alcuin Guide.* Collegeville, MN: Liturgical Press and Pueblo, 2013.

*Ferrone, Rita. *Liturgy: Sacrosanctum Concilium.* Rediscovering Vatican II. New York: Paulist Press, 2007.

Johnson, Lawrence. *The Three Days: A Liturgical Guide.* Washington, DC: Federation of Diocesan Liturgical Commissions, 2012.

Lysik, D., ed. *The Liturgy Documents: A Parish Resource.* 4th ed. Chicago IL: Liturgy Training, 2004.

Pecklers, Keith F. *Worship: New Century Theology.* London: Continuum, 2003.

Pilcher, Carmel, et al., eds. *Vatican Council II: Reforming Liturgy.* Adelaide: ATF Press, 2013.

Searle, Mark, et al. *Called to Participate: Theological, Ritual and Social Perspectives.*

Collegeville, MN: Liturgical Press, 2005.

*Vincie, Catherine. *Celebrating Divine Mystery: A Primer in Liturgical Theology.* Collegeville, MN: Liturgical Press, 2009.

Whalen, Michael D. *Seasons and Feasts of the Church Year: An Introduction.* New York: Paulist Press, 2004.

White, James F. *Introduction to Christian Worship.* 3rd ed. Nashville, TN: Abingdon Press, 2000.

Lecturer: PHILIP MALONE MSC

CONTENT

Building on prior studies and/or experience in Liturgy, this unit comprises three continuous and contiguous elements which overlap and interweave throughout the unit: *information* relating to the spirit and structure of liturgical celebrations as essentially communal and participatory; *reflection* on these as developed in the Liturgical books and commentaries, and as experienced in a variety of situations; *experience* which prepares presiders, particularly, for their role in a variety of Liturgical celebrations in the Catholic tradition.

PREREQUISITES: Prior studies and or experience in liturgical celebration

LEARNING OUTCOMES

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

1. demonstrate understanding of the spirit and structure of Liturgical celebration in the Christian community as outlined in the basic Catholic Liturgical texts
2. reflect critically on the implications for the way Liturgical celebration is, and should be, experienced in Christian communities
3. preside and participate in Liturgical celebrations professionally and proficiently
4. evaluate the service of ministry implied in 'full, conscious and active participation' in Liturgical celebrations as determined by the Second Vatican Council.
5. design and compose liturgical celebrations appropriate to selected ecclesial occasions (Level 3)
6. form lay ministers to preside effectively at Sunday Services of Word and Communion in the absence of an ordained minister.

ASSESSMENT

Weekly journal reflections: reading and praxis 2500 words (40%); practicum and critical reflection 3500 words (60%)

BIBLIOGRAPHY

- Australian Catholic Bishops Conference. *The General Instruction of the Roman Missal*. 2007.
- Foley, Edward, Nathan Mitchell and Joanne Pierce, eds. *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: Pueblo, 2007.
- Fortescue, Adrian, John Berthram O'Connell and Alcuin Reid. *The Ceremonies of the Roman Rite Described*. 15th ed. London: Burns & Oates, 2009.
- Hovda, Robert W. *Strong, Loving and Wise: Presiding in Liturgy*. Washington DC: Liturgical Conference, 1976.
- International Committee on English in the Liturgy. *English Translation of the Order of Mass*. 2008.
- Kavanaugh, Aidan. *Elements of Rite: Handbook of Liturgical Style*. Collegeville, MN: Liturgical, 1990.
- Lysik, D., ed. *The Liturgy Documents: A Parish Resource*. 4th ed. 2 Vols. Chicago, IL: Liturgy Training, 2004.
- Martin, James. *Celebrating Good Liturgy*. Chicago, IL: Loyola Press, 2005.
- Mitchell, Nathan. *Meeting Mystery*. New York, NY: Orbis, 2006.
- Pecklers, Keith. *The Genius of the Roman Rite: On the Reception and Implementation of the New Missal*. London: Burns & Oates, 2009.
- Smolarski, Dennis C. *How Not to Say Mass*. Rev ed. New York: Paulist Press, 2003.
- . *Sacred Mysteries: Sacramental Principles and Liturgical Practice*. New York, NY: Paulist Press, 1995.
- The Rites of the Catholic Church*. 2 Vols. New York: Pueblo, 1990.

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, S., and R. 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.
- Redford, Shawn B. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Ott, Craig, et al. *Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis, 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: JACOB KAVUNKAL SVD

CONTENT

The unit is designed to explore the significance of inter-religious dialogue in a multi-religious context. It will underline the theological unity based on the common origin and destiny of all, the divine Mystery, who is in dialogue with humanity.

The unit will examine biblical and theological foundations for inter-religious dialogue. It will also address related challenges and opportunities and engage in some actual dialogue, leading to a harmonious society in the Australian context and beyond.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. articulate an understanding of interreligious dialogue
2. characterise it as an expression of the church's mission
3. compare interreligious dialogue with the mission of proclamation
4. illustrate how interreligious dialogue is an experience of rootedness and openness drawing on their own experience of interreligious dialogue
5. identify interreligious dialogue as an expression of the divine reign
6. discuss the relation between world peace and interreligious dialogue

ASSESSMENT

2000 word tutorial presentation (40%); 4000 word essay on religions and world peace (60%)

BIBLIOGRAPHY

- Becker, Karl J., and Ilaria Morali, eds. *Catholic Engagement with World Religions: A Comprehensive Study*. New York: Orbis, 2010.
- Clooney, Francis. *Hindu God, Christian God: How Reason Helps Break down the Boundaries between Religions*. Oxford: OUP, 2002.
- . *The New Comparative Theology: Interreligious Insights from the Next Generation*. New York: T&T Clark, 2010.
- Cornille, Catherine. *The Impossibility of Interreligious Dialogue*. New York: Crossroad, 2008.
- Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. New York: Orbis, 2004.
- Hill, Brennan. *World Religions and Contemporary Issues*. Mystic, CT: Twenty-Third, 2013.
- Howe, R. L. *The Miracle of Dialogue*. Edinburgh: St Andrew Press, 1963.
- O'Collins, Gerald. *The Second Vatican Council on Other Religions*. Oxford: OUP, 2013.
- . *Salvation for All: God's Other Peoples*. Oxford: OUP, 2008.
- Painadath, Sebastian. *We are Co-Pilgrims*. Delhi: ISPCK, 2006.
- Panikkar, R. *The Intra-Religious Dialogue*. New York: Paulist Press, 1978.
- Phan, Peter. *Being Religious Interreligiously: Asian Perspectives on Interfaith Dialogue*. New York: Orbis, 2004.
- Race, Alan, and Paul Hedges. *Christian Approaches to Other Faiths*. London: SCM Press, 2008.
- Schmidt-Leukel, Perry. *Transformation by Integration: How Inter-faith Encounter Changes Christianity*. London: SCM Press, 2009.
- Summer, George R. *The First and the Last: The Claim of Jesus Christ and the Claims of Other Religious Traditions*. Grand Rapids, MI: Eerdmans, 2004.
- Timmerman, Christiane, and Barbara Segaert. *How to Conquer the Barriers to Intercultural Dialogue: Christianity, Islam and Judaism*. Bruxelles: P.I.E. Peter Lang, 2005.

Lecturer: JACOB KAVUNKAL SVD

Elective unit Intensive

(Min. No. 8)

2nd semester: 9:30am-12:30pm Friday and Saturday: 3, 4, 10, 11, 17, 18, 24, 25, and 31 August; and 1, 7 and 8 September

CONTENT

The unit begins with a description of the new world order with its characteristics of violence, globalization and migration, and showing how the bible is a narrative of a God of life. This is followed by a presentation of some of the current mission practices like fighting exclusion and inequality through an insistence on human rights, reconciliation and advocacy. This can lead the students to reflect on discipleship today.

PREREQUISITES: an introductory unit in Missiology or Systematic Theology

LEARNING OUTCOMES

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

1. discuss three challenges human society faces today
2. discuss how Christian mission is a service to life
3. illustrate two relevant expressions of mission
4. compare these interpretations of mission with former missiologies which gave priority to baptism
5. analyse the understanding of mission in *Evangelii Gaudium*
6. draw up two relevant mission practices for Australia

ASSESSMENT

A tutorial presentation and discussion of a challenge to mission in Australia and submit the same as a 2000 word essay (40%); 4000 word essay on Lk 4:19, "The Acceptable Year of the Lord," critically presenting any one of the recent approaches to mission as an expression of the acceptable year of the Lord (60%)

BIBLIOGRAPHY

- Barnett, Mike, ed. *Discovering the Mission of God: Best Missional Practice for the 21st Century*. Downers Grove, IL: IVP Academic, 2012.
- Bevans, Stephen. *Mission and Culture*. Maryknoll, NY: Orbis, 2012.
- Bevans, Stephen, and Roger P. Schroeder. *Prophetic Dialogue: Reflections on Christian Mission Today*. Maryknoll, NY: Orbis, 2011.
- Bolger, Ryan, ed. *The Gospel after Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.
- Coloe, Mary L., ed. *Creation is Groaning: Biblical and Theological Perspectives*. Collegeville, MN: Liturgical Press, 2013.
- Drew, Rose. *Buddhist and Christian? An exploration of dual belonging*. London: Routledge, 2011.
- Engelsviken, Tormod, Erling Lundeby and Dagfinn Solheim. *The Church Going Glocal: Mission and Globalization*. Oxford: Regnum, 2011.
- Francis. *Evangelii Gaudium: The Joy of the Gospel*. Vatican: Libreria Editrice Vaticana, 2013.
- Grau, M. *Rethinking Mission in the Postcolony: Salvation, Society and Subversion*. London: T&T Clark, 2011.
- Kalu, Ogbu, Peter Vethanayagamony and Edmund Chia, eds. *Mission after Christendom: Emergent Themes in Contemporary Mission*. Louisville, KY: John Knox, 2010.
- Schreiter, R., and K. Jørgensen, eds. *Mission as Ministry of Reconciliation*. Oxford: Regnum, 2013.
- Smith, David. *Mission After Christendom*. London: Darton, Longman and Todd, 2003.
- Walls, Andrew, and Cathy Ross. *Mission in the 21st Century*. Maryknoll, NY: Orbis, 2008.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

The unit explores understandings and realities of the meeting between cultures and the Gospel. By examining Thomas Grenham's writings on theological inculturation and Kathryn Tanner's work on 'Theories of Culture', the students are challenged to move towards a 'process' rather than static based approach to, and description of Gospel contextualisation, by becoming more attuned to the developing understandings of both 'Mission' and 'Culture'. Unit content draws on the understanding and experience of the student while aiming to describe a spirituality for mission in today's inter-religious and inter-cultural world.

PREREQUISITES: DT8330Y or equivalent

LEARNING OUTCOMES

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

1. describe understandings and theories of culture in human life
2. explore aspects of cultural anthropology and of church teaching and practice that related to mission historically
3. identify biblical and theological texts which provide key learning for missionary spirituality
4. present a critical reflection on a selected aspect of 'liberating mission'
5. evaluate situations and experiences of intercultural dialogue and gospel inculturation
6. demonstrate an ability for personal critical reflection in terms of a spirituality for mission in today's world

ASSESSMENT

1500 word tutorial paper (30%); 4500 word essay (70%)

BIBLIOGRAPHY

- Bevans, Stephen B., and Katalina Tahaafe-Williams, eds. *Contextual Theology for the Twenty-First Century*. Eugene, OR: Pickwick, 2011.
- Gallagher, Robert L., and Paul Hertig, eds. *Landmark Essays in Mission and World Christianity*. Maryknoll, NY: Orbis, 2009.
- Gittins, A. *Ministry at the Margins: Strategy and Spirituality for Mission*. Maryknoll, NY: Orbis, 2002.
- Grenham, Thomas G. *The Unknown God: Religious and Theological Inculturation*. Oxford: Peter Lang, 2005.
- Goody, Daniel. *Globalisation, Spirituality and Justice*. Maryknoll, NY: Orbis, 2007.
- Hall, Gerald, and Joan Hendiks, eds. *Dreaming a New Earth*. Melbourne: Mosaic Press, 2012.
- Oborji, Francis A. *Concepts of Mission: The Evolution of Contemporary Missiology*. Maryknoll, NY: Orbis, 2006.
- Pocock, M. *The Changing Faces of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academic, 2005.
- Pui-lan, K., ed. *Hope Abundant: Third World and Indigenous Women's Theology*. Maryknoll, NY: Orbis, 1998.
- Scherer, James A., and Stephen Bevans, eds. *Faith and Culture*. Maryknoll, NY: Orbis, 1999.
- Smith, Susan. *Women in Mission: From the New Testament to Today*. Maryknoll, NY: Orbis, 2010.
- Tan, Jonathan Y. *Christian Mission among the Peoples of Asia*. Maryknoll, NY: Orbis, 2014.
- Tanner, Kathryn. *Theories of Culture: A New Agenda for Theology*. Minneapolis, MN: Fortress, 1997.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

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

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

ASSESSMENT

Short essay focussing on the student demonstrating a clear understanding of human development theory 1500 words (20%); a seminar paper, written and presented, on one specific cultural understanding of the self, e.g. Vietnamese, Polynesian, Anglo-Celtic, Indian 1500 words (20%); an essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment 3000 words (60%)

BIBLIOGRAPHY

- Boyd, Denise G., and Helen L. Bee. *Lifespan Development*. 6th ed. Sydney: Pearson, 2011.
- Harré, Rom. *The Singular Self*. London: Sage, 1998.
- Harter, S. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford, 2012.
- Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.
- Lerner, R. M. *Concepts and Theories of Human Development*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum, 1997.
- Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. Hoboken, NJ: Jossey-Bass, 1998.
- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 1979. 2nd ed., New York: Image Books, 2010.
- Rogoff, Barbara. *The Cultural Nature of Human Development*. Oxford: OUP, 2003.
- Taylor, Charles. "The Dialogical Self." In *The Interpretive Turn: Philosophy, Science, Culture*. Edited by D. R. Hiley, J. F. Bohman and R. Shusterman, 304-314. Ithica, NY: Cornell University Press, 1991.
- Welker, Michael, ed. *The Depth of the Human Person*. Grand Rapids, MI: Eerdmans, 2014.

Lecturer: DAVID LEARY OFM

CONTENT

This unit will explore the experience of trauma as a consequence of: industrial disasters, natural disasters, tragic accidents, domestic violence, child abuse, assaults and murder, terrorism and war. It will begin by helping the student to develop a broad understanding of trauma and its impact on human development and relationships. It will then focus on trauma experiences which are beyond our control, such as natural disasters. It will then explore trauma that arises from domestic conflicts and accidents. This will be followed by an exploration of complex trauma which emerges as a consequence of international conflict and terrorism. The unit will explore theological perspectives on trauma, and of the place of pastoral and spiritual care for victims of trauma.

PREREQUISITES: DP8001Y Foundations for Pastoral Practice; an interview with the lecturer is required prior to enrolment in this unit

LEARNING OUTCOMES

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

1. understand and articulate a broad understanding of the complex experience of trauma
2. critically analyse and compare the key elements of a range of traumatic experiences
3. articulate, analyse and reflect psychologically on specific experiences of trauma
4. articulate, analyse and reflect theologically on specific areas of trauma
5. demonstrate an understanding of various intervention strategies in the treatment of trauma and illustrate this through examples of pastorally integrated practice
6. critically review current research on the psychological and spiritual impact of trauma and illustrate appropriate pastoral responses

ASSESSMENT

Critically review two key articles or book chapters 1000 words (20%); exploration of two key areas of trauma, comparing and contrasting the theory, experience and intervention 2000 word essay (30%); understanding traumatic experiences, exploring psychological and theological perspectives, and pastoral implications 3000 word essay (50%)

BIBLIOGRAPHY *set texts recommended for purchase

*Herman, Judith L. *Trauma and Recovery: The Aftermath of Violence-from Domestic Abuse to Political Terror*. 1992. Reprint, New York: Basic Books, 2015.

*Van der Kolk, Bessel. *The Body Keeps the Score: Mind, Brain and Body in the Transformation of Trauma*. London: Penguin Books, 2015.

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

Briere, John, and Catherine Scott. *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2nd ed. Thousand Oaks, CA: Sage, 2014.

Courtois, Christine A., and Julian D. Ford, eds. *Treating Complex Traumatic Stress Disorders: Scientific Foundations and Therapeutic Models*. New York: Guilford Press, 2013.

Joseph, Stephen. *What doesn't kill us: The new psychology of posttraumatic growth*. London: Piatkus, 2012.

McGinley, Eileen, and Arturo Varchevker. *Enduring Trauma through the Life Cycle*. London: Karnac, 2013.

Sanderson, Christiane. *Introduction to Counselling Survivors of Interpersonal Trauma*. London: Jessica Kingsley, 2010.

Walker, Donald F., Christine A. Courtois and Jamie D. Aten, eds. *Spiritually Oriented Psychotherapy for Trauma*. Washington, DC: American Psychological Association, 2014.

Wilson, John P., and Boris Droždek. *Broken Spirits: The Treatment of Traumatized Asylum Seekers, Refugees, War and Torture Victims*. New York: Brunner-Routledge, 2004.

Lecturer: BARRY ROGERS

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, UK: Open University Press, 2008.

Lynch, Gordon. *Pastoral Care and Counselling*. Ethics in Practice. Edited by 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: DAVID LEARY OFM

Elective unit, Intensive

(Min. No. 8)

1st semester: 9am-4pm Saturday and Sunday: 24 and 25 February; 24 and 25 March; Saturday 28 April; and Saturday 19 May. Cross listed as Spirituality DS9010Y.

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, 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, 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 & 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.

Treston, Kevin. *Emergence for life not fall from grace: making sense of the Jesus story in light of evolution*. Preston: Mosaic Press, 2013.

Walker, Andrew. *Spirituality in the City*. London: SPCK, 2005.

Webb, Val. *In Defence of Doubt*. St. Louis, MI: Chalice Press, 1995.

Lecturer: ROSE MARIE PROSSER

DR9663Y LEADERSHIP FOR MISSION IN A CATHOLIC SCHOOL

Elective unit, MedTheol, St Francis Xavier College, Beaconsfield

(Min. No. 8)

1st semester: 9:00am-4:00pm, Thurs and Fri: 8 and 9 March; 3 and 4 May; and two days online.

Cross listed as Missiology DM9663Y and 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: 10 points of Scripture, and 10 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*. The Broken Bay Institute Mission and Education Series. 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, Thomas. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman & Littlefield, 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

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.

Schreier, 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

DS9215Y FROM PERPETUA TO DOROTHY DAY

Elective unit

(Min. No. 8)

1st semester: Tuesday evening, cross listed as Church History CH9215Y

CONTENT

This unit explores the meaning of Christian spirituality using the writings of women throughout history. Emphasis will be placed on the historical context of the primary sources used, the struggles of women in coming to find their own voices within their contexts, and their specific literary genres. This study aims to bring the reader to an appreciation of both the significance of these writings for their own times, as well as their continuing relevance to our life and mission in the Christian Church today.

PREREQUISITES: None

LEARNING OUTCOMES

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

1. outline the elements that identify Christian Spirituality particularly in relation to women's writings throughout history
2. articulate the historical contexts within which women communicate Christian spirituality throughout history
3. identify key features of Christian spirituality within women's writings
4. interpret a range of literary genres used by women writers in Christian History
5. discuss the implications of the understanding of these texts for ministry in the contemporary Christian church
6. describe how women did or did not find their voice through their writings in the context of the Church of their times
7. demonstrate the critical and creative tension between an understanding of historical texts in their original context and an appreciation of their contemporary value

ASSESSMENT

Tutorial journal 1000 words (20%); tutorial essay 2000 words (30%); research essay 3000 words (50%)

BIBLIOGRAPHY

- Castelli, Elizabeth A. *Martyrdom and Memory: Early Christian Culture Making*. New York: Columba University Press, 2007.
- Coon, Lynda L. *Sacred Fictions: Holy Women and Hagiography in Late Antiquity*. Philadelphia, PA: University of Pennsylvania, 1997.
- Day, Dorothy. *The Long Loneliness: The Autobiography of Dorothy Day*. San Francisco, CA: Harper & Row, 1981.
- Finnegan, Mary Jeremy. *The Women of Helfta: Scholars and Mystics*. Athens, GA: University of Georgia Press, 1991.
- Harmless, William. *Mystics*. Oxford: OUP, 2008.
- Hillesum, Etty. *An Interrupted Life: The Diaries and Letters of Etty Hillesum*. Preface by Eva Hoffman. London: Persephone, 1999.
- Schulenberg, Jane Tibbets. *Forgetful of her Sex: Female Sanctity and Society: 500-1100*. Chicago, IL: University of Chicago, 1998.
- Sor Juana Inés de la Cruz: *Selected Works*. Translated by Edith Grossman. London: Norton, 2014.
- Tyler, Peter, and Edward Howells, eds. *Teresa of Avila: Mystical Theology and Spirituality in the Carmelite Tradition*. London: Routledge, 2017.
- Ward, Benedicta, trans. *Sayings of the Desert Fathers*. Vol. 59. Kalamazoo, MI: Cistercian, 1984.
- Wheeler, Bonnie, ed. *Listening to Heloise: The Voice of a Twelfth-Century Woman*. Basingstoke: Palgrave MacMillan, 2000.

Lecturer: CARMEL POSA SGS

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

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

CONTENT

This unit will trace the historical development and understanding of human rights and their relation to justice. It will examine some influential contemporary theories of justice and human rights and explore how they have found expression and consensual agreement in internationally ratified documents. These documents will be studied in detail. Particular attention will be given to the Roman Catholic understanding of justice and rights and how they found expression in official Catholic documents and in the writings of Catholic theologians. Finally, this unit will explore a range of contemporary issues such as immigration and refugees; religious liberty and freedom of worship; the role of political authority vis á vis the political rights, responsibilities and participation of citizens; the tragedies of genocides and works of national reconciliation in the aftermath; torture; moral responsibility for the environment; modern forms of slavery; and capital punishment.

PREREQUISITES: DT8000Y or equivalent

LEARNING OUTCOMES

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

1. describe the provisions of the UN Declaration on Human Rights
2. articulate the philosophical and theological foundations of the various conflicting justice and human rights positions in public discourse.
3. engage in critical dialogue with diverse positions on justice and human rights issues in regard to the foundations for justice and rights
4. evaluate the conflicting rights, duties, and responsibilities that public authorities face when formulating public policies that affect human rights
5. critically evaluate arguments for positions taken in human rights debates using primary sources
6. critically investigate a selected issue in human rights

ASSESSMENT

1500 word tutorial presentation (30%); 4500 word major essay (70%)

BIBLIOGRAPHY *set texts recommended for purchase

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 2nd ed. Ithaca, NY: Cornell University Press, 2003.

Hollenbach, David. *Claims in Conflict: Retrieving and Renewing the Catholic Human Rights Tradition*. New York: Paulist Press, 1979.

Ignatieff, Michael. *Human Rights as Politics and Idolatry*. Princeton, NJ: Princeton University Press, 2001.

*Maritain, Jacques. *The Rights of Man and Natural Law*. New York: Gordian, 1971. (This book is out of print but will be provided in pdf file.)

Kusumalayam, John. *Human Rights: Individual or/and Group Rights? An Attempt Towards A Holistic Understanding of Human Rights Based on the Christian Concept of the Human Person as the Imago Trinitatis*. Mumbai: St Pauls, 2008.

Ishay, Micheline. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd ed. New York: Taylor & Francis, 2007.

Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Vatican City: Libreria Editrice Vaticana, 2004.

*Reichert, Elisabeth. *Social Work and Human Rights: A Foundation for Policy and Practice*. 2nd ed. New York: Columbia University Press, 2011.

Steiner, Henry J., Philip Alston and Ryan Goodman, eds. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. New York: OUP, 2008.

Lecturer: BERNARD TEO CSsR

CONTENT

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

PREREQUISITES: One foundational unit in Moral Theology or 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

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

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

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.

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.

Todaro, 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 15 points value.

Capstone units are designed to be undertaken in the final stages of the degree program, and prompt the student to gather together the learning achieved in the degree. This may be focussed in a research essay, an integrative seminar, a ministry project, or a theological synthesis.

Curriculum Objective

This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these in a substantial focussed research project. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the research topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master's programme, the student's work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

CAPSTONE UNITS AVAILABLE IN 2018

XS9991Y	A Faith to Live By	15 point unit
	12,000 word Research Essay, see page 158 for details	30 point unit

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

XS9992Y	Pastoral Leadership	15 point unit
---------	---------------------	---------------

CONTENT

This capstone unit uses the framework of the Church's affirmation of faith as found in the Apostles' and Nicene Creeds to prompt reflection on the basic components of Christian belief, and to draw conclusions about how our believing informs responsible living in the present and hope for the future. Consideration is given to how the various components of these articulations of faith arise from the biblical witness and are shaped by the experience of Christian communities. Students will use their biblical, historical, systematic and applied theological knowledge to offer an integrate perspective on an article of the creed and its implication for Christian practice today.

PREREQUISITES: at least 75 points of Elective units (i.e. 5 units)

LEARNING OUTCOMES

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

1. describe the biblical foundations of the creedal affirmations
2. evaluate how issues in the early church influenced these beliefs
3. explore the ongoing significance of at least two creedal articles
4. integrate the biblical, historical and theological sources in understanding and articulating faith
5. evaluate the implications for Christian life of one creedal article

ASSESSMENT

Minor essay 2000 words focussing on origin and importance of a creedal article (30%); major essay 4000 words focussing on origin, importance and implications for Christian life of a different creedal article (70%)

BIBLIOGRAPHY *set texts recommended for purchase

Ashwin-Siejkowski, Piotr. *Early Christian Doctrine and the Creeds*. London: SCM, 2010.

Gunton, Colin, ed. *The Cambridge Companion to Christian Doctrine*. Cambridge: Cambridge University Press, 1997.

Johnson, Luke T. *The Creed: What Christians Believe and Why It Matters*. London: Darton, Longman and Todd, 2003.

Kelly, Anthony. *The Creed by Heart: Relearning the Nicene Creed*. Blackburn: HarperCollins, 1996.

Kelly, J. N. D. *Early Christian Creeds*. 3rd ed. New York: Continuum, 2004.

Küng, Hans. *Credo: the Apostles' Creed for Today*. London: SCM, 1993.

Lochman, Jan. *The Faith We Confess: An Ecumenical Dogmatics*. Eugene, OR: Wipf and Stock, 2004.

Quash, Ben, and Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. London: SPCK, 2007.

Schüssler Fiorenza, Francis, and John P. Galvin, eds. *Systematic Theology: Roman Catholic Perspectives*. Minneapolis, MN: Fortress, 2011.

Webster, John, Kathryn Tanner and Iain Torrance, eds. *The Oxford Handbook of Systematic Theology*. Oxford: OUP, 2007.

World Council of Churches. *Confessing the One Faith: An Ecumenical Explication of the Apostolic Faith*. Geneva: WCC, 2015.

Young, Frances. *The Making of the Creeds*. London: SCM, 2002.

Lecturer: CARMEL POSA SGS

12,000 WORD RESEARCH ESSAY

unit value 30 points

Semester One 2017 Semester two 2017

Completed in one semester

RQ971FM

RQ972FM

RQ971YM - Full year 12000 research essay beginning Semester One

RQ972YM - Full year 12000 research essay beginning Semester Two

Procedures for 12,000 Word Research Essays

Admissions and approvals

- Students indicate their intention to enrol in the 12,000 word research essay by including the unit 'Research Essay' on the standard University of Divinity admission or re-enrolment form for the relevant year. Students may elect to take the 12,000 word research essay in a single semester, or across two consecutive semesters.
- Students should discuss their proposed research topic with the Research Coordinator at their college, who can assist the student in finding a suitable supervisor.
- Students must complete a '12,000 word research essay: Unit outline' form, including an outline of the topic to be researched, learning outcomes and the assessment schedule.
<http://www.divinity.edu.au/documents/12000-word-research-essay-outline-form/>
This must be signed by the student, the College Research Coordinator, and the nominated supervisor and must be lodged with the University of Divinity Director of Research no later than the census date of the semester in which the essay will be written. Incomplete applications will be returned and will not be processed. The University of Divinity Director of Research will assess each application and, where the application is satisfactory, confirm the enrolment.
- The University of Divinity Director of Research will forward each completed '12,000 word research essay outline' form to the appropriate Chair of Examiners for approval or amendment. Once an essay outline is approved, the University of Divinity Director of Research shall appoint examiners, in consultation with the supervisor and appropriate Chair of Examiners.

Ethics Clearance

Where the approved topic requires human subject research, or material not in the public domain, or for any other reason requires an ethics clearance, the student shall submit an application to the University of Divinity Human Research Ethics Committee, which shall exercise an expedited review process, in which the University of Divinity Director of Research and *no more than two other* members of HREC are involved.

RQ9021C RESEARCH METHODOLOGIES

Elective unit, taught at Catholic Theological College

1st semester: Wednesday evening

Coursework Codes:

Higher Degree by Research Codes:

Face to Face: RQ9021C

Face to Face: RQ9999C

Online: RQ9029C

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

SUPERVISED READING UNITS

The unit should be in some area of the discipline not already covered by the unit offerings at YTU, or, if covered, not being offered in the year the reading unit is done.

In consultation with her/his supervisor, the student shall prepare a bibliography for the Reading Unit and complete the required application form. These will be forwarded by the Academic Dean, or the Postgraduate Coordinator of YTU, who will in each case approve the supervisor, the program of study and the assessment task(s). The student is to maintain regular (weekly or fortnightly) contact with the supervisor.

A SUPERVISED READING UNIT (6000 words) 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

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

30 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 10 points) are taken normally over a two year period. These units are usually taught intensively over four days: either two Saturdays and two days in the school term holidays; or two consecutive days twice during the semester. The course is taught at Box Hill, Mildura and Ballarat with the latter two venues having different unit code numbers.

The required units are usually taken in the following order:

DR8601Y Introduction to Scripture for Religious Educators

DR8602Y Jesus Christ Today: In Church, Mission and Sacraments

DR8603Y Foundations of Religious Education

DR8604Y Making (Christian) Choices in Life: Value Added Approach

In addition one 5 point unit (DR8605Y Integrative Exercise) is taken concurrently over the duration of the course.

FEES

GCTRE units \$1600 per 10 point unit of study

GCTRE Integrative unit \$ 800 per 5 point unit of study

FUNDING

Many students are sponsored by the relevant Catholic Education Office. Enquiries related to funding should initially be directed to the Accreditation Officer at Catholic Education Melbourne or the teacher's principal in the Ballarat Diocese.

PREREQUISITE

Undergraduate degree or equivalent to enrol in the course.

Normally, successful completion of the first year units is a prerequisite for undertaking the second year units. The reason is that the units are sequenced as part of the curriculum for the course.

CONTENT

This unit introduces teachers to the Scriptures by focussing on particular sections of the First (Old) and Second (New) Testaments and how these are interpreted within the Catholic tradition. It provides an overview of: the relationship between Scripture and Revelation, principles and methods of biblical interpretation, the significance of the Exodus and the Sinai covenant within Judaism and Christianity, the social, political and religious context of first century CE Judaism, and the formation of the Gospels. Passages will be chosen from Genesis 1-11, Exodus 1-14, Mark's Gospel and Matthew 1-2 and Luke 1-2.

LEARNING OUTCOMES

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

1. recognise and describe the role of Scripture as witness to God's revelation for members of the Jewish and Christian faiths
2. understand and explain why Scripture was written, and is read, in particular social, political and religious contexts
3. demonstrate an understanding that the Gospels present different 'portraits' of Jesus
4. identify methods of interpretation and engage in basic literary analysis of texts
5. apply learnings to support a position on the appropriate uses of Scripture in religious education

ASSESSMENT

2000 word exegetical exercise (50%); 2000 word essay (50%)

BIBLIOGRAPHY *set texts recommended for purchase

Brueggemann, Walter. *An Introduction to the Old Testament*. Louisville, KY: 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: 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

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.

Lecturer: MICHAEL A. KELLY CSsR and G.P. (JOE) FLEMING

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.
- Lamoureaux, 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 and PHILIP MALONE MSC

DR8605Y INTEGRATIVE EXERCISE

DR8605Y: Box Hill, Mildura and Ballarat

(Min. No. 8)

GCTRE Course: unit value 5 points, unscheduled

CONTENT

This unit is taken concurrently with the other units in the GCTRE program. It provides the student with an opportunity for personal appropriation, synthesis and integration of content, skills and formative experiences provided in these units.

COREQUISITES

DR8601Y, DR8602Y, DR8603Y, DR8604Y

LEARNING OUTCOMES

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

1. articulate the personal and professional learning that has occurred
2. discuss the implications for this learning in their delivery of religious education in a Catholic school

ASSESSMENT

Each of the four integrative exercises will require the student to write a 500 word reflection paper (25% each) which will be graded as Pass/Fail. When the four integrative exercises have been successfully completed the student will have earned the final five points required for the award of the Graduate Certificate in Teaching Religious Education.

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION SCHEDULE FOR 2018**Box Hill (YTU) Classes: 9:00am–4:00pm****Semester one**

DR8601Y 1st year	Introduction to Scripture for Religious Educators (RMP) Sat 17 th Feb; Sat 3 rd Mar; Sat 5 th May; Sat 12 th May
DR8603Y 2nd year	Foundations of Religious Education (MAK) Sat 17 th Feb; Sat 3 rd Mar; Thurs 12 th April; Fri 13 th April

Semester two

DR8602Y 1st year	Jesus Christ Today: In Church, Mission and Sacraments (CP) Sat 28 th July; Sat 11 th Aug; Fri 5 th Oct; Sat 6 th Oct
DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (BT) Sat 28 th Jul; Sat 11 th Aug; Fri 5 th Oct; Sat 6 th Oct
DR8605Y 2nd year	Integrative Exercise

Mildura Classes: Friday and Saturday 9:00am–4:00pm**Semester one**

DR8623Y 2nd year	Foundations of Religious Education (JF) Fri 23 rd Feb; Sat 24 th Feb; Fri 20 th April; Sat 21 st April
---------------------	--

Semester two

DR8624Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (PM) Fri 27 th July; Sat 28 th July; Fri 14 th Sept; Sat 15 th Sept
DR8605Y 2nd year	Integrative Exercise

Ballarat Classes: Thursday and Friday 9:00am–4:00pm**(REAP) Same program as GCTRE****Semester one**

DR8643Y 2nd year	Foundations of Religious Education (JF) Thurs 15 th Mar; Fri 16 th Mar; Thurs 10 th May; Fri 11 th May
---------------------	--

Semester two

DR8644Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (PM) Thurs 2 nd Aug; Fri 3 rd Aug; Thurs 6 th Sept; Sat 7 th Sept
DR8605Y 2nd year	Integrative Exercise

Dates: Version 4: 28 August, 2017**Lecturer**

RMP	Rose Marie Prosser	PM	Philip Malone
MAK	Michael Kelly	BT	Bernard Teo
JF	G. P. (Joe) Fleming	CP	Carmel Posa

SILOAM: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

GRADUATE DIPLOMA IN SPIRITUAL DIRECTION

Full time Program

Semester 1

DD8701Y Religious Experience and the Christian Spiritual Tradition I

DD8703Y Personal Awareness and Human Development I

DD8705Y Spiritual Direction Practicum I

Semester 2

DD8702Y Religious Experience and the Christian Spiritual Tradition II

DD8704Y Personal Awareness and Human Development II

DD8706Y Spiritual Direction Practicum II

Part time Program

1st year

DD8711Y Religious Experience and the Christian Spiritual Tradition I

DD8713Y Personal Awareness and Human Development I

DD8715Y Spiritual Direction Practicum I

2nd year

DD8712Y Religious Experience and the Christian Spiritual Tradition II

DD8714Y Personal Awareness and Human Development II

DD8716Y Spiritual Direction Practicum II

Application for this program is made directly to Heart of Life Spirituality Centre: Phone 9890 1101, Email: holsc@bigpond.com, followed by application through Yarra Theological Union to the University of Divinity.

Siloam is an integrated program. 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).

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	\$ 14400
Heart of Life Residential weekends & student amenities costs	<u>\$ 2150</u>
Total	\$ 16550

Students undertaking the Siloam program as not-for-credit students will pay the following fees and costs:

Heart of Life Program fees	\$ 10344
Heart of Life Residential weekends & student amenities costs	<u>\$ 2150</u>
Total:	\$ 12494

In addition to the program, students are expected to undertake regular spiritual direction at their own expense.

Content: Siloam Program (Graduate Diploma in Spiritual Direction)

Currently in its 38th 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 meetings, 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

Director

Heart of Life Spirituality Centre

96 Albion Road, Box Hill 3128 Phone: 03 9890 1101

Email: holsc@bigpond.com Website: <http://www.heartoflife.melbourne>

Siloam Calendar 2018

Immersion Weekend (compulsory)	2-3 Feb (Full-time participants)
Orientation (compulsory)	2-3 Feb (Part-time Year 1 participants)
Orientation Week	5-9 Feb (Full-time participants) 5 Feb only (Part-time participants Years 1 & 2)
Semester 1	12 February-22 June
Mid-semester 1 break	30 Mar-15 Apr
Semester 2	16 July-19 November
Mid semester 2 break	22 Sept-7 Oct
Retreat Week-FT and PT2 students (compulsory)	17-21 Sept
End-of-Year Missioning of Graduates	19 Nov
3 compulsory residential prayer weekends (Full-time students)	4-6 May, 17-19 Aug, 16-18 Nov
2 compulsory residential prayer weekends (Part-time Year 1 students)	18-20 May, 17-19 Aug
2 compulsory residential prayer weekends (Part-time Year 2 students)	25-27 May, 16-18 Nov

End-of-Year Missioning of Graduates: Monday 19 November 2018

Applications for 2018 close on 31 October 2017 for International Students, and on 30 November 2017 for Australian students.

DD8701Y RELIGIOUS EXPERIENCE AND THE CHRISTIAN SPIRITUAL TRADITION I

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

DD8702Y RELIGIOUS EXPERIENCE AND THE CHRISTIAN SPIRITUAL TRADITION II

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

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 PAUL BEIRNE

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: KATHLEEN SPOKES SGS and PETER BENTLEY

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.

Lecturers: LIS TEGGELOVE RSM, KATHLEEN SPOKES SGS and PAUL BEIRNE

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.

Lecturers: LIS TEGGELOVE RSM, PAUL BEIRNE, MARLENE McGRATH and
CAROLE CARMODY

RECENT PUBLICATIONS OF THE FACULTY

Paul Beirne

"The creation of Australia's first 'University of Specialisation'." 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.

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

"Centripetal and Centrifugal: Mapping Theological Understandings of Christ's Real Presence in the Eucharist." *Compass: A Review of Topical Theology* 46 (Winter 2012): 26-32.
 "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

"Theology of Ministry in the Twentieth Century: Ongoing Problems or New Orientations?" *Ecclesiology* 8, no. 1 (2012): 11-32.
 "A Monocultural Usage: διακον- words in Classical, Hellenistic and Patristic Sources." *Vigiliae Christianae* 66, no. 3 (2012): 287-309.
Diakonia Studies: Critical Issues in Ministry. New York: OUP 2014.
Gateway to Renewal: Reclaiming ministries for women and men. Morning Star: Northcote, 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.

Bruce Duncan

Social Justice: Fuller Life in a Fairer World. Mulgrave: Garratt Publishing, 2012.
 "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.

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

"Journeying to Easter." *The Summit* 39, no. 1 (February 2012): 4-6.

"Jesus Christ: The Grace of God in Person." In *The Year of Grace: Starting Afresh from Christ*, 'Resources.' Australian Catholic Bishops' Website, 2012.

"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.

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.

"Redaction, Rhetoric and a New Beginning in Ezekiel 1:1-3:15." *Australian Biblical Review* 64 (2016): 14-24.

Rosemarie Joyce

"That Was Then, This Is Now: The Understanding and Practice of Authority and Obedience by a Selected Group of Women Religious in Australia." *The Australasian Catholic Record* no. 3 (2017): 305-318.

Jacob Kavunkal

"The Universal Significance of the Logos in the Bible." *Australian Journal of Mission Studies* 8, no. 1 (June 2014): 80-84.

"The New Evangelization from an Asian Perspective." *Verbum SVD*. Vol. 55, Fasc. 2-3 (2014): 192-204.

"*Extensio Dei*: A New Paradigm of Mission for Contemporary Times." *Ishvani Documentation and Mission Digest* 33, no. 2 (May-August 2015): 144-156.

"Das Heil findet sich in vielen Religionen." *Evangelisierung: Die Freude des Evangeliums miteinander teilen*. Klaus Kraemer/Klaus Vellguth (Hg.). Theologie der Einen Welt 9. Freiburg: Herder (2015): 271-289.

"Significance of Inter Religious Dialogue for Christian Community Today." *International Journal of Social Science Studies* 4, no. 4 (April 2016): 11-17.

"The Ministry of Jesus in the Light of the Reformation and Vatican II." *Sedos Bulletin* 49, no. 7 and 8 (July-August 2017): 11-20.

"The Reformation and the Laity's Role in Church's Mission Today." *Janadeepa: Pune Journal of Religious Studies* 21, no. 2 (July-December 2017): 69-88.

Michael A. Kelly

"Proclaiming the Word of God during the Lent/Easter Season 2013." *The Summit* 40, no. 1 (February): 40-41.

Introduction to *Creating a Welcoming Space: Reflections on Church and Mission—Essays to Honour Larry Nemer SVD*, 3-9. Northcote: Morning Star, 2014.

"Australia and Christian Education," "Baltimore Catechism," "Hofinger, Johannes," "New Zealand and Christian Education," In *Encyclopedia of Christian Education* (2015), Vol. 1, 102-104, 110-111, and Vol. 2, 593-594, 875-876.

Ennio Mantovani

"Who Do You Say I Am? My Journey of Faith as a Missionary." *Verbum SVD* 54 (2013): 112-126.

"Knowledge and Power in New Guinea." *Australian Journal of Mission Studies* 7, no. 1 (June 2013): 16-22.

Christopher J. Monaghan

The Gospels: God with Us. Mulgrave: Garratt Publishing, 2014.

God's Word and the Church's Council: Vatican II and Divine Revelation. Edited by Mark O'Brien and Christopher Monaghan. Adelaide: ATF Press, 2014.

A Friendly Guide to Paul. Mulgrave: Garratt Publishing, 2014.

"Pasión de Cristo en la carta a los hebreos." In *Pasión de Jesucristo*, edited by Merino, Luis Díez and Robin Ryan and Adolfo Lippi, 804-816. Madrid: San Pablo, 2015.

"Pablo apóstol y la Pasión de Jesús." In *Pasión de Jesucristo*, edited by Merino, Luis Díez and Robin Ryan and Adolfo Lippi, 745-756. Madrid: San Pablo, 2015.

"Why have we reduced the oral tradition to silence? The oral tradition's role in the formation of the minor agreements." *ABR* 65 (2017):1-16.

"The Synoptic Problem. Where to from here?" Published in *Pacifica* at the end of 2017.

Christiaan Mostert

"Radical Eschatology: Comparing Bram van de Beek and Wolfhart Pannenberg." In *Strangers and Pilgrims on Earth: Essays in Honour of Abraham van de Beek*, edited by E. Van der Borgh and P. ven Geest, 397-412. Leiden: Brill, 2012.

"Moltmann's Crucified God." *Journal of Reformed Theology* 7 (2013): 160-80.

"Grace in Two Theological Traditions." With Janette Gray RSM, In *Immense, Unfathomed, Unconfined: The Grace of God in Creation, Church and Community: Essays in Honour of Norman Young*, edited by Sean Winter, 93-108. Melbourne: Uniting Academic Press, 2013.

"Redemption and Victory." In *Sanctified by Grace: A Theology of the Christian Life*, edited by Kent Eilers and Kye Strobel, 105-120. London: T&T Clark, 2014.

Campion Murray, RIP 2015. Translations.

Early Franciscan Ascetical Writings, Vols I-XII. Translated from the original Latin. Phoenix, AZ: Tau Publishing, 2012 - .

Vol. II. *A Meditation in Solitude of One who is Poor*, by an Anonymous 13th century author.

Vol. IV. *A Commentary on the Book of Wisdom*, by St Bonaventure.

Vol. VI. *Love's Prompting*, by James of Milan, and *Cantic of One who is Poor for the Beloved*, by John of Pecham.

Vol. XI. *A Treatise on Inspiration*, by St Bernardine of Siena.

Vol. XII. *A Treatise on Peace*, by Gilbert of Tournai.

Cormac Nagle

"Giving Due Emphasis to the Human Person in Catholic Moral Teaching." *The Australasian Catholic Record* 90, no. 1 (2013): 47-59.

"Ectopic Pregnancies—Some Moral Questions." *Health Matters* 65 (Autumn 2013): 28-29.

"The 'for life' Position of the Church." *Health Matters* 69 (Autumn 2014):16-17.

Lawrence Nemer

The Great Age of Mission: Some Historical Studies in Mission History. Sankt Augustin: Steyler Verlag, 2013.

"Muehsamer Beginn in Australien: Der Beitrag der deutschen Missionsbrueder vor dem Zweiten Weltkrieg." *2014 Steyler Missionschronik*: 126-133.

"Laudato si and its Missionary Challenges: a Personal Reflection." *Australian Journal of Mission Studies* 10, no. 2 (December 2016): 68-70.

"Celebrating the 10th Anniversary of the Australian Journal of Mission Studies." *Australian Journal of Mission Studies* 11, no. 1 (June 2017): 3-12.

Mark O'Brien

"The Psalms in Translation." In *The Word is Flesh and Blood. The Eucharist and Sacred Scripture*, edited by Vivian Boland and Thomas McCarthy, 44-53. Dublin: Dominican, 2012.

"The Dynamics of the Golden Calf Story (Exodus 32–34)." *Australian Biblical Review* 60 (2012): 18-31.

"Prophetic Stories Making a Story of Prophecy." In *Israelite Prophecy and the Deuteronomistic History: Portrait, Reality, and the Formation of a History*, Ancient Israel and Its Literature 14, edited by Mignor J. Jacobs and Raymond F. Person, 169-86. Atlanta, GA: SBL, 2013.

"The Ties that Bind in Numbers." *Australian Biblical Review* 62 (2014): 1-13, 26-36.

"The Hebrew Bible/Old Testament Studies in Twentieth Century Australia and Aotearoa New Zealand." In *Hebrew Bible/Old Testament. The History of Its Interpretation* 3, no. 2 *The Twentieth Century—From Modernism to Post-Modernism*, edited by Magne Saebo, 269-84. Göttingen: Vandenhoeck & Ruprecht, 2014.

Restoring the Right Relationship: The Bible on Divine Righteousness. Adelaide: ATF Press, 2014.

Graeme Pender

"The Life and Contribution of Bishop Charles Henry Davis, OSB (1815-1854) to the Catholic Church in Australia." 2017. Doctor of Theology Thesis, University of Divinity, Melbourne.

Carmel Posa

"A Walk in the Forest." *The Collegeville Institute for Benedictine Studies*, April, 2017. <http://collegevilleinstitute.org/events/event/a-walk-in-the-forest/>

"The Timelessness of Benedictine Spirituality." *The Good Oil*, Monthly E-Magazine of the Good Samaritan Sisters, April 2012.

"Hildegard of Bingen: A Woman for Women and Men of our Times." *The Good Oil*, November 2012.

"Mobile and Monastic: Stable yet Ministerial: A Reflection on Benedict's Integrated Vision of Religious Life." *Tjurunga: An Australasian Benedictine Review* 82 (May 2012): 85-94.

Review of *Outreach and Renewal: A First-Millennium Legacy for the Third-Millennium Church*, by James McSherry. *Tjurunga: An Australasian Benedictine Review* 83 (November 2012): 23-24.

"Heloisas Engagement für die Bibel: Ein Kontinuierlicher Prozess." In *Frauen und Bibel im Mittelalter: Rezeption und Interpretation*, edited by Kari Elizabeth Børresen und Adriana Valerio, 151-168. Kohlhammer: Stuttgart, 2013. (forthcoming in English: Brill, Leiden)

"The Name Sufficiently indicates the Scope: Good Samaritan Mission and the Benedictine Vows." *Tjurunga: An Australasian Benedictine Review* 84 (Easter 2014): 49-31.

Review of *At Play in Creation: Merton's Awakening to the Feminine Divine*, by Christopher Pramuk. *Tjurunga: An Australasian Benedictine Review* 87 (2015): 26.

With Constant J Mews. "Heloise's Engagement with the Bible: A Continuing Journey." In *Bible and Women – An Encyclopedia of Exegesis and Cultural History: The High Middle Ages*, edited by Christina de Groot et al., 127-148. Atlanta, GA: SBL Press, 2015.

Review of "Your Hearts will Rejoice," *Easter Meditations from the Vita Christi* by Ludolph of Saxony, translated by Milton T. Walsh. *Tjurunga: An Australasian Benedictine Review* 88 (2016): 94-96.

A Not-So-Unexciting Life: Essays in Honour of Michael Casey ocsso. Edited by Carmel Posa, SGS. Kalamazoo, MI: Cistercian, 2017.

Peter Price

"The Diaspora Church: Laity and 'Laicity' in the Post-Vatican II Era." *Pacifica* 26, no. 2 (June 2013): 184-198.

General Editor. *A World United or a World Exploited: Christian Perspectives on Globalisation*, Adelaide: ATF Press, 2013.

"The Cardinal Manning Papers: Searching for Missing Sources." 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, Chapter 7. Northcote: Morning Star, 2014.

"John Neylon Molony, 1927 - . " *Footprints: Journal of the Melbourne Diocesan Historical Commission* 29, no. 2 (December 2014): 36-41.
Australian Catholic Bishops and the First Vatican Council 1869-1870: An Historical Reflection. Morning Star: Northcote, 2017.

John Prior

"Presence, Patience, Persistence: Mission in a Hub of Human Trafficking." 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, 235-252. Northcote: Morning Star, 2014.

"New Daybreak in Mission: From *Ad Gentes* to *Inter Gentes*," *Revisiting Vatican II: 50 Years of Renewal*, Vol. 1, Keynote and Plenary Papers of the DVK International Conference on Vatican II, 31 January - 3 February 2013, edited by Shaji George Kochuthara, 393-403. Bangalore: Dharmaram, 2014.

"Le pentecôtisme en Indonésie: leçons d'une croissance phénoménale." *Spiritus* no. 216 (2014): 291-306.

"Failed Migrants' Return: A Transforming Word from the Book of Ruth." *God's People on the Move: Biblical and Global Perspectives on Migration and Mission*, edited by vanThanh Nyugen and John Prior, 132-143. Eugene OR: Pickwick, 2014.

"A Vision of Faith for Asia: New Evangelisation in a Muslim Context." *Verbum SVD*, Vol. 55, Fasc. 2-3 (2014): 205-217.

"SPOTLIGHT: Membongkar Korupsi Sistemik dalam Institusi Gereja," [Spotlight: Exposing systematic Corruption in the Institutional Church.] *Jurnal Ledalero* 15, no.1 (2016): 302-326.

"My hand over my mouth... I have nothing more to say': Letting Allah Breakthrough our Dogmatic Certainties." *Vinayasādhana* VII, no. 2 (2016): 32-45.

"Reformasi Pantekostal sebagai Peremajaan Kekristenan Paling Radikal sejak Pembaruan Yohanes Calvin." [The Pentecostal Reformation as the most Radical Renewal of Christianity since that of John Calvin.] *Jurnal Ledalero* 15, no. 2 (2016): 343-366.

With William Chang. "Confucian *Ren* and Jesus' *Agape* as a Basic Virtue toward a More Ecumenical World." *Journal of Ecumenical Studies* 51, no. 4 (2016): 552-566.

With Julian C. H. Lee and Thomas A. Reuter, eds. *Trajectories: Excursions with the Anthropology of E. Douglas Lewis (Asian Thought and Culture)*. New York: Peter Lang Publishing 2016.

"Epilog." In *Post-Sekularisme, Toleransi dan Demokrasi, [Post-Secularism, Tolerance and Democracy]*, edited by Otto Gusti Madung, 166-180. Maumere: Penerbit Ledalero, 2017.

"Testimonio y presencia." In *Interculturalidad En La Vida Y En La Misión*, edited by Lazar T. Stanislaus and Martin Ueffing, 515-534. Pamplona: Editorial verbo divino, 2017.

With Dr. Purnama Asep and Rasdiana Rovigis, eds. *Bangkit dalam Harapan Baru: 24 Kisah Inspiratif oleh Penyintas HIV. [Rising Up in New Hope: 24 Inspirational Stories by People Living with HIV.]* Maumere: Penerbit Ledalero, 2017.

Claire Renkin

"Real Presence: Seeing, Touching, Tasting: Visualising the Eucharist in Late Medieval Art." *Reinterpreting the Eucharist: Explorations in Feminist Theology and Ethics*, edited by Anne Elvey, Kim Power, Claire Renkin and Carol Hogan, 130-151. London: Equinox, 2012.

Constant Mews and Claire Renkin. "Gregory the Great and the Latin West." In *The Brill Companion to Gregory the Great*, edited by B. Neil and M. dal Santo, 315-342. Leiden: Brill, 2013.

"A Feast of Love: Visual images of Francis of Assisi and Mary Magdalen and Late Medieval Mendicant Devotion." In *Poverty and Devotion in Mendicant Cultures*, edited by J. Mews, and Anna Welch, Chapter 6, 92-104. London: Routledge, 2016.

Robyn Reynolds

"Missionary Turned Around: Bound to be Free." Charles Strong Trust Lecture, Australian Association for the Study of Religion Conference. Adelaide, 2nd October, 2013.
<http://users.esc.net.au/~nhabel/lectures/2013Part2RobynReynoldsMissionaryTurnedAround.pdf>
"Global Mission: Consequences for the Marginalized." In *A World United or a World Exploited?* edited by Peter Price, 117-129. Hindmarsh: ATF Press, 2013.
Review of *Dreaming a New Earth: Raimon Panikkar and Indigenous Spiritualities*, edited by Gerald Hall and Joan Hendriks, 234-235. Preston: Mosaic Press, 2012. *Pacifica* 27, no. 2 (June, 2014).
"Bound to be Free: Vowed Religious Life." *The Furrow* 68, no. 5 (May 2017): 279-286.

Margaret Smith

Children's Daily Prayer Under the Southern Cross 2013. Melbourne: Spectrum, 2012.
"Sacrosanctum Concilium: The Australian Way. Part 1: Readiness." *Australian Journal of Liturgy* 13, no. 2 (2012): 52-65.
"Sacrosanctum Concilium: The Australian Way. Part II: Implementation." *Australian Journal of Liturgy* 13, no. 4 (2013): 172-189.
Feature article "Celebrating the Paschal Triduum: 'Rehearsal' for Paschal Living." In *The Good Oil*. Monthly E-Magazine of The Good Samaritan Sisters, April 2014.

Anna Welch

"The Codex Sancti Paschalis and the 'Fossanova' Manuscripts of the Phillipps Collection." With Constant J. Mews. *La Trobe Library Journal* 90 (2012): 151-156.
Creating and Collecting: Artists' Books in Australia, *La Trobe Library Journal*, edited by Des Cowley, Robert Heather and Anna Welch, State Library of Victoria. Special Issue no. 95, 2015.
Liturgy, Books and Franciscan Identities in Medieval Umbria. Leiden: Brill, 2016.
"Francis of Assisi, Sister Bird and Interpretations of the Founder in Thirteenth and Fourteenth Century Sources." In *Poverty and Devotion in Mendicant Cultures*, edited by Constant J. Mews and Anna Welch, Chapter 5. London: Routledge, 2016.

Kathleen Williams

"Objectified Conversion as Foundational in Theology: A Conversation between Rosemary Haughton and Bernard Lonergan, S.J." In *Lonergan Workshop volume 23: Ongoing Collaboration in the Year of St. Paul*, edited by Fred Lawrence, 513-541. Boston, MA: Boston College, 2012.
"Graced Friendship and Being Oneself: Releasing Excellence." In *Grace and Friendship. Theological Essays in Honor of Fred Lawrence, from his grateful students*, edited by M. Shawn Copeland and Jeremy D. Wilkins, with a Foreword Tribute by Frederick E. Crowe, S.J. Milwaukee WI: Marquette University Press, 2016.

Norman Young

"The Theological Convictions of the Basis of Union of the Uniting Church." *Pacifica* 25 (October 2012): 288-295.
"Advent Studies." *With Love to the World* 13, no. 9 (November 2012): 12-19.

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	Psalms (pl. Ps)	1-2-3-4 Kings	Sus	Eph
Exod	Joel	Job	Add Esther	Tob	Phil
Lev	Amos	Prov	Bar	Wis	Col
Num	Obadiah	Ruth	Bel		1-2 Thess
Deut	Jonah	Cant	1-2 Esdr	Matt	1-2 Tim
Josh	Mic	Ecclesiastes / 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.

BOOKS

One Author

Footnote

Denis Edwards, *Breath of Life: A Theology of the Creator Spirit* (Maryknoll, NY: Orbis Books, 2004), 92.

Bibliography

Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis Books, 2004.

Two or Three Authors

Footnote

Evelyn E. Whitehead and James D. Whitehead, *Wisdom of the Body: Making Sense of our Sexuality* (New York: The Crossroad Publishing Company, 2001), 111.

Bibliography

Whitehead, Evelyn E., and James D. Whitehead. *Wisdom of the Body: Making Sense of our Sexuality*. New York: The Crossroad Publishing Company, 2001.

Four or More Authors

Footnote

A.K.M. Adam, et al., *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* (Grand Rapids, MI: Baker Academic, 2006), 132.

Bibliography

Adam, A.K.M., Stephen E. Fowl, Kevin Vanhoozer, and Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. Grand Rapids, MI: Baker Academic, 2006.

Editor Only

Footnote

Maurice Ryan, ed., *Reading the Bible: An Introduction for Students* (Tuggerah, NSW: Social Science Press, 2003), 85.

Bibliography

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

Book with editor and/or translator in addition to an author

Footnote

André Vauchez, *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*, ed. Daniel Bornstein, trans. Margery J. Schneider (Notre Dame, IN: University of Notre Dame Press, 1993), 107.

Bibliography

Vauchez, André. *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*. Edited by Daniel E. Bornstein. Translated by Margery J. Schneider. Notre Dame, IN: University of Notre Dame Press, 1993.

Book with editor and/or translator in place of an author

Footnote

Louise Ropes Loomis, trans., *The Council of Constance: The Unification of the Church*, ed. and annotated by John Hine Mundy and Kennerly M. Woody (New York: Columbia University Press, 1961), 82.

Bibliography

Loomis, Louise Ropes, trans. *The Council of Constance: The Unification of the Church*. Edited and annotated by John Hine Mundy and Kennerly M. Woody. New York: Columbia University Press, 1961.

Particular Edition

Footnote

Gary Yukl, *Leadership in Organizations*, 6th ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2006), 273.

Bibliography

Yukl, Gary. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Single Chapter in an Edited Book

Footnote

John Hill, "The Threat from the North – Reflections on a Theme both Ancient and Modern," in *Wisdom for Life*, ed. Michael A. Kelly and Mark A. O'Brien (Adelaide: ATF Press, 2006), 37.

Bibliography

Hill, John. "The Threat from the North – Reflections on a Theme both Ancient and Modern." In *Wisdom for Life*, edited by Michael A. Kelly and Mark A. O'Brien, 35-44. Adelaide: ATF Press, 2006.

Electronic Book (Turabian 17.1.10)

Footnote

George Pattison, *God and Being: An Enquiry* (Oxford: Oxford University Press, 2011), 103-4, accessed 2 September 2012, <http://dx.doi.org/10.1093/acprof:oso/9780199588688.001.0001>.

Bibliography

Pattison, George. *God and Being: An Enquiry*. Oxford: Oxford University Press, 2011. Accessed 2 September 2012. <http://dx.doi.org/10.1093/acprof:oso/9780199588688.001.0001>.

Electronic Book Chapter (Turabian 17.1.10)

Footnote

Aristotle, "Virtue is a Habit," in *The Nicomachean Ethics of Aristotle*, ed. Thomas W. Lancaster (Oxford: J. Vincent, 1834), 52, accessed 16 October 2013, <http://catalog.hathitrust.org/api/volumes/oclc/7030560.html>.

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 Multivolume 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.

Bibliography

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.

Bibliography

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.

Bibliography

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.

Bibliography

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.

Bibliography

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).

Bibliography

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

NN1000Y	Introduction to Tertiary Studies in Theology	1 afternoon	37
NR1006Y	Reading the Christian Classics VI	1 eve	38

FIELD A – HUMANITIES

LANGUAGES AL

AL1011Y	New Testament Greek A	1 eve	40
AL1012Y	New Testament Greek B	2 eve	41
AL1031Y	Theological German A	1 eve	42
AL1032Y	Theological German B	2 eve	43

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

AL1001Y	Hebrew A
AL1002Y	Hebrew B

FIELD B – BIBLICAL STUDIES BS

OLD TESTAMENT BA

BA1000Y	Entering the World of the Old Testament	2 eve	45
BA2012Y/BA3012Y	Wisdom Literature	2 morn	46
BA2017Y/BA3017Y	The Twelve Prophets	1 morn	47
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament	2 morn	48
BA2020Y/BA3030Y	Jewish Apocalyptic Literature	1 eve	49
BA3415Y	Supervised Reading Unit–Old Testament (15 points)		
BA3430Y	Supervised Reading Unit–Old Testament (30 points)		

NEW TESTAMENT BN

BN1000Y	Entering the World of the New Testament	1 eve	50
BN2010Y/BN3010Y	The Corinthian Correspondence	2 morn	51
BN2012Y/BN3012Y	Matthew	1 eve	52
BN2018Y/BN3018Y	The Gospel of Mark	2 eve	53
BN3415Y	Supervised Reading Unit–New Testament (15 points)		
BN3430Y	Supervised Reading Unit–New Testament (30 points)		

BIBLICAL STUDIES BS

BS3415Y	Supervised Reading Unit–Biblical Studies (15 points)
BS3430Y	Supervised Reading Unit–Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2013Y/BA3013Y	The Book of Isaiah
BA2019Y/BA3019Y	The Book of Jeremiah
BN2011Y/BN3011Y	Luke–Acts
BN2013Y/BN3013Y	The Gospel of John
BN2017Y/BN3017Y	Romans

FIELD C – CHRISTIAN THOUGHT AND HISTORY

		Semester	Page
CHURCH HISTORY CH			
CH1001Y	A Survey of Early and Medieval Church History	1 eve	55
CH2002Y	A Survey of Early Modern and Modern Church History	2 eve	56
CH2010Y/CH3010Y	Reformation Histories and Theologies	2 eve	57
CH2011Y/CH3011Y	Foundations of Australian Catholicism	1 eve	58
CH2212Y/CH3212Y	Art History & Spirituality in Western Europe (DS2/3212Y)	2 eve	59
CH2215Y/CH3215Y**	From Perpetua to Dorothy Day (=DS2/3215Y)	1 eve	84
CH2230Y/CH3230Y	Catholic Social Thought in Australia and Overseas (DT2/3230Y)	1 eve	60
CH2511Y/CH3511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT2/3511Y)	1 morn	64
CH3415Y	Supervised Reading Unit-Church History (15 points)		
CH3430Y	Supervised Reading Unit-Church History (30 points)		

SYSTEMATIC THEOLOGY CT			
CT1003Y	Beginning with Jesus	2 eve	61
CT1330Y**	Introduction to the Theology of Mission (=DM1330Y)	2 morn	74
CT2016Y/CT3016Y	In Search Of A Humbler Church	1 eve	62
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church (DR2/3310Y)	2 eve	63
CT2511Y/CT3511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH2/3511Y)	1 morn	64
CT3012Y	The Christian Doctrine of God: The Holy Trinity	1 morn	65
CT3017Y	Jesus: Name of our Salvation	1 eve	66
CT3019Y	Human Person: Community and World	2 morn	67
CT3415Y	Supervised Reading Unit-Systematic Theology (15 points)		
CT3430Y	Supervised Reading Unit-Systematic Theology (30 points)		

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2015Y/CH3015Y	Religion in the Age of Faith
CH2210Y/CH3210Y**	Seers, Saints and Sinners (=DS2/3210Y)
CH2214Y/CH3214Y	Death, Dying and Grief through the Lens of Art and Spirituality
CH2911Y/CH3911Y	Umbria, Cradle of the Franciscan Movement
CH2320Y/CH3320Y	Mary in the Christian Tradition (CT/DS 2/3320Y)
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2020Y/CT3020Y	The Cosmos as Creation
CT2320Y/CT3320Y**	Mary in the Christian Tradition (=CH2/3320Y)
CT2331Y/CT3331Y**	Theology in Asia: A Model of Development in Theology (=DM2/3331Y)
CT2350Y/CT3350Y**	Sacraments of Initiation: Baptism Confirmation Eucharist (=DR2/3350Y)
CT3024Y	Theological Methods

FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	Page
CANON LAW DC			
DC2011Y/DC3011Y	Canon Law A	1 morn	70
DC2012Y/DC3012Y	Canon Law B	2 morn	71
DC3415Y	Supervised Reading Unit-Canon Law (15 points)		
DC3430Y	Supervised Reading Unit-Canon Law (30 points)		
LITURGY DL			
DL1430Y	Doing and Living the Church's Liturgy (DP/DS 1430Y)	2 eve	72
DL2010Y/DL3010Y	Liturgy: Presiding and Participating	1 morn	73
DL3415Y	Supervised Reading Unit-Liturgical Studies (15 points)		
DL3430Y	Supervised Reading Unit-Liturgical Studies (30 points)		
MISSIOLOGY DM			
DM1330Y	Introduction to the Theology of Mission (CT1330Y)	2 morn	74
DM2015Y/DM3015Y	Recent Approaches to Mission	2 intens	75
DM2016Y	Liberating Mission: When Gospel Meets Culture	1 morn	76
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society	2 morn	77
DM3415Y	Supervised Reading Unit-Missiology (15 points)		
DM3430Y	Supervised Reading Unit-Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP1001Y	Foundations for Pastoral Practice	1 intens	78
DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y)	2 eve	72
DP2010Y	Faith, Religion and Spirituality (DS2010Y)	1 intens	79
DP3005Y	Trauma	2 eve	80
DP3006Y	Professional Issues in Pastoral Ministry	2 intens	81
DP9100S	Clinical Pastoral Education (CPE)		82
DP3415Y	Supervised Reading Unit-Pastoral Theology and Ministry Studies (15 points)		
DP3430Y	Supervised Reading Unit-Pastoral Theology and Ministry Studies (30 points)		
RELIGIOUS EDUCATION DR			
DR2310Y/3310Y**	Signs and Gifts of God: Sacraments of Life and Church (=CT2/3310Y)	2 eve	63
DR3415Y	Supervised Reading Unit-Religious Education (15 points)		
DR3430Y	Supervised Reading Unit-Religious Education (30 points)		
SPIRITUALITY DS			
DS1000Y	Foundations for Christian Spirituality	2 morn	83
DS1430Y**	Doing and Living the Church's Liturgy (=DL1430)	2 eve	72
DS2010Y**	Faith, Religion and Spirituality (=DP2010Y)	1 intens	79
DS2212Y/DS3212Y**	Art History & Spirituality in Western Europe (= CH2/3212Y)	2 eve	59
DS2215Y/DS3215Y	From Perpetua to Dorothy Day (CH2/3215Y)	1 eve	84
DS3415Y	Supervised Reading Unit-Spirituality (15 points)		
DS3430Y	Supervised Reading Unit-Spirituality (30 points)		
MORAL THEOLOGY DT			
DT1000Y	Introduction to Moral Theology	1 eve	85
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology	2 eve	86
DT2012Y/DT3012Y	Justice and Human Rights	2 eve	87
DT2016Y/DT3016Y	Equity and Sustainability	2 eve	88
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & Overseas (=CH2/3230Y)	1 eve	60
DT3415Y	Supervised Reading Unit-Moral Theology (15 points)		
DT3430Y	Supervised Reading Unit-Moral Theology (30 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 2018, but normally offered in other years

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)

MISSIOLOGY DM

- DM2011Y/DM3011Y A Comparative Study of Religions
DM2331Y/DM3331Y** Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM2470Y/DM3470Y** Social Teaching and Aboriginal Australians (=DT2/3470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

- DP2004Y/DP3004Y Loss and Grief within a Contemporary Pastoral Setting
DP2111Y/DP3111Y Ministry in Contemporary Context
DP2422Y/DP3422Y** Ritual and Pastoral Care: In Sickness and Life's Ending (=DL2/3422Y)

RELIGIOUS EDUCATION DR

- DR2350Y/3350Y** Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT2/3350Y)

SPIRITUALITY DS

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

MORAL THEOLOGY DT

- DT2014Y/DT3014Y Can War be Just?
DT2470Y/DT3470Y** Social Teaching and Aboriginal Australians (=DM2/3470Y)

INDEX OF POSTGRADUATE UNITS

Semester Page

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1 a'noon	37
NR1006Y	Reading the Christian Classics VI	1 eve	38

FIELD A – HUMANITIES

LANGUAGES

AL8011Y	New Testament Greek A (Foundational unit)	1 eve	105
AL8012Y	New Testament Greek B (Foundational unit)	2 eve	106
AL8031Y	Theological German A (Foundational unit)	1 eve	107
AL8032Y	Theological German B (Foundational unit)	2 eve	108

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

AL8001Y	Hebrew A (Foundational unit)
AL8002Y	Hebrew B (Foundational unit)

FIELD B – BIBLICAL STUDIES

OLD TESTAMENT BA

BA8000Y	Entering the World of the Old Testament (Foundational unit)	2 eve	110
BA9012Y	Wisdom Literature	2 morn	111
BA9017Y	The Twelve Prophets	1 morn	112
BA9018Y	Justice Mercy and Theodicy in the Old Testament	2 morn	113
BA9020Y	Jewish Apocalyptic Literature	1 eve	114
BA9415Y	Supervised Reading Unit-Old Testament (15 points)		
BA9430Y	Supervised Reading Unit-Old Testament (30 points)		

NEW TESTAMENT BN

BN8000Y	Entering the World of the New Testament	1 eve	115
BN9010Y	The Corinthian Correspondence	2 morn	116
BN9012Y	Matthew	1 eve	117
BN9018Y	The Gospel of Mark	2 eve	118
BN9415Y	Supervised Reading Unit-New Testament (15 points)		
BN9430Y	Supervised Reading Unit-New Testament (30 points)		

BIBLICAL STUDIES BS

BS9662Y	Interpreting Biblical Texts MEdTheol	2 Intens	119
BS9415Y	Supervised Reading Unit-Biblical Studies (15 points)		
BS9430Y	Supervised Reading Unit-Biblical Studies (30 points)		

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

BA9010Y	Pentateuch
BA9011Y	Psalms
BA9013Y	The Book of Isaiah
BA9019Y	The Book of Jeremiah
BN9011Y	Luke-Acts
BN9013Y	The Gospel of John
BN9017Y	Romans

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

		Semester	Page
CHURCH HISTORY CH			
CH8001Y	A Survey of Early and Medieval Church History (Foundational)	1 eve	121
CH9002Y	A Survey of Early Modern and Modern Church History	2 eve	122
CH9010Y	Reformation Histories and Theologies	2 eve	123
CH9011Y	Foundations of Australian Catholicism	1 eve	124
CH9212Y	Art History & Spirituality in Western Europe (DS9212Y)	2 eve	125
CH9215Y**	From Perpetua to Dorothy Day (=DS9215Y)	1 eve	151
CH9230Y	Catholic Social Thought in Aust. & Overseas (DT9230Y)	1 eve	126
CH9415Y	Supervised Reading Unit-Church History (15 points)		
CH9430Y	Supervised Reading Unit-Church History (30 points)		
CH9511Y**	Martyrs Minds and Mystics: The Birth of Christian Thought (=CT9511)	1 morn	133
SYSTEMATIC THEOLOGY CT			
CT8003Y	Beginning with Jesus (Foundational unit)	2 eve	127
CT8330Y**	Introduction to the Theology of Mission (=DM8330Y)	2 morn	141
CT9012Y	The Christian Doctrine of God: The Holy Trinity	1 eve	128
CT9016Y	In Search Of A Humbler Church	1 eve	129
CT9017Y	Jesus: Name of our Salvation	1 eve	130
CT9019Y	Human Person: Community and World	2 morn	131
CT9310Y	Signs and Gifts of God: Sacraments of Life and Church	2 eve	132
CT9415Y	Supervised Reading Unit-Systematic Theology (15 points)		
CT9430Y	Supervised Reading Unit-Systematic Theology (30 points)		
CT9511Y	Martyrs Minds and Mystics: The Birth of Christian Thought (CH9511Y)	1 morn	133

**See cross listing for detailed unit description.

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

CH9012Y	Introduction to Early Christian Art and Architecture
CH9015Y	Religion in the Age of Faith
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)
CH9214Y	Death Dying and Grief through the Lens of Art and Spirituality
CH9320Y	Mary in the Christian Tradition (CT/DS 9320Y)
CT9010Y	Eschatology: Living in Hope
CT9020Y	The Cosmos as Creation
CT9024Y	Theological Methods
CT9320Y**	Mary in the Christian Tradition (=CH9320Y)
CT9331Y	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9350Y**	Sacraments of Initiation: Baptism Confirmation and Eucharist (=DR9350Y)

FIELD D - THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

		Semester	Page
CANON LAW DC			
DC9011Y	Canon Law A	1 morn	137
DC9012Y	Canon Law B	2 morn	138
DC9415Y	Supervised Reading Unit – Canon Law (15 points)		
DC9430Y	Supervised Reading Unit – Canon Law (30 points)		
EDUCATION STUDIES DE			
DE9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) MEdTheol	1 Intens	149
LITURGY DL			
DL8430Y	Doing and Living the Church's Liturgy (DP/DS 8430Y) (Foundational unit)	2 eve	139
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations	1 morn	140
DL9415Y	Supervised Reading Unit-Liturgy (15 points)		
DL9430Y	Supervised Reading Unit-Liturgy (30 points)		
MISSIOLOGY DM			
DM8330Y	Introduction to Theology of Mission (CT8330Y) (Foundational)	2 morn	141
DM9014Y	Inter-Religious Dialogue in a Multi-Religious Society	2 morn	142
DM9015Y	Recent Approaches to Mission	2 intens	143
DM9016Y	Liberating Mission: When Gospel Meets Culture	1 morn	144
DM9415Y	Supervised Reading Unit-Missiology (15 points)		
DM9430Y	Supervised Reading Unit-Missiology (30 points)		
DM9663Y**	Leadership for Mission in a Catholic School (=DR9663Y) MEdTheol	1 Intens	149
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP8001Y	Foundations for Pastoral Practice (Foundational unit)	1 Intens	145
DP8430Y**	Doing and Living the Church's Liturgy (=DL8430Y) (Foundational unit)	2 eve	139
DP9005Y	Trauma-a contemporary issue within the pastoral setting	2 eve	146
DP9006Y	Professional Issues in Pastoral Ministry	2 Intens	147
DP9010Y	Faith, Religion and Spirituality (DS9010Y)	1 Intens	148
DP9100S	Clinical Pastoral Education CPE		
DP9415Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (15 points)		
DP9430Y	Supervised Reading Unit-Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION DR			
DR9310Y**	Signs & Gifts of God: Sacraments of Life & Church (CT9310Y)	2 eve	132
DR9415Y	Supervised Reading Unit-Religious Education (15 points)		
DR9430Y	Supervised Reading Unit-Religious Education (30 points)		
DR9663Y	Leadership for Mission in a Catholic School (DM/DE9663Y) MEdTheol	1 Intens	149
SPIRITUALITY DS			
DS8000Y	Foundations for Christian Spirituality (Foundational unit)	2 morn	150
DS8430Y**	Doing and Living the Church's Liturgy (=DL8430 and DP8430Y) (Foundational unit)	2 eve	139
DS9010Y**	Faith, Religion and Spirituality (=DP9010Y)	1 Intens	148
DS9212Y**	Art History and Spirituality in Western Europe (=CH9212Y)	2 eve	125
DS9215Y	From Perpetua to Dorothy Day (CH9215Y)	1 eve	151
DS9415Y	Supervised Reading Unit-Spirituality (15 points)		
DS9430Y	Supervised Reading Unit-Spirituality (30 points)		

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

		Semester	Page
MORAL THEOLOGY DT			
DT8000Y	Introduction to Moral Theology (Foundational unit)	1 eve	152
DT9011Y	Major Issues in Contemporary Moral Theology	2 eve	153
DT9012Y	Justice and Human Rights	2 eve	154
DT9016Y	Equity and Sustainability	2 eve	155
DT9230Y**	Catholic Social Thought in Aust. and Overseas (=CH9230Y)	1 eve	126
DT9415Y	Supervised Reading Unit-Moral Theology (15 points)		
DT9430Y	Supervised Reading Unit-Moral Theology (30 points)		

**See cross listing for detailed unit description.

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

LITURGY DL

DL9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)
DL9423Y**	Proclaiming the Word of God (=DP9423Y)

MISSIOLOGY DM

DM9011Y	A Comparative Study of Religions
DM9331Y**	Theology in Asia: A Model of Development in Theology (=CT9331Y)
DM9470Y**	Social Teaching and Aboriginal Australians (=DT9470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9004Y	Loss and Grief within a Contemporary Pastoral Setting
DP9111Y	Ministry in Contemporary Context
DP9423Y**	Proclaiming the Word of God (=DL9423Y)

RELIGIOUS EDUCATION DR

DR9350Y**	Sacraments of Initiation: Baptism, Confirmation and Eucharist (=CT9350Y)
-----------	--

SPIRITUALITY DS

DS9320Y**	Mary in the Christian Tradition (=CH9320Y)
-----------	--

MORAL THEOLOGY DT

DT9014Y	Can war be just?
DT9470Y**	Social Teaching and Aboriginal Australians (=DM9470Y)

CAPSTONE UNITS

XS9992Y	Pastoral Leadership
---------	---------------------

CAPSTONE UNITS

XS9991Y	A Faith to Live By	2 eve	157
12,000 word Research Essay			

CAPSTONE UNITS OFFERED IN OTHER YEARS

Units not offered in 2018, but normally offered in other years

XS9992Y	Pastoral Leadership
---------	---------------------

UNITS FROM OTHER COLLEGES

RQ9021C	Research Methodologies (Catholic Theological College)	1 eve	159
---------	---	-------	-----

SUPERVISED READING UNITS

Details of these units are on page 160.

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

See page 167 for GCTRE Course Schedule at each centre.

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators	162
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments	163
DR8603Y	Foundations of Religious Education	164
DR8604Y	Making our (Christian) Choices in Life: A Value Added Approach	165
DR8605Y	Integrative Exercise	166

SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see pages 168-175

Undergraduate First Semester 2018

Monday

9:30	CT3012Y CMost The Christian Doctrine of God: The Holy Trinity		BA2/3017Y MO'B The Twelve Prophets
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30 pm-3:00 pm Introduction to Tertiary Studies in Theology		
6:00	BN1000Y GB Entering the World of the New Testament	CH/DT 2/3230Y BD Catholic Social Thought in Australia and Overseas	

Tuesday

9:30	DL2/3010Y PM Liturgy: Presiding and Participating in Community Celebrations		DM2/3016Y RR Liberating Mission: When Gospel meets Culture	
6:00	CT2/3016Y RF In Search Of A Humbler Church	DT1000Y PM Introduction To Moral Theology	AL1011Y MC New Testament Greek A	DS/CH 2/3215Y CP From Perpetua to Dorothy Day

Wednesday

9:30	DC2/3011Y RJ Canon Law A			
6:00	CH1001Y MB A Survey of Early and Medieval Church History	AL1031Y JH Theological German A		BA2/3020Y AG Jewish Apocalyptic Literature

Thursday

9:30	CT/CH 2/3511Y CP Martyrs, Minds and Mystics: The Birth of Christian Thought			
6:00	CT3017Y MB Jesus: Name of Our Salvation	BN2/3012Y CMon Matthew	CH2/3011Y GP Foundations of Australian Catholicism	NR1006Y LN Non-credit unit Reading the Christian Classics VI

Units with special arrangements:

DP1001Y Foundations for Pastoral Practice DL 9:00am-4:00pm Friday and Saturday: 2 and 3 March; 13 and 14 April; 11 and 12 May
DP/DS 2010Y Faith, Religion and Spirituality in Contemporary Society RMP 9:00am-4:00pm Saturday and Sunday: 24 and 25 February; 24 and 25 March; Saturday 28 April and 19 May

Undergraduate Second Semester 2018

Monday

9:30	BA2/3018Y MO'B Justice Mercy and Theodicy in the Old Testament	DM/CT 1330Y JK Introduction to the Theology of Mission	
6.00	BA1000Y JH Entering the World of the Old Testament Survey & Method	BN2/3018Y GB The Gospel of Mark	DT2/3016Y BD Equity and Sustainability

Tuesday

9:30	DS1000Y RR Foundations for Christian Spirituality		CT3019Y MM Eight Week Intensive Human Person: Community and World
6:00	DL/DP/DS 1430Y PM Doing and Living the Church's Liturgy	AL1012Y CMon New Testament Greek B	DT2/3012Y BT Justice and Human Rights

Wednesday

9:30	DC2/3012Y RJ Canon Law B	DM3014Y JK Inter-Religious Dialogue in a Multi-Religious Society	
6:00	CH2002Y MB A Survey of Early Modern and Modern Church History	AL1032Y JH Theological German B	CH/DS 2/3212Y CR Art History and Spirituality in Western Europe
		DP3005Y BR Trauma—a contemporary issue within the pastoral setting	

Thursday

9:30	BA2/3012Y MR Wisdom Literature	BN2/3010Y CMon The Corinthian Correspondence	
6:00	CH2/3010Y MB Reformation Histories and Theologies	CT1003Y RF Beginning With Jesus	CT/DR 2/3310Y GBrown Signs and Gifts of God
		DT2/3011Y BT Major Issues in Contemporary Moral Theology	

Units with special arrangements:

CT3019Y Human Person: Community and World MM Eight weeks commencing 9:30am Tue 31 July; & two 9:00am-4:00pm Saturdays: 11 Aug & 8 Sept
DM2/3015Y Recent Approaches to Mission JK 9:30am-12:30pm Friday and Saturday: 3, 4, 10, 11, 17, 18, 24, 25, 31 August; and 1, 7 and 8 September
DP3006Y Professional Issues in Pastoral Ministry DL 9:00am-4:00pm Friday and Saturday: 3 and 4 August; 31 August and 1 September; 12 and 13 October

Postgraduate First Semester 2018

Monday

9:30	CT9012Y CMost The Christian Doctrine of God: The Holy Trinity	BA9017Y MO'B The Twelve Prophets
1:30	NN1000Y MAK Non-credit unit , Nine Weeks, 1:30 pm-3:00 pm Introduction to Tertiary Studies in Theology	
6:00	BN8000Y GB Entering the World of the New Testament	CH/DT 9230Y BD Catholic Social Thought in Australia and Overseas

Tuesday

9:30	DL9010Y PM Liturgy: Presiding and Participating in Community Celebrations		DM9016Y RR Liberating Mission: When Gospel meets Culture	
6:00	CT9016Y RF In Search Of A Humbler Church	DT8000Y PM Introduction to Moral Theology	AL8011Y MC New Testament Greek A	DS/CH 9215Y CP From Perpetua to Dorothy Day

Wednesday

9:30	DC9011Y RJ Canon Law A			
6:00	CH8001Y MB A Survey of Early and Medieval Church History	AL8031Y JH Theological German A	BA9020Y AG Jewish Apocalyptic Literature	

Thursday

9:30		CT/CH 9511Y CP Martyrs, Minds and Mystics: The Birth of Christian Thought		
6:00	CT9017Y MB Jesus: Name of Our Salvation	BN9012Y CMon Matthew	CH9011Y GP Foundations of Australian Catholicism	NR1006Y LN Non-credit unit Reading the Christian Classics VI

Units with special arrangements:

GCTRE Course: 2018 Schedule, see page 167

DP8001Y Foundations for Pastoral Practice DL 9:00am-4:00pm Friday and Saturday: 2 and 3 March; 13 and 14 April; 11 and 12 May				
DP/DS 9010Y Faith, Religion and Spirituality in Contemporary Society RMP 9:00am-4:00pm Saturday and Sunday: 24 and 25 February; 24 and 25 March; Saturday 28 April and 19 May				
DR9663Y Leadership for Mission in a Catholic School (MEdTheol) MAK St Francis Xavier College, Beaconsfield, 9:00am-4:00pm Thursday and Friday: 8 and 9 March; 3 and 4 May; and two days online				

Postgraduate Second Semester 2018

Monday

9:30	BA9018Y MO'B Justice Mercy & Theodicy in the Old Testament	DM/CT 8330Y JK Introduction to the Theology of Mission	
6.00	BA8000Y JH Entering the World of the Old Testament: Survey & Method	BN9018Y GB The Gospel of Mark	DT9016Y BD Equity and Sustainability

Tuesday

9:30	DS8000Y RR Foundations for Christian Spirituality	CT9019Y MM Eight weeks and two Saturdays Human Person: Community and World		
6:00	DL/DP/DS 8430Y PM Doing and Living the Church's Liturgy	AL8012Y CMon New Testament Greek B	XS9991Y CP (Capstone Unit) A Faith to Live By	DT9012Y BT Justice and Human Rights

Wednesday

9:30	DC9012Y RJ Canon Law B		DM9014Y JK Inter-Religious Dialogue in a Multi-Religious Society	
6:00	CH9002Y MB A Survey of Early Modern and Modern Church History	AL8032Y JH Theological German B	CH/DS 9212Y CR Art History and Spirituality in Western Europe	DP9005Y BR Trauma—a contemporary issue within the pastoral setting

Thursday

9:30	BA9012Y MR Wisdom Literature		BN9010Y CMon The Corinthian Correspondence	
6:00	CH9010Y MB Reformation Histories and Theologies	CT8003Y RF Beginning With Jesus	CT/DR 9310Y GBrown Signs and Gifts of God	DT9011Y BT Major Issues in Contemporary Moral Theology

Units with special arrangements:

GCTRE Course: 2018 Schedule, see page 167

BS9662Y Interpreting Biblical Texts (MEdTheol) MC St Francis Xavier College, Beaconsfield, 9:00am-4:00pm Thursday and Friday: 23 and 24 August; 20 and 21 September; and two days online
CT9019Y Human Person: Community and World MM Eight weeks commencing 9:30am Tue 31 July; and two Saturdays 9:00am-4:00pm, 11 Aug & 8 Sept
DM9015Y Recent Approaches to Mission JK 9:30am-12:30pm Friday and Saturday: 3, 4, 10, 11, 17, 18, 24, 25, 31 August; and 1, 7 and 8 Sept
DP9006Y Professional Issues in Pastoral Ministry DL 9:00am-4:00pm Friday and Saturday: 3 and 4 August; 31 Aug & 1 Sept; 12 & 13 October