YARRA THEOLOGICAL UNION

Recognised Teaching Institution of the Melbourne College of Divinity

H A N D B O O K

2012

98 Albion Road, Box Hill, Vic. 3128.

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

Telephone: (03) 9890 3771
Fax: (03) 9890 1160

ABN 32 005 425 203
CRICOS Provider 01037A

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

Version 1.1, May 2012
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Semester 1 2012

January
16 Office re-opens
23 Monday – Enrolments begin
26 Australia Day – Office closed

February
11 GCTRE Intensive – Box Hill
11 GCTRE Intensive – Sunbury
15 Enrolments end
16 Academic Leadership Group Meeting 2.00pm
21 Finance, Business & Development Meeting 10.00am
22 Ash Wednesday
24 Faculty Meeting 2.00pm
24 Orientation & BBQ 5.00pm
25 GCTRE Intensive – Box Hill
25-26 BS3/4475 Intensive
26 DT1/3225 Intensive
27 First Semester Lectures begin – week 1 9.30am
29 Department Meetings

March
02 Overseas Students’ Orientation 2.00pm
03 GCTRE Intensive – Sunbury
03-04 BS3/4475 Intensive
07 Academic Board Meeting 2.00pm
12-16 Hospitality Week
16 Census Date (for semester units)
16 Senate & Council Meetings 10.00am
16 Inaugural Eucharistic Celebration & Supper 7.00pm
16-17 GCTRE Intensive – Mildura (Friday-Saturday)
17-18 BS3/4475 Intensive
24 DT1/3225 Intensive
28 Department Meetings
30 Spirituality Day 10.30am-3.30pm

April
02-03 GCTRE Intensive – Box Hill (Mon-Tues)
08 Easter Sunday
12-13 GCTRE Intensive – Sunbury (Thursday-Friday)
18 Academic Board Meeting 2.00pm
25 ANZAC Day (No Classes)
26 Academic Leadership Group Meeting 2.00pm
MCD Conferral of Degrees – Wilson Hall (TBC) 7.30pm
**2012 ACADEMIC CALENDAR**

<table>
<thead>
<tr>
<th>May</th>
<th>02</th>
<th>Faculty Meeting</th>
<th>2.00pm</th>
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<tbody>
<tr>
<td></td>
<td>08</td>
<td>Finance, Business &amp; Development Meeting</td>
<td>10.00am</td>
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<tr>
<td></td>
<td>11-12</td>
<td>GCTRE Intensive – Mildura (Friday-Saturday)</td>
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<td></td>
<td>16</td>
<td>Department Meeting</td>
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<td></td>
<td>22</td>
<td>Academic Board Meeting</td>
<td>2.00pm</td>
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<td></td>
<td>28</td>
<td><strong>2013 New and Revised Units due</strong></td>
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<td></td>
<td>28</td>
<td>2” Semester enrolments begin</td>
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**June 01**

**First Semester Lectures end**

<table>
<thead>
<tr>
<th>01</th>
<th>Council Meeting</th>
<th>10.00am</th>
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<tbody>
<tr>
<td>01</td>
<td>Faculty Lunch</td>
<td>12.30pm</td>
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<tr>
<td>04-08</td>
<td>Study Week</td>
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<tr>
<td>06</td>
<td>MCD Faculty Research Day</td>
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<tr>
<td>11-15</td>
<td>First Semester Exams (Monday – Friday)</td>
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<tr>
<td>28</td>
<td>2” Semester enrolments end</td>
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<tr>
<td>29</td>
<td>Academic Leadership Group Meeting</td>
<td>10.00am</td>
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**July**

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<thead>
<tr>
<th>03</th>
<th>Results due to YTU Registrar</th>
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<tbody>
<tr>
<td>12</td>
<td>First Semester Results released to Students</td>
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**June 18 – July 20 MID-YEAR VACATION**

**Semester 2 2012**

**July**

<table>
<thead>
<tr>
<th>21-22</th>
<th>DT1/3515 Intensive</th>
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<tbody>
<tr>
<td>23</td>
<td><strong>Second Semester lectures begin Week 1</strong></td>
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<tr>
<td>25</td>
<td>Faculty Meeting</td>
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<tr>
<td>27</td>
<td>Overseas Students’ Orientation</td>
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<tr>
<td>28</td>
<td>GCTRE Intensive – Box Hill</td>
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<tr>
<td>28</td>
<td>DT2/3427 Intensive</td>
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<td>31</td>
<td>Finance, Business &amp; Development Meeting</td>
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**August**

<table>
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<tr>
<th>01</th>
<th>Department Meetings</th>
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<tbody>
<tr>
<td>04</td>
<td>GCTRE Intensive – Sunbury</td>
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<tr>
<td>04-05</td>
<td>BA3/4047 Intensive</td>
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<tr>
<td>08</td>
<td>Academic Board Meeting</td>
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<tr>
<td>10</td>
<td><strong>Census Date (for semester units)</strong></td>
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<tr>
<td>10</td>
<td>Student and Staff Spirituality Day</td>
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<tr>
<td>11</td>
<td>GCTRE Intensive – Box Hill</td>
</tr>
<tr>
<td>11</td>
<td>DT2/3427 Intensive</td>
</tr>
<tr>
<td>15</td>
<td>Academic Leadership Group Meeting</td>
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<tr>
<td>17</td>
<td>Senate &amp; Council Meetings</td>
</tr>
<tr>
<td>18</td>
<td>GCTRE Intensive – Sunbury</td>
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<td>24</td>
<td>SRC Evening</td>
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<tr>
<td>25</td>
<td>GCTRE Intensive – Box Hill</td>
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<tr>
<td>25</td>
<td>DT2/3427 Intensive</td>
</tr>
<tr>
<td>29</td>
<td>Department Meetings</td>
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</tbody>
</table>
2012 ACADEMIC CALENDAR

31 Aug - 1 Sept  GCTRE Intensive – Mildura (Friday-Saturday)

September 01-02  DT1/3515 Intensive
05  Academic Board Meeting  2.00pm
08-09  BA3/4047 Intensive
11  Finance, Business & Development Meeting  10.00am
24-25  GCTRE Intensive – Box Hill (Mon-Tues)
24-25  GCTRE Intensive – Sunbury (Mon-Tues)

17 Sept – 28 September Non-Instruction Period

October 01  Week 9 – Lectures resume
04-05  GCTRE Intensive – Box Hill (Thursday - Friday)
06  DT2/3427 Intensive
10  Department Meetings
13-14  BA3/4047 Intensive
14  Open Day (Sunday)  2.00pm
17  Academic Board Meeting  2.00pm
19-20  GCTRE Intensive – Mildura (Friday-Saturday)
20  DT2/3427 Intensive
26  Second Semester lectures end

29 Oct – 02 Nov  Study Week

November 02  MCD Staff Consultation Day
05-09  Second Semester Exams (Monday - Friday)
09  Council Meeting  2.00pm
09  End of Year Eucharist  7.00pm
16  Faculty Dinner
27  Results due to YTU Registrar

December 04  Finance, Business & Development Meeting  10.00am
06  Second Semester Results released to students

******************************************************************************************
Founded by an Act of the Victorian State Parliament on December 17, 1910, the Melbourne College of Divinity (MCD) is the oldest ecumenical institution in the world offering academic degrees and awards in theology and divinity. At its founding, 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. Since 1993 the MCD, while retaining its autonomy and degree conferring status, has been affiliated with the University of Melbourne; academic programs are also available in conjunction with Monash University.

Today the MCD includes eight denominational Colleges representing the Anglican, Baptist, Churches of Christ, Lutheran, Roman Catholic and Uniting churches, and the Salvation Army, and has one specialist institute, the Institute for Christian Spirituality and Pastoral Formation. By its very nature the MCD is fundamentally committed to ecumenical co-operation in theological education. Each MCD Recognised Teaching Institution, 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 MCD 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 MCD website: www.mcd.edu.au
  Information for students (including various forms)
  International students
  Libraries  www.mcd.edu.au/libraries
  Policies
  Regulations for each degree and award
  Fees

MCD Office: 21 Highbury Grove, KEW, 3101.
Tel: (03) 9853 3177       Fax: (03) 9853 6695
Web: www.mcd.edu.au      Email: admin@mcd.edu.au
RECOGNISED TEACHING INSTITUTIONS (RTIs)

Australian Lutheran College
104 Jeffcott Street
NORTH ADELAIDE
South Australia 5006
Tel: 1800 625 193
Fax: (08) 8267 7350
Email: alc@alc.edu.au
Web: www.alc.edu.au

Booth College (SATC)
303 Royal Parade,
PARKVILLE 3052.
Tel: (03) 9347 0299
Fax: (03) 9349 1036
Web: www.salvationarmy.org.au/college
Email: sttc@aus.salvationarmy.org

Catholic Theological College (CTC)
278 Victoria Street,
EAST MELBOURNE 3002.
Tel: (03) 9412 3314
Fax: (03) 9412 3393
Web: www.ctc.edu.au
Email: ctc@ctc.edu.au

Churches of Christ Theological College (CCTC)
44-60 Jacksons Road,
MULGRAVE 3170.
Tel: (03) 9790 1000
Fax: (03) 9795 1688
Web: www.cctc.edu.au
Email: admin@cctc.edu.au

The Institute for Christian Spirituality and Pastoral Formation (ICSPF)
99 Studley Park Road
KEW, Victoria 3101
Tel: (03) 9854 8110
Email: smithm@mira.net
Web: www.icspf.edu.au

United Faculty of Theology (UFT)
29 College Crescent,
PARKVILLE 3052.
Tel: (03) 9340 8890
Fax: (03) 9340 8899
Email: admin@uft.edu.au
Web: www.uf.edu.au

Whitley College
271 Royal Parade,
PARKVILLE 3052.
Tel: (03) 9340 8017
Fax: (03) 9349 4241
Email: whitley@whitley.unimelb.edu.au
Web: www.theol.whitley.unimelb.edu.au

Yarra Theological Union (YTU)
98 Albion Road, (P O Box 79),
BOX HILL 3128.
Tel: (03) 9890 3771
Fax: (03) 9890 1160
Email: admin@ytu.edu.au
Web: www.ytu.edu.au
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.

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 the Melbourne College of Divinity (MCD) as a Recognised Teaching Institution (RTI) 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. In that same year, the Evangelical Theological Association became the fourth recognised teaching institution of the MCD.

Over recent years YTU (together with the other RTI members of MCD) 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. In 1991, YTU and the other RTI members were approved by MCD for teaching towards a double degree of Bachelor of Arts/Bachelor of Theology with the University of Melbourne and with Monash University. This arrangement continues with Monash University.

VISION STATEMENT

Yarra Theological Union is a Catholic centre for theological education and ministerial formation. Drawing from the rich traditions of the constituent religious orders, we enjoy a strong relationship with the broader theological community. Operating from well-established facilities, we see ourselves as a key resource for the churches in Australia and our neighbouring countries.
MISSION STATEMENT

1. We are an independent centre for theological teaching, research and scholarship offering a number of undergraduate and postgraduate awards under the auspices of the Melbourne College of Divinity.

2. We are shaped by the apostolic energy, spirituality and traditions of the constituent religious orders, and enriched by the continuing generosity of those who take an active part in the life of our centre.

3. We are at the service of the Church, and exercise this service in cooperation with a number of Recognised Teaching Institutions with whom we are affiliated through the Melbourne College of Divinity.

4. We are governed by a Council composed of representatives of the current constituent orders and the President and Academic Dean of YTU.

5. We aim for excellence in theological education and ministerial formation in an ecumenical and multicultural context.

6. We have faculty and students from different denominational traditions, and our awards are open to male and female students both lay and professed.

7. We are a hospitable, eucharistic community welcoming those who seek, not only education, but personal and spiritual transformation.

8. We are also a centre 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 community.
2. Faithful and continuing interpretation of Catholic Tradition.
3. Theological education and ministerial formation.
4. Hospitality to persons and traditions.
5. Commitment to being a community of scholarship, prayer and pastoral care.
MEMBER COLLEGES (YTU)

Holy Cross Retreat (CP)
207 Serpells Road, Templestowe, 3106.
Tel: (03) 9846 1622. Fax: (03) 9846 6067
Website: www.passionists.com

Redemptorist Seminary (CSsR)
10 Majella Court, Kew. 3101.
Tel: (03) 9816 9342. Fax: (03) 9816 9805
Website: www.cssr.org.au

Carmelite Theological College (OCarm)
75 Wright Street, Middle Park, 3206.
Tel: (03) 9699 1922. Fax: (03) 9699 1944
Library: 214 Richardson St, Middle Park, 3206.
Tel: (03) 9682 8553. Fax: (03) 9699 1944
Website: www.carmelites.org.au

Cuskelly House (MSC)
18 Parkside Street, Blackburn, 3130.
Tel: (03) 9878 0265
Website: www.misacor.org.au

St Paschal College (OFM)
90 Albion Road, Box Hill, 3128.
Tel: (03) 9896 4400
Library: (03) 9896 4450 Fax: (03) 9898 0181
Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)
85 Studley Park Road, Kew, 3101.
Tel: (03) 9853 8506 Fax: (03) 9853 6287
Website: www.pallotine.org.au

Dorish Maru College (SVD)
100 Albion Road, Box Hill, 3128.
Tel: (03) 9890 0065. Fax: (03) 9899 1937
Website: www.divineword.org.au

OTHER MEMBERS OF THE UNION

Congregation of the Blessed Sacrament (SSS)
Website: www.blessedsacrament.com.au
The principal feast day of each Member College is:

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

COUNCIL
Very Rev. Paul Bird CSsR (Chair)
Very Rev. Timothy Norton SVD (Deputy Chair)
Very Rev. Denis Andrew OCarm
Very Rev. Graeme Duro SSS
Very Rev. John Mulrooney MSC
Very Rev. Joachim Rego CP
Rev. Eugene San SAC
Very Rev. Paul Smith OFM
President and Academic Dean

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

PRESIDENT
Rev. Christopher Monaghan CP, BTheol, LSS, PhD(Cand)

ACADEMIC DEAN
Rev. Dr Ross Fishburn BA(Hons), BD(Hons), TheoLM, DTheol

REGISTRAR
Ms Janette Bredenoord DipEd, BTheol

BUSINESS ADMINISTRATOR
Mr Bernard Barnewall

ADMINISTRATIVE ASSISTANTS
Ms Julie Binstead
Ms Jean Gador-Whyte
Mrs Carolyn Sombekke

ACADEMIC BOARD
Christopher Monaghan CP, BTheol, LSS, PhD(Cand) (President)
Ross Fishburn BA(Hons), BD(Hons), TheoLM, DTheol (Academic Dean)
Janette Bredenoord DipEd, BTheol (Registrar)
Claire Renkin, BA, DipEd, AMus A, MA, PhD – Christian Thought and History Department Head
Peter Price MMin, PhD – Theology: Mission and Ministry Department Head
Michael Kelly CSsR, BTheol, STM, MEd, PhD – Postgraduate Coordinator
Gregory Brett CM, STL, MEd, PhD - Faculty Rep.
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, 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, TheoIM
John Hill CSsR, TheoIM, DTheol
Catherine McCahill SGS, BEd, GDipRE, BTheol, PhD
Christopher Monaghan CP, BTheol, LSS, PhD(Cand)
Mary Reaburn NDS, BA, BTheol, MTheol, DTheol

Faculty Associate Members
Mark O’Brien OP, BSc, STB, LSS, DTheol
Angelo O’Hagan OFM, LSS, DrTheol

Visiting Lecturer
van Thanh Nguyen SVD, BA, MA, MDiv, PhD

DEPARTMENT OF CHRISTIAN THOUGHT AND HISTORY
[Department Head to be confirmed]
Gregory Brett CM, STL, MEd, PhD
Peter Dikoš SVD, JCD, PhD
Bruce Duncan CSsR, BEc(Hons), PhD
Ross Fishburn BA(Hons), BD(Hons), TheoIM, DTheol
Lawrence Nemer SVD, LMiss, MA, PhD
Peter Price MMin, PhD
Claire Renkin BA, DipEd, AMusA, MA, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol

Faculty Associate Members
Richard Blandford BTheol, PhD
Anna Welch BA(Hons), PhD

Visiting Lecturers
Janette Gray RSM, BA, DipEd, BTheol, TheoIM, PhD
Paul Rout OFM, BA, DipEd, BPhilSt, PhD
DEPARTMENT OF THEOLOGY: MISSION AND MINISTRY
Peter Dikoš SVD, JCD, PhD
Bruce Duncan CSsR, BEc(Hons), PhD
Jacob Kavunkal SVD, MA, MPh, DMiss
Michael Kelly CSsR, BTheol, STM, MEd, PhD
Thomas Knowles SSS, BA, MA (Lit Studies)
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
Catherine McCahill SGS, BEd, GDipRE, BTheol, PhD
Cormac Nagle OFM, DCL
Lawrence Nemer SVD, LMiss, MA, PhD
Peter Price MMin, PhD (Department Head)
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Margaret Smith SGS, BA, MA(Lit Studies), DMin
Bernard Teo CSsR, STD

Faculty Associate Members
Peter Cantwell OFM, MA, PhD, MAPsS, MASH
Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL

Visiting Lecturers
Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)
Maryanne Confoy RSC, BA, MEd, PhD, MACE

SENIOR FELLOW
Angelo O'Hagan OFM, LSS, DrTheol

LECTOR EMERITUS
John Collins STL, BSS, PhD, DipEd
Brian Gleeson CP, MA, MMRSc, DTheol
Margaret Jenkins CSB, BA, BSc, DipEd, MA (RelSt), DTheol
Ennio Mantovani SVD, LMiss, DMiss
(John) Hilary Martin OP, MDiv, STLR, MLitt, PhD
Campion Murray OFM, STD
Mary Scarfe BA, DipSocStud
Norman Young BA(Hons), BD(Hons), PhD

SPECIAL OFFICES
Postgraduate Studies Michael Kelly CSsR, BTheol, STM, MEd, PhD
Chaplain To be confirmed

Finance and Business Development Committee:
Bernard Barnewall Paul Bird CSsR
Dean Bradbury SAC Bill Keenan
Catherine McCahill SGS Christopher Monaghan CP
Mark O'Brien Brian Rigney
Peter Whiting
ENROLMENTS

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

Undergraduate Students need to make an appointment to see the Academic Dean. Graduate and Postgraduate Students need to make an appointment to see the Postgraduate Coordinator.

Enrolment appointments for 2012 will be scheduled for the following dates:

In 2011  Monday 14 November – Friday 09 December
In 2012  Monday 23 January – Wednesday 15 February
 Monday 28 May – Friday 29 June

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

ALL continuing students are advised to enrol in November and new students are also encouraged to enrol at this time.

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)

ALL Students need to bring TWO current passport-size photographs for your student card and a file copy.

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

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

Students wishing to take units at other RTIs must enrol through the Academic Dean or Postgraduate Coordinator of YTU.

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

BTheol (and Diploma courses): $1098.00 per 15 point unit of study
Audit (course taken without assessment): $450.00 per 15 point unit of study
Graduate Courses $1,518.00 per 15 point unit of study
Postgraduate Courses $1570.00 per 15 point unit of study
Annual administration fee for overseas students $480.00
(The unit fee for overseas students will be the same as for domestic students.)

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

No refund of fees applies after the stated Census Dates for 2012: 16 March for first semester and 10 August for second semester.

Fees for undergraduate and audit courses are invoiced by YTU after enrolment and payable by census date. When a student applies for FEE-HELP at enrolment, the fees owing will be paid by the government through the MCD office.

Fees for Graduate and Postgraduate Courses are paid directly to the Melbourne College of Divinity which will issue an itemised invoice when the Enrolment is processed.

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

Student Representative Council
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 to the SRC funds to cover this cost.

Bursaries for Tuition
Fees for all MCD awards are set by the MCD, 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, an MCD Bursary Fund has been established. It has limited funds available, but further donations are being sought (these are tax deductible). The criteria to be used when allocating bursaries include sources of support available to students and each student’s progress thus far, as well as a student’s need for tuition fee support. Applications are treated in strict confidence.

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

Fee reductions can also be negotiated in cases of need or hardship. Application forms are available from the Registrar.
Students in any MCD 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 MCD office before the stated Census Dates (Semester One: 16th March 2012, Semester Two: 10th August 2012). Forms and FEE–HELP information are available from the YTU office. Your fees will be paid to the MCD office 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 $1098 will incur a tax liability of $1372.50 per unit). For **postgraduate courses** (GradCert, GradDips, Masters, Doctorates) only the amount borrowed is subject to repayment. Only take out a loan for complete units for which you are enrolled (e.g., request a loan for one, two or three units but not fractions).

b) You must have a Tax File Number to apply for a FEE–HELP loan.

c) Your loan is repaid through the tax system. When your income reaches $47,196 (in 2012 Australian dollars, indexed upward each June) you pay a proportion back with your tax. The higher your income, the higher the repayment proportion, starting at 4.0%. Voluntary early repayments over $500 receive a discount of 10%. Your FEE–HELP tax liability goes up by CPI on June 1st 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.
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 MCD office: your RTI 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 Going to Uni website at: www.goingtouni.gov.au
Call the FEE–HELP enquiry line on 1800 020 108.

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THE YARRA INSTITUTE FOR RELIGION AND SOCIAL POLICY

Hosted in the Study Centre at Yarra Theological Union, the Yarra Institute for Religion and Social Policy is an ecumenical research organisation within the Melbourne College of Divinity, and hence the national university system. Launched in April 2009 by the Hon Brian Howe, it was an initiative of the advocacy group, Social Policy Connections, to draw on the deep wells of scholarship within the churches as they bear on current social issues.

Its current research projects are listed on its website at www.yarrainstitute.org.au. The director is Dr Bruce Duncan CSsR, and its Board consists of Dr Stephen Ames (chair), Dr John Bottomley, Dr Jim D’Orsa, Dr Therese D’Orsa, Dr Rowan Ireland, Dr Peter Price, Dr Robyn Reynolds and Dr Paul Rule.

Contact: Email: director@yarrainstitute.org.au
Mail: PO Box 505, Box Hill VIC 3128
Phone 9899 4777
Within Yarra Theological Union there are four individual libraries for the use of faculty and enrolled students. They are the provincial libraries of some of the orders which constitute YTU.

**St Paschal Library (Franciscan OFM)**

This library holds a comprehensive Catholic theology collection supporting courses taught at the Yarra Theological Union as well as research degrees and study. Particular strengths are patristic and medieval scholarship, ancient languages, art and feminist theology. There is an extensive periodical collection and audio-visual and electronic resources. As the library for the Franciscan Province of the Holy Spirit it is particularly strong in material relating to the Franciscan Order of Friars Minor. The library now houses two other collections. In 1988 the Missionaries of the Divine Word (SVD) amalgamated its Missiology collection into St Paschal Library, and in 1995 the “YTU Collection" was integrated. As the combined purpose of the three bodies is towards the education of Catholic clergy and laity, the combination enriches the overall collection.

Ph: (03) 9896 4450  Facsimile: (03) 9898 0181
Web: www.vspc-franciscan.org.au  Email: Query.stpas@ytu.edu.au

**St Paschal Library Staff**

Library Manager  Thea Roche BA, GradDip Information Services
Reference Librarian  Miranda Fyfield BA, GradDip Librarianship, DipEd
Library Assistant  Leonie Parsons

**Carmelite Library (OCarm)**

214 Richardson St, Middle Park, 3206.
Tel: (03) 9682 8553.  Fax: (03) 9699 1944
Email: info@carmelitelibrary.org
Library strength: Spirituality

**Dorish Maru Library (SVD)**

Library strength: Mission Studies.

**Redemptorist Seminary Library (CSsR)**

Library strength: Systematic Theology and Social Justice.
(Social Justice Library situated in the Study Centre at YTU)

The Library Manager of two libraries – Dorish Maru and Redemptorist Libraries – is Siobhan Foster BA, BTheol, DipLib. Siobhan can be contacted on 0412 674 602.

For addresses and telephone numbers of the libraries, refer to page 11 of this Handbook under: YTU Member Colleges or via MCDcat:
All catalogues are available online at MCDcat. Books from all libraries may be made available from St Paschal Library by prior arrangement.
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 Academic 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 2012:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>24</td>
<td>Orientation Programme and BBQ</td>
</tr>
<tr>
<td>March</td>
<td>12-16</td>
<td>Hospitality Week</td>
</tr>
<tr>
<td>March</td>
<td>16</td>
<td>Inaugural Eucharistic Celebration and Supper</td>
</tr>
<tr>
<td>August</td>
<td>24</td>
<td>SRC Evening</td>
</tr>
<tr>
<td>November</td>
<td>09</td>
<td>End of Year Eucharist and Supper</td>
</tr>
</tbody>
</table>

The SRC also has responsibility for:

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.

CHAPLAINCY

The Chaplain's room is situated in the Study Centre. The times when the Chaplain is available are indicated on the door, on notice boards and in the SRC's Newsletter. The Chaplain is also available to YTU students for phone contact when necessary.
YOUR RIGHTS AS AN MCD STUDENT

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 MCD degree and diploma programs, a certain amount of information needs to be exchanged between the YTU office and the MCD, and on occasions other RTIs of the MCD.

You have the right to the highest standards of teaching and learning.
In order to protect the high academic standing of your MCD 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 have a grievance about an administrative procedure or academic issue, you have five working days (longer for some serious matters) to lodge a complaint with the Academic Dean of YTU, or with the MCD Registrar. You will not be disadvantaged by doing this, and in most cases can expect a resolution within ten working days.
**You have the right to be safe, and to feel safe**, in MCD 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, Catherine McCahill (03) 9890 3771: ext 3  
YTU President, Chris Monaghan (03) 9890 3771: ext 2  
or an External person, Merrill Kitchen (03) 9852 0118  
Email: mkitchen56@gmail.com  
The names of Student Peer Contact persons are available from the SRC, the President, the Academic Dean or the Administration Office.

Finally, once you have commenced a degree or diploma with the MCD, **you are assured that MCD educational and financial resources are in place to see you through to its completion**. If the highly unlikely situation arises that the MCD 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 MCD.

All Melbourne College of Divinity policies and procedures (including grievance issues) may be found at [www.mcd.edu.au/policies-procedures](http://www.mcd.edu.au/policies-procedures). These include:

- Grievance Policy
- Academic Grievance Policy  
- Academic Conduct Policy
- Administrative Grievance Policy  
- Harassment Policy
- Academic Conduct Policy

**INTERNATIONAL STUDENTS**


**DISABILITY**

YTU acknowledges some classrooms currently offer no provision for people with disabilities. Students with disabilities are asked to make their particular needs known to the YTU Academic Dean or Postgraduate Coordinator either at their initial interview or at enrolment, so that every effort can be made to accommodate these needs.
1. **STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE**
   International Students pursuing Undergraduate Studies at the MCD 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 Graduate and Postgraduate Studies at the MCD 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 MCD office, overseas student matters are the responsibility of the MCD Registrar, and are administered by the MCD Quality and Compliance Officer.

2. **INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY**
   AM1000: Introduction to Tertiary Studies in Theology will be offered in 2012. This unit is offered for one and a half hours per week in the first semester, and is strongly recommended for students who have not previously done tertiary study. 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 graduate and postgraduate students.

4. **ATTENDANCE AT LECTURES AND TUTORIALS**
   Attendance at lectures and tutorials is required. Attendance at the first lecture is particularly important. Students unable to attend a lecture must bring this to the attention of the lecturer, preferably before the lecture.

   Students who miss the equivalent of two weeks of class should make arrangements with the lecturer for supplementary work if they wish to satisfactorily complete the unit.

7. **ASSESSMENT**
   MCD Coursework Studies Committee advises the following regarding assessment:

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

   Second Level: written work requirement is 4,000-5,000 words.
Third Level: written work requirement is 5,000-6,000 words.

Graduate Level: written work requirement is 6,000 words, with at least two pieces of assessment.

Postgraduate Level: written work requirement is normally one 6000 word essay.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85% +</td>
</tr>
<tr>
<td>Distinction</td>
<td>75% – 84%</td>
</tr>
<tr>
<td>Credit</td>
<td>65% – 74%</td>
</tr>
<tr>
<td>Pass</td>
<td>50% – 64%</td>
</tr>
<tr>
<td>Fail</td>
<td>0% – 49%</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

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 four weeks before the last day of lectures 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 Sheet on pages 184-191. 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 essays and assignments must be submitted with an official cover-sheet – available outside the Academic Dean’s office.

No assignments will be accepted by the office fax or email.
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 of the RTI, students with this designation are required to complete the assigned requirements within 28 days of the conclusion of the examination period.

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

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

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

Students for whom English is a second language.
Students for whom English is a second language may take extra time for each written examination. In the first year of study, students are allowed fifty percent extra time. In subsequent years of study, students are allowed twenty five percent extra time. Such students may take a dictionary into the examination.
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.
As one of the Recognised Teaching Institutions of the Melbourne College of Divinity, YTU teaches the required units for a number of Undergraduate Awards:

- Diploma in Theology
- Advanced Diploma in Theology
- Bachelor of Ministry
- Bachelor of Theology
- Bachelor of Theology (Honours)
- Bachelor of Arts/Bachelor of Theology (Double Degree)

For information on Graduate and Postgraduate Awards see pages 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 (1910-2005). The detailed regulations of each award may be found on the MCD website: www.mcd.edu.au.

ENTRANCE REQUIREMENTS
The entrance requirements are the same for all undergraduate awards, namely:

1. Normal Entry: Qualifications enabling admission to a University in Victoria or equivalent qualification. Satisfactory completion of a Year 12 programme of study at a secondary school normally fulfils this requirement.

2. Probationary Entry Scheme: The MCD has adopted a scheme of probationary entry, without normal entry requirements, for mature age students who are 21 years of age or over at the beginning of the calendar year in which they enter the scheme, or on 1st July if they begin in 2nd semester.

FIELDS OF STUDY
There are four fields of study for the awards:

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

(For disciplines within Fields see pp. 36, 41, 52, 69)

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 MCD 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.

It is possible to undertake a specialised Diploma by completing 60 points of study in the chosen specialisation in addition to the core requirements detailed above. The specialisations currently approved are:

- Counselling
- Chaplaincy
- Pastoral Ministry
- Philosophy
- Social Justice
- Youth Ministry.

YTU is able to support specialisations in Pastoral Ministry and Social Justice (see list of units in each specialisation below). Students who complete such specialised diplomas courses would be given a Diploma in Pastoral Ministry or a Diploma in Social Justice

ADVANCED DIPLOMA IN THEOLOGY (AdvDipTheol)

In accord with the requirements outlined in MCD 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:

- BN1020 Gospel of Mark and Exegetical Method
- BA1020 Old Testament: Survey and Method
- CH1036 A Survey of Early Modern and Modern Church History (1450 – present)
- CS1272 Faith, Revelation and Theology.

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

YTU offers two specialisations for this award: Advanced Diploma in Pastoral Ministry and Advanced Diploma in Social Justice. The Advanced Diploma in Philosophy may be undertaken at Catholic Theological College. To complete one of these specialised Advanced Diplomas, 120 points of study (8 units) in the specialisation must be completed. A list of units for each of these specialisations can be found below. A further 30 points (2 units) in any discipline (subject to unit prerequisites) are required to complete the course.
The aim of the Advanced Diploma in Pastoral Ministry is to provide a structured programme for those seeking to develop skills in parish ministry, liturgical celebration, spirituality, interreligious dialogue or religious education. It will also help others who propose to take up a specialised vocation requiring a theological background and supervised practical work.

The programme of dedicated pastoral studies may be constructed in consultation with the Academic Dean from units in the discipline of Pastoral Theology and Ministry Studies, or other appropriate units approved by the Academic Dean.

**Supervised Field Work**
In the second year, students are encouraged to take a CPE unit (DT2610 *Clinical Pastoral Education*); or SPE (Supervised Pastoral Education) unit e.g. DT2615 *Spiritual Leaders*; or approved equivalent: two (2) units credit.
Students may choose to specialise in particular ministries. Entrance is subject to acceptance by the directors of the various programmes.

Where a student wishes to take the Advanced Diploma in Pastoral Ministry as a combined course of studies or pursue the Advanced Diploma as a subsequent course of study to the Degree of Bachelor of Theology, the number of semester units common to both awards shall be no more than eight (8) with no restriction on fields.

If a student takes out the award of Advanced Diploma in Pastoral Ministry and then chooses to advance to a Bachelor of Theology degree, a further sixteen (16) units of study will be required to complete the degree.

### SOCIAL JUSTICE SPECIALISATION

**Recommended Units:**
CH2/3280 Catholic Social Thought in Australia and Overseas
DT1300 Introduction to Moral Theology
DT2/3310 Justice and Human Rights

Where a student wishes to take the Advanced Diploma in Social Justice Studies as a combined course of studies or pursue the Advanced Diploma as a subsequent course of study to the Degree of Bachelor of Theology, the number of semester units common to both awards shall be no more than eight (8), with no restriction on fields.

If a student takes out the award of Advanced Diploma in Social Justice Studies and then chooses to advance to a Bachelor of Theology degree, a further sixteen (16) units of study will be required to complete the degree.
This degree must be completed in not less than three years and not more than nine years.

Every course of study for the pass degree is to consist of at least 360 credit points (24 standard units, or equivalent non-standard units), including:

- 90 points in one discipline in Field D, including at least 30 points at third level and no more than 30 points at first level (major); not including supervised ministry praxis units.
- 60 points in Biblical Studies including at least 30 points at second level or higher (submajor), and including minor sequences in each of Old Testament and New Testament.
- 60 points of ministry praxis units, eg. Clinical Pastoral Education, Supervised Theological Field Education or other supervised practica (submajor).
- 60 points in Systematic Theology including at least 30 points at second level or higher (submajor).
- 30 points in Church History (minor).
- 60 points of electives from Fields A, B, C or D.
- At least 60 points of the degree must be taken at third level.

A sequence means consecutive units in the same discipline, as follows:

- A major sequence comprises 90 points, including at least 30 points at Level 3;
- A sub-major sequence comprises 60 points, including at least 30 points at Level 2;
- A minor sequence comprises 30 points of study in the same discipline.

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 MCD, 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 Coursework Studies Committee of the MCD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.
BACHELOR OF THEOLOGY (PASS DEGREE): BTheol

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.

REGULATIONS
This degree was reviewed and a new regulation (No. 4 of MCD Regulations) was approved in 2008. 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.

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

Every course of study for the pass degree is to consist of at least 360 credit points (24 standard units, or equivalent non-standard units), including:

1. Three sub-major sequences:
   - Biblical Studies (including minor sequences in each Testament)
   - Systematic Theology, and
   - Theology: Mission and Ministry (Field D)
   - or One discipline in Humanities (Field A) *
   * At least 60 points must be included from Theology: Mission and Ministry (Field D)

2. Two of these must articulate to major sequences

3. Two minor sequences in
   - Church History and
   - Any one discipline

4. 60 points from one or more of the disciplines of the award.

A sequence means consecutive units in the same discipline, as follows:
   A major sequence comprises 90 points, including at least 30 points at Level 3;
   A sub-major sequence comprises 60 points, including at least 30 points at Level 2;
   A minor sequence comprises 30 points of study in the same discipline.
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 MCD, 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 Coursework Studies Committee of the MCD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.

BACHELOR OF THEOLOGY (HONOURS DEGREE):
BTheol(Hons)

Normally, the requirement for entry to the Bachelor of Theology (Honours) is a Bachelor of Theology (Pass) or equivalent, with a Distinction average in the discipline chosen for Honours.

In addition to the requirements of the Pass degree, each candidate must successfully complete:

- Four units at level 3, in the approved Honours discipline(s).
- An Honours thesis of 12,000 words related to the approved discipline(s).
- Any additional units specified by the Board.

ENROLMENT PROCEDURE
Interested students should consult the Academic Dean of YTU and obtain an enrolment form for submission to MCD. A suitable supervisor must be approved by the Board.
This double degree (No. 30 of MCD Regulations) may be undertaken through a joint agreement between the Melbourne College of Divinity and Monash University. The arrangement envisages 4 years full-time study to complete the double degree. The BTheol component of the double degree requires that a student accumulate 16 units in place of the normal 24 units, and fulfils the basic structural requirements of the degree as these are outlined in the regulations. Regulations for the BA component of the double degree may be obtained from the Academic Dean of YTU or Monash University.

**ENROLMENT PROCEDURE**
Applications for the double degree with Monash University are to be sent to Monash under the Direct Entry category, and also to the Academic Dean of YTU no later than the 31st December.

**BACHELOR OF THEOLOGY and BACHELOR OF ARTS (Honours Degree)**
Students who complete a MCD BTheol may apply to do a BA (Hons) at Monash University. The Honours Degree will normally be awarded after one year of successfully completed full-time studies.
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:

**BN1020  Gospel of Mark and Exegetical Method**

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.

**CS2142  Who is this Christ?**

In Field C, and under the discipline of Systematic Theology (C+S = CS), this is a Level Two unit.

**CH4600  Creating Communal Identity: Early Franciscan Liturgy, Art & Popular Texts**

In Field C, and under Church History (C+H=CH), this is a Level Four unit.

**DT2341/3341  Human Sexuality and Marriage**

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

On pages 192-199 the units offered at YTU in 2012 are listed under their respective disciplines.

Minimum Number: Where “(Min. No. 6)” accompanies a unit description this means that the unit will be offered if the minimum number of students is enrolled.
# FIELD A – HUMANITIES
## UNDERGRADUATE

### NON-CREDIT UNITS

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<tr>
<th>Code</th>
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<tr>
<td>AM1000</td>
<td>Introduction to Tertiary Studies in Theology</td>
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<tr>
<td>AG0300</td>
<td>Readings in Homeric Greek</td>
</tr>
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### LANGUAGES

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<tbody>
<tr>
<td>AG1020</td>
<td>Greek A</td>
</tr>
<tr>
<td>AG1030</td>
<td>Greek B</td>
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</table>

### SOCIAL SCIENCES

<table>
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<tr>
<th>Code</th>
<th>Course</th>
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</table>
| AS2280/3280** | Catholic Social Thought in Aust. & O/S  
(=CH2/3280 & DT2/3380) |
| AS3350** | Christianity, Economics & Social Transformation  
(=DT3350) |

**see cross listing for detailed description
AM1000  INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

Non-Credit Unit
1st semester Monday afternoon

(There is no fee payable for this unit)

PRESCRIPTION
This unit is recommended for students who have not previously done tertiary study in Australia.

CONTENT
This unit will focus on oversight of degree paths, study methods, exercises in note-taking, reading skills, methodology for essay writing, analysis of articles, annotated bibliographies, and skills associated with the use of libraries.

METHOD
A ninety minute class for nine weeks

BIBLIOGRAPHY

Coordinator: MICHAEL KELLY CSsR
CONTENT
Texts will be selected from both the Iliad and the Odyssey in order to expand students’ basic grasp of the Greek language, to allow appreciation of Homer’s skill and beauty, and to prepare the students for reading and research in certain late Jewish and early Christian writings, and in Neo-Platonist theology.

PREREQUISITES
One year’s Greek

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a knowledge of the morphology and the syntax of the Homeric texts studied
2. demonstrate proficiency in translating the texts read
3. demonstrate an ability to translate other Homeric texts with the help of lexicons and published translations
4. demonstrate a capacity to evaluate commentaries as well as academic monographs and articles and so to exercise well-balanced exegetical judgement
5. apply broad command of Homeric writings to academic research in later literature.

BIBLIOGRAPHY
Lecture notes covering the readings studied will be provided.
The Chicago Homer http://www.library.northwestern.edu/homer

Lecturer: ANGELO O’HAGAN OFM

- 38 -
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 the Greek New Testament selected passages, 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 tests (40%); One three-hour exam at the end of semester (60%)

BIBLIOGRAPHY
Lecture notes covering the required grammar will be provided.

Lecturer: ANGELO O’HAGAN OFM
CONTENT
This unit continues the introduction to biblical Greek begun in AG1020. 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
AG1020

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate from the Greek New Testament further selected passages
2. demonstrate familiarity with more 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 tests (40%); One three-hour exam at the end of semester (60%)

BIBLIOGRAPHY
Lecture notes covering the required grammar will be provided.

Lecturer: ANGELO O’HAGAN OFM
### Old Testament

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>BA1020</td>
<td>OT1: Survey and Method</td>
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<tr>
<td>BA2020/3020</td>
<td>Pentateuch</td>
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<tr>
<td>BA2044/3044</td>
<td>Book of Isaiah</td>
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<tr>
<td>BA2064/3064</td>
<td>Wisdom Literature</td>
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<tr>
<td>BA3047</td>
<td>Prophecy, Apocalyptic and the Future</td>
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<tr>
<td>BA3009</td>
<td>Supervised Reading Unit – Old Testament</td>
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### New Testament

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<tr>
<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>BN1020</td>
<td>NT1: Gospel of Mark and Exegetical Method</td>
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<tr>
<td>BN2020/3020</td>
<td>The Corinthian Correspondence</td>
</tr>
<tr>
<td>BN2050/3050</td>
<td>Matthew</td>
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<tr>
<td>BN2060/3060</td>
<td>The Gospel of John</td>
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<tr>
<td>BN3009</td>
<td>Supervised Reading Unit – New Testament</td>
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</tbody>
</table>

### Biblical Studies

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<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>BS3475</td>
<td>Strangers, Migrants and Refugees in the Bible (=DT3475)</td>
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</table>
CONTENT
This unit will undertake a study of the history and geography of biblical Israel. It will involve a survey of the literature of the Old Testament. It also includes an introduction to the 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 a familiarity with the geography of the biblical land and its surrounds
2. articulate a knowledge of the history of Israel, 1000 - 63 BCE
3. prepare a basic exegesis of a text of the Old Testament
4. demonstrate familiarity with the structure of the Old Testament and recognize the main types of biblical literature found there
5. examine a text diachronically
6. describe the ongoing significance of the text for the Christian community.

ASSESSMENT
1500 word exegetical paper (35%); 1500 word essay (35%); one hour written exam (30%)

BIBLIOGRAPHY

Students wishing to do some preliminary reading are encouraged to read:

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

PREREQUISITES
Successful completion of BA1020 and BN1020

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate broad familiarity with the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. identify distinctive theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make appropriate use of secondary sources, e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a topic in the Pentateuch.

ASSESSMENT
Level 2: 1500 word paper (35%); 3000 word essay (65%)
Level 3: 2000 word paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY

Lecturer: MARK O'BRIEN OP
CONTENT
The unit will consist of an introduction to the major issues associated with the contemporary study of the Book of Isaiah, and an exegesis of selected texts.

PREREQUISITES
Level 2: BA1020 and BN1020 or equivalent
Level 3: One unit of Old Testament at second level

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the common literary forms found in prophetic literature and in particular the Book of Isaiah
2. show an ability to use scholarly commentaries and other such resources to exegete a given prophetic text
3. demonstrate their familiarity with the central debates about the composition and interpretation of the Book of Isaiah
4. critically discuss the theological significance of the texts studied in the unit and their relationship to the Book of Isaiah.

ASSESSMENT
Level 2: 1000 word exegetical paper (20%); 1000 word exegetical paper (20%); 2500 word essay (60%)
Level 3: 1500 word exegetical paper (30%); 4000 word essay (70%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  MARK O’BRIEN OP
CONTENT
This unit will undertake a study of Wisdom Literature. Specific texts will be studied from historical critical and literary perspectives. Study of two books from Wisdom Literature – Proverbs, Ecclesiastes (Qoholeth), Daniel, and Job – will be undertaken.

PREREQUISITES
Level 2: BA1020 and BN1020 or the equivalent
Level 3: At least one unit of Old Testament at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a knowledge of the structure and composition of the chosen books
2. identify and explain the significance of literary forms
3. identify distinctive theological themes that emerge
4. assess 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 essay (65%)
Level 3: 1500 word exegetical paper (30%); 4000 word essay (70%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: MARY REABURN NDS
BA3047 PROPHECY, APOCALYPTIC AND THE FUTURE

2nd semester weekends 4/5 Aug, 8/9 Sept, 13/14 Oct (Min. No. 6)

CONTENT
The unit is a study of post-exilic prophetic and apocalyptic literature, and its representation of the future. It will examine how apocalyptic literature emerged from the matrix of Second Temple prophecy. The unit will begin by examining texts from Isaiah 56-66, noting the sense of disillusionment about the situation of the community in Yehud in the Persian period. It will then look at texts with a similar theme from Zechariah 1-8, and discuss their “proto-apocalyptic” character. Finally the unit will look at more fully developed apocalyptic texts such as those found in the book of Daniel. The unit will also examine and critique the approaches of scholars such as Plöger, Hanson, Carroll and Cook in regard to the relationship between prophetic and apocalyptic literature.

PREREQUISITES
One unit at level two in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. write an exegetical paper and essay to demonstrate their grasp of contemporary critical methods of interpretation
2. show an ability to use scholarly commentaries and other such resources to exegete texts relevant to the content of the course
3. demonstrate an understanding of the history of the Second Temple period
4. relate biblical texts to contemporary issues in a critically grounded and responsible manner.

ASSESSMENT
1500 word exegetical essay (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Lecturer: JOHN HILL CSsR
BN1020  NEW TESTAMENT 1: GOSPEL OF MARK AND EXEGETICAL METHOD

1st semester Tuesday evening  (Min. No. 6)

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, with some reference to the other Synoptic Gospels.

NO PREREQUISITES

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

1. demonstrate their knowledge of the contents and structure of the New Testament, and their ability to recognise the types of literature and literary forms found in the New Testament
2. demonstrate familiarity with the geographic and historical background to the New Testament texts and the social and political world in which they emerged
3. demonstrate their knowledge of 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 an understanding of the relationship between the Gospel of Mark and the OT and recognise implicit and explicit intertextual references
5. demonstrate ongoing familiarity with the materials that assist NT interpretation, particularly by writing exegetical papers and an exegetical essay.

ASSESSMENT
Two short exegetical exercises (600 words each) (20%); 1800 word essay (50%); written examination: one hour (30%)

BIBLIOGRAPHY
NRSV Bible with the Apocryphal/Deuterocanonical Books

Lecturer:  GLENDRA BOURKE SGS
CONTENT
This unit will study the foundation of the Corinthian Community by Paul, 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.

PREREQUISITES
Level 2: BA1020 and BN1020 or the equivalent
Level 3: BA1020, BN1020 plus two units in Field B at second level

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an ability to 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. show critical awareness of the social, political and religious context of the Corinthian community
4. demonstrate the ability to investigate, analyse, interpret and evaluate relevant secondary literature.

ASSESSMENT
Level 2: 2000 word exegetical paper (40%); 3000 word essay (60%)
Level 3: Two 3000 word essays

BIBLIOGRAPHY

Lecturer: CHRISTOPHER MONAGHAN CP
CONTENT
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 two units in Biblical Studies at second level

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. demonstrate an awareness of the context in which this theology arose
3. demonstrate an understanding of the distinctive theology of Matthew
4. engage in the exegesis of various texts making use of appropriate methodologies
5. evaluate the significance of the material that is unique to Matthew.

ASSESSMENT
Level 2: 2000 word essay (40%); 3000 word essay (60%)
Level 3: Two 3000 word essays

BIBLIOGRAPHY

Lecturer: CHRISTOPHER MONAGHAN CP
CONTENT
This unit will enable the student to gain an understanding of the world and ideas of the Fourth Gospel. The background, literary style and theology of the Gospel will be explored by means of an exegetical and thematic study of selected texts.

PREREQUISITES
Level 2: BA1020 and BN1020 or equivalent
Level 3: BA1020 and BN1020 plus two units of Biblical Studies at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate that they understand and appreciate the unique nature of the Gospel and some of the ways in which it is different from the Synoptic Gospels
2. demonstrate familiarity with the structure, themes, literary forms and terminology of the Gospel
3. critically assess intertextual links between the Gospel and The First Testament
4. demonstrate their ability to gather information from the primary and secondary sources relevant to this subject and effectively to communicate it in both oral and written form
5. write an exegetical paper and an exegetical essay demonstrating appropriate skills of biblical interpretation.

ASSESSMENT
Level 2: 1500 word exegetical presentation (30%); 3000 word essay (70%)
Level 3: 2000 word exegetical presentation (30%); 3500 word essay (70%)

BIBLIOGRAPHY

Lecturer: GLENDA BOURKE SGS
BS3475 STRANGERS, MIGRANTS AND REFUGEES IN THE BIBLE

1st semester weekends Sat & Sun 25/26 Feb; 3/4 March & 17/18 March

Crosslisted as DT3475 (Min. No. 6)

CONTENT
This unit is a literary, historical, and theological examination of various strangers, migrants and refugees in the Bible in order to help students to address effective pastoral responses to the issue of migration in our world today. Theological, missiological and cross-cultural issues, implications and applications are addressed.

PREREQUISITES
One unit at level two in Old or New Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate knowledge of the history and theology of the social phenomenon of migration in the Bible
2. analyse and interpret biblical texts by means of literary and historical approaches
3. relate critical exegesis of various biblical passages with selected theology, spirituality, and pastoral concerns dealing with migration issues today.

ASSESSMENT
Oral Presentations with a 2000 word written report (35%); 3500 word research paper (65%)

BIBLIOGRAPHY


Lecturer: VAN THANH NGUYEN SVD
# FIELD C – CHRISTIAN THOUGHT AND HISTORY
## UNDERGRADUATE

## CHURCH HISTORY

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<td>Early/Medieval Church History (100-1450)</td>
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<tr>
<td>CH1036</td>
<td>Early Modern &amp; Modern Church History (1450-Present)</td>
<td></td>
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<tr>
<td>CH2058/3058</td>
<td>Medieval Popular Religion in the West</td>
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<tr>
<td>CH2280/3280</td>
<td>Catholic Social Thought in Aust. &amp; O/S (=AS2/3280 &amp; DT2/3380)</td>
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<tr>
<td>CH2291/3291</td>
<td>The Shaping of the Australian Catholic Church</td>
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<td>CH2418/3418</td>
<td>Growth of the Church in Asia &amp; the South Pacific (=DT2/3418)</td>
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<td>CH2910/3910</td>
<td>Introduction to Early Christian Art &amp; Architecture</td>
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<td>CH3600</td>
<td>Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts (=DT3600)</td>
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<td>CH3009</td>
<td>Supervised Reading Unit – Church History</td>
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## SYSTEMATIC THEOLOGY

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<tr>
<td>CS1272</td>
<td>Faith, Revelation and Theology</td>
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<tr>
<td>CS1420**</td>
<td>Introduction to Theology of Mission (=DT1420)</td>
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<td>CS2142/3142</td>
<td>Who is this Christ?</td>
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<td>CS2153/3153</td>
<td>Sacraments of Initiation: Baptism, Confirmation, Eucharist</td>
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<td>CS2158/3158</td>
<td>Signs &amp; Gifts of God: Sacraments (=DT2/3558)</td>
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<td>CS2230/3230</td>
<td>Church: Sign &amp; Sacrament of God’s Kingdom</td>
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<td>CS2341/3341**</td>
<td>Human Sexuality and Marriage (=DT2/3341)</td>
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<td>CS2427/3427**</td>
<td>Theology in Asia: A Model of Development in Theology (=DT2/3427)</td>
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<td>CS3025</td>
<td>Trinity of Love</td>
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<td>CS3035</td>
<td>Grace in our Time: God’s Gift &amp; Human Good</td>
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<td>CS3270</td>
<td>Method in Theology According to B Lonergan</td>
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<tr>
<td>CS3009</td>
<td>Supervised Reading Unit – Systematic Theology</td>
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**See cross listing for detailed unit description**
CONTENT
This unit will study the significant experiences and personalities that shaped the early and medieval Church from the first to the fifteenth century. It will also look at the institutional development of the Church and reflect on its encounter with the changing cultures of this period.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. characterise major periods of church history 100 to 1450 and explain the importance of knowing the characteristics of each period
2. demonstrate skills in research and written communication
3. critically analyse primary sources
4. define differences among regulative terms like “orthodoxy,” “heresy,” “schism,” “dogma,” and “magisterium”
5. demonstrate the ability to research a particular topic using a historical method
6. organise research into a clearly formulated essay.

ASSESSMENT
Two document studies of 500 words each (10% each); 1000 word short biography of a significant person (20%); 2000 word research essay (60%)

BIBLIOGRAPHY

Lecturer: PETER PRICE
CH1036  A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY  
(1450 – PRESENT)  

2nd semester Monday morning  

(Min. No. 6)  

CONTENT  
This unit examines key events, leaders, and issues in the Western churches (and to a lesser extent the Eastern churches) since the mid-fifteenth century. Discussion of institutional and social developments in the Church community will alternate with analysis of breakthroughs in Christian thought. Recent interpretations will serve to highlight pivotal topics and to demonstrate fundamental historical methods, for example, how to research the sources, how to analyse them, and how to interpret them.  

NO PREREQUISITES  

LEARNING OUTCOMES  
Upon successful completion of this unit, it is expected that students will be able to:  
1. debate the relevance to church history of problematic concepts like “forerunners of the Reformation,” “Catholic Reformation,” and “Radical Reformation”  
2. characterise Early Modern, Modern, and Postmodern eras of church history and identify their salient innovations  
3. demonstrate skills in research and written communication  
4. trace the emergence of the concept of “spirituality” and differentiate it from related terms like “mysticism,” and “contemplation”  
5. recount how methods of ministry developed since 1500 and cite European precedents for contemporary Australian forms  
6. evaluate the effectiveness of techniques of overseas missions in diverse regions and state differences between Roman Catholic and Protestant approaches to missions.  

ASSESSMENT  
Two document studies of 500 words each (10% each); 1000 word short biography of a significant person (20%); 2000 word research essay (60%)  

BIBLIOGRAPHY  
 *= set texts recommended for purchase  

Lecturer:  
PETER PRICE
CONTENT
This unit will focus on non-liturgical devotional activity and practices in medieval
Western Europe (1200-1500), particularly in Italy, France and England, and will provoke
questions about definitions of ‘popular’ and ‘official’ devotional activity in this period.
Themes explored include: the cult of the saints; pilgrimage, relics and shrines;
communal performances of mystery plays; mystical texts; ‘unofficial’ textual saints'
Lives; and visual depictions of saints’ Lives. The relationship between the institutional
Church and these ‘popular’ devotional sites and practices will be analysed, including an
exploration of the how and why certain popular practices and groups came to be known
as heretical.

PREREQUISITES
Level 2: at least one unit of Church History
Level 3: at least one unit of Church History at level 2

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. evaluate the development and context of the studied popular devotional
   practices within Western Christian religious practice, up to 1500
2. articulate a sense of the relationship between textual and visual evidence,
   and demonstrate skills with the methodologies required to work with each
   type of evidence
3. evince a nuanced understanding of the concept of ‘popular’ religion and its
   relationship to official religious discourse in the period
4. demonstrate awareness of the historiography of the field
5. exhibit the ability to construct, present and defend a critical and analytical
   argument.

ASSESSMENT
Level 2: 500 word book report and tutorial presentation of 5 minutes (10%); 1000 word
textual analysis (40%); 2500 word research essay (50%)
Level 3: 500 word book report and tutorial presentation of 5 minutes (10%); 1000 word
textual analysis (35%); 3500 word research essay (55%)

BIBLIOGRAPHY
Belting, Hans. The Image and its Public in the Middle Ages: Form and Function of Early
Paintings of the Passion. Trans. Mark Bartusis and Raymond Meyer. New
Carruthers, Mary. The Book of Memory: A Study of Memory in Medieval Culture.
Cook, William, and Ronald Herzman. The Medieval World View: An Introduction. 2nd
2009.
Vauche, André. The Spirituality of the Medieval West: From the Eighth to the Twelfth
Century. Trans. Colette Friedlander. Kalamazoo, MI: Cistercian Publications,
1993.
Viladesau, Richard. The Beauty of the Cross: The Passion of Christ in Theology and
the Arts From the Catacombs to the Eve of the Renaissance. Oxford: Oxford

Lecturer: ANNA WELCH
CH2280/3280  CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

1st semester Monday evening  Crosslisted as AS2/3280 & DT2/3380  (Min. No. 6)

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 down to John Paul II and Benedict XVI.

PREREQUISITES
Level 2: One unit at Level one in Church History
Level 3: One unit at Level two in Church History or Systematic Theology, or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. show an increased 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. show understanding of the debates about Catholic social movements, and an ability to analyse and critique various views
4. demonstrate in written form a satisfactory critical appropriation of some aspect of the subject
5. display increased understanding of the cultural origins and development of social justice traditions in the Church.

ASSESSMENT
Level 2: 2000 word essay (40%); 2500 word essay (60%)
Level 3: 2500 word essay (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
CH2291/3291  THE SHAPING OF THE AUSTRALIAN CATHOLIC CHURCH

2nd semester Tuesday morning  (Min. No. 6)

CONTENT
This unit will explore some of the main factors that shaped the development of the Australian Catholic Church from the colonial period to the modern era. It will survey the shaping of the Catholic Church in Australia and attention will be given to the changing role of the Church in Australian society. It will examine the convict years and the Anglican Church in early Australia, the influence of the Irish clergy, Archbishop John Bede Polding’s Benedictine Dream, improvisatory musical practices in the early Australian Church, the role of Religious Orders in the shaping of Catholic education, the attempts made by the Catholic Church to reach out to the Aboriginal people, the later years of Catholicism which will include the ministries of Cardinal Moran and Archbishop Mannix, and the changing roles of Australian Catholic priests, religious and laity following Vatican II. Included in this unit, will be an opportunity to experience some field work.

PREREQUISITES
Level 2: One unit in level one Church History
Level 3: At least one unit in level two Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. analyse both primary and secondary sources in a critical fashion
2. appraise the successes and failures of the Church’s mission to Aborigines
3. describe and discuss significant changes that occurred in the development of the Australian Catholic Church
4. critique the various influences on the development of this Church, including Irish Catholicism, methods of ministry, and issues associated with Catholic schooling
5. demonstrate appropriate use of historical methodology in presenting a written biography and research essay.

ASSESSMENT
Level 2: 2000 word biography (50%); 2000 word research essay (50%)
Level 3: 2500 word biography (50%); 2500 word research essay (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: PETER PRICE
CONTENT
This unit covers the major trends in Roman Catholic Church development in Asia and the South Pacific between the end of the Napoleonic Era in Europe (1815) and recent times (c.1980). A brief consideration of European Church History for this period as it impacted on the missionary movement into Asia and the South Pacific is offered. It principally examines the Church's development in Asia and the South Pacific as "missions" became "local Churches". Where possible, indications of the development of the Protestant and Orthodox Churches are also given.

PREREQUISITES
One unit in Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify significant developments in European Church History which impacted on the development of the local Churches in Asia and the South Pacific
2. demonstrate skills in researching the development of a local Church in the Asia/South Pacific area through the use of electronic databases, journals and other scholarly literature in the field of mission and church history
3. locate the development of the Church in a particular area in the context of what generally was happening in Asia and the South Pacific at that time
4. present orally and in writing a clear and comprehensive knowledge about one particular local church in Asia/South Pacific
5. order the findings about a particular church in a discursive style and not just give a chronology.

ASSESSMENT
Level 2: 2000 word class presentation (40%); 2500 word essay (60%)
Level 3: 2500 word class presentation (40%); 3000 word essay (60%)

BIBLIOGRAPHY

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

PREREQUISITES
Level 2: At least one unit in Church History
Level 3: One unit in Church History at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify the central iconographic themes of Early Christian and Byzantine art
2. demonstrate ability to use vocabulary of visual analysis and historical inquiry in written communication at a more advanced level
3. demonstrate a sophisticated understanding of the various lenses (historical, ideological, spiritual) through which the interpreter views visual images
4. critically analyse a variety of methodological perspectives of art historical scholarship.

ASSESSMENT
Level 2: 1500 word short paper on an approved topic (20%); one hour slide exam (30%); 2500 word research essay (50%)
Level 3: 1500 word short paper on an approved topic (20%); one hour slide exam (30%); 3500 word research essay (50%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: CLAIRE RENKIN
CONTENT
This unit will explore the Franciscan Order’s struggle to define its identity after the death of Francis of Assisi (d. 1226), and the expression of this contested identity in art, liturgy and popular literature of the thirteenth and fourteenth centuries. Texts studied include the official vitae by Thomas of Celano (1229 and 1247) and Bonaventure (1263), liturgical texts such as Celano’s Legend for Use in the Choir (ca. 1266), popular retellings of Francis’s life such as I Fiogetti di San Francesco (early 1400s) and versified French vitae, and major Franciscan visual cycles such as those in the Upper Church of San Francesco (c. 1295, Assisi) and in the Bardi Chapel of Santa Croce (c. 1305, Florence). The function of the founder in the Franciscan context will be contrasted with the experience of the other major mendicant orders, the Dominicans and the Carmelites. Such a comparison will focus on identifying the particular ideological and liturgical challenges faced by the early Franciscan Order, and the multifaceted nature and expression of Franciscan identity and spirituality in this period.

PREREQUISITES
At least one unit in Church History at level 2, OR two units in Church History plus one unit Systematic Theology at level 2

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. contextualise the development and expression of Franciscan identity within the broader developments of the medieval Church, and within the early history of the Order itself
2. show an understanding of the politics of identity within the early Franciscan Order and of the importance of the founder figure in this context, with contextual reference to contemporary Dominican and Carmelite experience
3. demonstrate basic skills in analysing primary texts (both visual and written), and in conceptualising the relationship between official and unofficial texts regarding Francis of Assisi
4. exhibit some familiarity with the historiography of Franciscan identity in this period, and its relationship to medieval readings of the primary source material
5. identify integral elements of Franciscan spirituality.

ASSESSMENT
1300 word literature review (20%); Class presentation on a text or image (with a 1500 word report) (35%); 2200 word research essay (45%)

BIBLIOGRAPHY


Lecturer: ANNA WELCH
CONTENT

The unit considers faith simultaneously as a graced and universal human phenomenon. A distinction is made between faith and the beliefs which inform it and give it a specific focus. The role of the Judaeo-Christian scriptures in 'informing' faith is also addressed. Next, revelation is presented as simultaneously theocentric and a universal human phenomenon with a variety of historical manifestations. The theocentric focus of revelation provides the broader context in which Christian revelation is situated, especially as it has been manifested through the Scriptures. Finally, with faith and revelation as the originating experiences out of which theology emerges, the unit concludes with a consideration of the nature and methods of contemporary theologies.

PREREQUISITES
None (but highly recommended that students have taken AM1000 and one unit in biblical studies)

LEARNING OUTCOMES

Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the universal and particular nature of faith
2. demonstrate a familiarity with the central elements of the Christian faith
3. demonstrate a basic understanding of a theology of revelation—how revelation occurs universally and in a specific historical mediation
4. articulate how Christian theology has developed from the Patristic period to the present
5. outline the functions of theology, its strength and limitations
6. identify the method and sources, both written and non-written, for doing theology.

ASSESSMENT

Weekly summary (the essential point) of the readings (one paragraph) (25%);
1000 word theological reflection paper (25%); 2000 word essay (50%)

BIBLIOGRAPHY


Lecturer: GREG BRETT CM
CONTENT
This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ, the foundation of Christianity. It highlights his vocation to live, love, work, suffer and die for the coming of the reign (Kingdom) of God. It starts with a survey of impressions of him. It goes on to distinguish between the Jesus of history and the Christ of faith. This leads to an inquiry into the scope, achievements and limits of the quest for the historical Jesus. In turn this opens into a consideration of the following themes: the world of Jesus; the reign of God in his mission, message and actions; his sufferings, crucifixion and death; his resurrection and its impact on the Jesus movement; New Testament interpretations; his identity in history and tradition; some special questions, including his role as liberator and saviour, and his continuing relevance for individuals, the Church, and the world.

PREREQUISITES
Level 2: CS1272 and BN1020, or equivalent
Level 3: As above plus one unit of Systematic Theology at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. express the relationship between the Jesus of history and the Christ of faith
2. demonstrate an understanding of the issues involved in the quest for the historical Jesus
3. articulate and explain the significance of the Reign of God as the core of his public life and ministry
4. explain the Christian teaching that his death and resurrection is the culmination of his life and mission
5. articulate an understanding of his continuing presence and activity in the Church.

ASSESSMENT
Level 2: 2500 word take-home exam (60%); 2000 word essay (40%)
Level 3: 2000 word book review (40%); 3000 word essay (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: GREG BRETT CM
CS2153/3153 SACRAMENTS OF INITIATION: BAPTISM, CONFIRMATION, EUCHARIST

2nd semester Monday evening Crosslisted as DT2/3753 (Min. No. 6)

CONTENT
“Christians are made, not born” (Tertullian). This unit explores with ecumenical sensitivity the origin, history, meaning and value, of the processes involved in persons becoming Christians. The starting point is a panorama of the contemporary Church and world as the social context for Christian initiation today. The unit includes an investigation of the relevant theological principles for effectively celebrating the prescribed rituals of Christian initiation, whether for adults, children, or infants. In tandem with this investigation, different types and forms of catechesis (teaching) for different stages of the journey of faith are highlighted. Finally, the unit singles out the Eucharist as both the high point of the journey for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES
Level 2: CS1272 or equivalent
Level 3: As above plus two units in Systematic Theology at level two

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

1. articulate major insights from the histories and theologies of Baptism, Confirmation, and Eucharist
2. identify both progress and decline in the theory and practice of Christian initiation
3. analyse relevant developments in church teachings
4. identify the meanings, worth and beauty, of the various rituals of Christian initiation today
5. demonstrate skills in communicating up-to-date and appealing insights into the different processes employed in persons becoming Christians.

ASSESSMENT
Level 2: 2000 word essay (50%); 2500 word take-home exam (50%)
Level 3: 3000 word essay (60%); 2000 word book review (40%)

BIBLIOGRAPHY

Lecturer: PETER DIKOŠ SVD
CS2158/3158 SIGNS AND GIFTS OF GOD:
SACRAMENTS OF LIFE AND CHURCH

1st semester Wednesday evening Crosslisted as DT2/3558 (Min. No. 6)

CONTENT
The unit aims to present with ecumenical sensitivity the origin, meaning and purpose, of the
Christian sacraments. It gives a central and overarching emphasis to the Church as the
sacrament of Jesus Christ, and to its role in the coming of the reign of God. In this context,
it presents an understanding of sacraments as signs and symbols of the loving presence
and self-giving of God. The seven ritual sacraments of the Church are presented as saving
and transforming actions of Christ (in the Holy Spirit in the Church). Particular attention is
paid to their historical origin and development, to their signs and symbols, and to their ritual
celebration and pastoral implications.

PREREQUISITES
Level 2: CS1272 or equivalent; two units in Biblical Studies at level one
Level 3: As above plus one unit of Systematic Theology at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate what is a sacrament
2. explain the distinction and the connection between the sacraments of daily life and
   the ritual sacraments of the Church
3. express how the sacraments of the Church find their origin in Christ and how they
   have developed in history
4. demonstrate the meaning of each sacrament in terms of being real symbols of the
   loving presence of God
5. explain how the sacraments are theologically joint actions of Christ and his Church.

ASSESSMENT
Level 2: 2500 word take-home exam (60%); 2000 word essay (40%)
Level 3: 2000 word book review (40%); 3000 word essay (60%)

BIBLIOGRAPHY
Bradshaw, Paul, ed. The New Westminster Dictionary of Liturgy and Worship.
Hughes, Kathleen. A Mystagogy of Sacrament: Saying Amen. Chicago: Liturgy Training
Martinez, German. Signs of Freedom: Theology of the Christian Sacraments. Mahwah,
Martos, Joseph. Doors to the Sacred: A Historical Introduction to Sacraments in the
Noll, Ray. Sacraments: A New Understanding for a New Generation. Mystic, CT:
Richstatter, Thomas. The Sacraments: How Catholics Pray. Cincinnati, OH: St Anthony
Stasiak, Kurt. Sacramental Theology: Means of Grace, Ways of Life. Chicago: Loyola,
Wainwright, Geoffrey, and Karen Westerfield Tucker, eds. The Oxford Dictionary of

Lecturer: PETER DIKOŠ SVD
CONTENT
This unit examines the theology of the church grounded in Jesus’ preaching of God’s kingdom and oriented to the mission of that kingdom. Topics covered will include: the origin of the church in Jesus Christ and his mission from God; the Holy Spirit as the life and soul of the church; New Testament images and metaphors for the church; historical and contemporary models of church and mission, and especially that of sign and sacrament; contextualisation and inculturation; the relation between the church and the world; the relation between the local church and the wider church; the marks of the church; church order, organisation, authority and reform; ecumenical issues.

PREREQUISITES
Level 2: CS1272 Faith Revelation & Theology or equivalent
Level 3: CS1272 and at least one unit in Systematic Theology at level 2

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.

ASSESSMENT
Level 2: 1500 word short paper (30%); 2500 word essay (50%); 500 word summative reflection and application (20%)
Level 3: 1500 word short paper (25%); 3000 word essay (50%); 750 word summative reflection and application (25%)

BIBLIOGRAPHY

Lecturer: ROSS FISHBURN
CONTENT
This unit aims to explore the meaning and centrality of the doctrine of the Trinity in Christian doctrine and faith. From its biblical sources through its development in East and West, its depiction in Christian art and liturgy, the significance of the Trinity for faith, spirituality and praxis are examined. Further study will include trinitarian representations in the mystics, and contemporary trinitarian theological responses to other faiths and modern atheism.

PREREQUISITES
CS1272 and CS2142 and one further unit at level two

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 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
1500 word short paper (30%); 3500 word essay (70%)

BIBLIOGRAPHY

Lecturer: JANETTE GRAY RSM
CONTENT
Within the contemporary context in which the theology of grace tends to be more implicit than explicit, the following topics will be addressed: questions arising from the history of the theology of grace; traditional theological categories; transposing the categories; consciousness of grace and “being-in-love”; the liberating grace of Christ, incarnate, crucified and risen; the gift of the Spirit; grace and spirituality; the grace of the Church; grace for culture and society: the total human good; grace and the future: “What we will be has not yet been revealed” (1 John 3:2).

PREREQUISITES
CS1272, CS2142 or equivalent and at least one more unit of Systematic Theology at level two; at least two units in Biblical Studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify traditional theological categories of grace
2. trace the development of the doctrine and the theology of grace within the Catholic tradition
3. transpose the categories: from theory to method
4. express the relationship between grace and spirituality
5. integrate faith and scholarship in evaluating influences on culture and society
6. critically appropriate the notion of grace in relationship to human transformation and to the totality of the human good.

ASSESSMENT
1500 word record of class presentation or equivalent (30%); 3500 word essay (70%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  KATHLEEN WILLIAMS RSM
CONTENT
This unit is an introduction to the content of Lonergan’s theology, and especially his conception of theological method as “a framework for collaborative creativity” that mediates between a given culture and the meaning and value of a religion in the culture. The eight “functional specialties” of theology that Lonergan has outlined will be analysed, and applied to the contemporary theological context.

PREREQUISITES
CS1272, CS2142 or equivalent and at least one more unit in Systematic Theology at second level, plus BA1020 and BN1020 (or equivalent)

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the relationship between theological method and intentional consciousness
2. design relevant methods for doing theological reflection
3. know the eight functional specialties of theology
4. identify the need for collaboration in the theological enterprise
5. understand and support a theologian’s focus on one functional specialty in doing theology.

ASSESSMENT
3500 word essay (70%); 1500 word presentation report (30%)

BIBLIOGRAPHY  *= set texts recommended for purchase

Lecturer: KATHLEEN WILLIAMS RSM
# FIELD D – THEOLOGY: MISSION AND MINISTRY
## UNDERGRADUATE

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**See cross listing for detailed unit description**
ART OF THE ICON       (NON-CREDIT)

1st and 2nd semesters Thursdays 10am to 12 noon (Max. No. 10)

A prayer experience
Learn to paint icons the traditional way

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

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

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

Total Cost: $110.00 to be paid to Br. Ignatius (Cheques payable to St. Paschal Friary)

LEARNING OUTCOMES

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

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

Classes run from 1st March until 29th November and are held at Yarra Theological Union, 98 Albion Road Box Hill (Classroom 3)

All enquiries to Brother Ignatius 03 9896 4400
CONTENT
This unit serves as an introduction to the Canon Law of the Catholic Church. Emphasis will be placed on the historical development of Canon Law and its relationship with theology. The basic content of the unit will be found in the 1983 Code of Canon Law and it 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, for example, the People of God and the Sacraments. Topics covered will include General Norms, Persons in the Code of Canon Law and the Sacraments, including 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 of theology and Canon Law
3. critically apply 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.

ASSESSMENT
Level 2: Two 1000 word tutorial papers (40%); 2000 word essay (60%)
Level 3: Two 1000 word tutorial papers (40%); 3500 word essay (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

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. integrate principles of law within 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.

ASSESSMENT
Level 2: Two 1000 word tutorial papers (40%); 2000 word essay (60%)
Level 3: Two 1000 word tutorial papers (40%); 3500 word essay (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: ROSEMARIE JOYCE CSB
DT1225  DOING AND LIVING THE CHURCH’S LITURGY

1st semester intensive (Min. No. 6)
Sun 26 Feb & Sat 24 Mar (10am-4pm) &
Wednesday evenings (5pm-8pm) 29 Feb; 14 & 21 March; 18 April & 2, 9, 16, 23 May
Crosslisted as DT1525 (Pastoral Theology) and DT1625 (Spirituality)

CONTENT
This unit is a practicum. 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. Thus the unit will explore a theological and pastoral understanding of the rites, patterns and corporate nature of the liturgy through the lens of the church’s liturgical praxis. There will be a practical focus on issues pertinent to the liturgical life of the parish, such as skills for planning, celebrating and evaluating its manifold liturgies.

NO PREREQUISITES

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 derived from the Paschal Mystery
4. articulate an understanding of Christian liturgy as a dynamic complex sung and spoken; as well as symbol and ritual
5. assist effectively in the preparation and celebration of the church’s liturgy.

ASSESSMENT
Field work (10%) with 500 word report; 1000 word seminar paper of (30%); 2500 word essay/project of (60%).

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturers: MARGARET SMITH SGS AND TOM KNOWLES SSS
DT2240/3240 CELEBRATIONAL STYLE

2nd semester Wednesday morning (Min. No. 6)

CONTENT
This unit is designed to teach liturgical ministers, especially in the Catholic tradition, the importance of the appropriate use of word, symbol, movement, and gesture, and to increase their ability to create dynamic celebrations that will draw and engage assemblies of God’s People into full, active and conscious participation. Its main purpose is to form ministers, ordained and lay, for presiding at a broad range of celebrations based on the diverse ways in which today’s people gather for worship and the celebration of life’s passages.

PREREQUISITES
Normally, one unit of liturgical studies.

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

1. demonstrate understanding of the principles that inform good liturgical practice and leadership
2. demonstrate understanding of the various elements of liturgical actions – words, symbols, movement and gestures and their interaction to form good liturgies
3. demonstrate the necessary competencies to combine personal style, rubrics, and the liturgical elements of worship in leading a worshipping community
4. demonstrate a developed and practiced ability to lead several forms of community liturgical celebration, appropriately, with dignity and warmth, engaging participants to the fullest extent possible
5. demonstrate the ability to reflect on and improve their skills in liturgical leadership.

ASSESSMENT
Level 2: Written journal reflections on reading and practice of 2000 words (40%); practical demonstration of presiding skills (20%); 1000 word critical reflection on this presiding event (40%)
Level 3: 3000 word Journal reflection (40%); practical demonstration of presiding skills (20%); 2500 word written critical reflection on practice (40%)

BIBLIOGRAPHY

Lecturer: TOM KNOWLES SSS, PHILIP MALONE MSC AND PETER PRICE
DT1300 INTRODUCTION TO MORAL THEOLOGY

1st semester Monday evening (Min. No. 6)

CONTENT
Taking its direction from Scripture and Church Tradition, this unit explores the essential components for understanding and appreciating Moral Theology as a theological discipline, and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry and Church Law. Particular emphasis is laid on the principles and processes for making responsible moral choices as a Christian in the context of everyday life.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate the relationship between discipleship of Jesus and the role of Moral Theology
2. demonstrate understanding of the development of universal ethics in western philosophy and the Judeo-Christian tradition
3. demonstrate understanding of the sources, tradition and principles of Catholic Moral Theology
4. demonstrate ability to apply Catholic moral principles to life situations
5. demonstrate understanding of the key moral concepts of conscience, conversion, discipleship, reconciliation, and other fundamental concepts of Moral Theology
6. discourse critically on current Moral Theology authors.

ASSESSMENT
Short papers (40%); 2500 word essay (60%)

BIBLIOGRAPHY

Lecturer: PHILIP MALONE MSC
DT2308/3308 MAJOR ISSUES IN MORAL THEOLOGY

2nd semester Wednesday evening (Min. No. 6)

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 surveyed include, for example, major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, ethical issues concerning human life: genetics, reproductive technology, euthanasia, abortion, the Church's role in the arena of politics and public life, the Church's involvement in the area of economic justice, the place and role of women in the Church. The unit would be important for those who intend to take only two units in Moral Theology.

PREREQUISITES
DT1300 Introduction to Moral Theology or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate familiarity with the more important literature on a number of current ethical questions
2. demonstrate understanding of the foundations for Christian positions on relevant ethical issues
3. discuss ethical issues critically and objectively
4. demonstrate ability to apply Christian ethical methodology to the discussion of moral questions
5. demonstrate ability to take part in public and media debates on current ethical issues.

ASSESSMENT
Level 2: 1500 word tutorial paper (30%); 2500 word essay (70%)
Level 3: 1500 word tutorial paper (30%); 3500 word essay (70%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: CORMAC NAGLE OFM
DT2341/3341 HUMAN SEXUALITY AND MARRIAGE
1st semester Monday evening Crosslisted as CS2341/3341 (Min. No. 6)

CONTENT
This unit will treat specifically of the rich and positive meaning of sexuality in the Catholic tradition. It will review the foundations or sources of a Christian ethics of sexuality and marriage. Then it will treat more specifically the meaning of sexuality and its role in human relations, the human response to God as sexual persons, including particular questions, for example, positive living as sexual persons, sexual abuse, homosexuality, prostitution, contraception, etc., as time allows. It will also investigate the meaning of marriage as a human institution and Christian sacrament, its history and development.

PREREQUISITES
Level 2: DT1300 or equivalent
Level 3: As above, plus one level two unit in Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate understanding of the Scriptural and Church teachings on, and the human foundations of, sexuality
2. discuss the origins and historical development of the moral theology of sexuality and marriage as a sacrament
3. identify principles and guidelines to evaluate and offer a Christian response to relevant questions on sexuality and marriage, both general and specific
4. demonstrate understanding of the integration of sexuality as a basic area of spiritual life.

ASSESSMENT
Level 2: 3000 word essay (60%); 1500 word written preparation for tutorial presentation and discussion (40%)
Level 3: 4000 word essay (60%); 1500 word written preparation for tutorial presentation and discussion (40%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: CORMAC NAGLE OFM
DT3350  CHRISTIANITY, ECONOMICS AND SOCIAL TRANSFORMATION

2nd semester Thursday evening  Crosslisted as AS3350  (Min. No. 6)

CONTENT
This unit will investigate the ethical basis of economics, major issues in social transformation, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in the social sciences. The unit will also outline alternative policies in global economic development, evaluating them from a moral perspective.

PREREQUISITES
One unit at level two in Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. analyse critically the key texts in the philosophy of economics and debates in economic development
2. demonstrate an ability to evaluate and critique the economic arguments examined in the course
3. demonstrate understanding of the moral principles involved in economic activity
4. produce in written form a sustained argument about the moral dimensions of an economic issue and its consequences for social and economic policy
5. evaluate the responsibilities of the churches in relation to contemporary economic debates.

ASSESSMENT
2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer:  BRUCE DUNCAN CSsR
INTRODUCTION TO THEOLOGY OF MISSION

1st semester Thursday evening Crosslisted as CS1420 (Min. No. 6)

CONTENT
The unit will examine the historical development of the understanding of mission leading to Vatican II and will analyse the missionary nature of the church. A study of the official documents on Mission will form part of the unit. The major missionary themes that have emerged since Vatican II will situate the unit in the contemporary perspective.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the impact of colonialism on Mission theology
2. describe the progress from Vatican II to Evangelii Nuntiandi
3. demonstrate the missionary nature of Christian vocation
4. analyse the missiological themes emerging since Vatican II.

ASSESSMENT
Tutorial Presentation of 1500 words (40%); 2500 word essay (60%)

BIBLIOGRAPHY

**Required Reading:**

**Further Texts:**

Lecturer: JACOB KAVUNKAL SVD
THEOLOGY IN ASIA: A MODEL OF DEVELOPMENT IN THEOLOGY

2nd semester Saturdays 28 July, 11 & 25 August, 6 & 20 October (Min. No. 6)
Crosslisted as CS2427/3427

CONTENT
This unit is a review of current theological developments among Asian theologians in the context of dialogue between various religious traditions and cultures. It also reviews the theological reflection arising from the ‘preferential option for the poor’, and a commitment to the promotion and defence of human rights in the specific mission environment of Asia. The unit will explore how this contextual reflection has developed a uniquely Asian theology, examining its implications for the region.

PREREQUISITES
Level 2: at least one unit in Missiology or Systematic Theology
Level 3: at least one level 2 unit in Missiology or Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the main theological themes featured by Asian theologians
2. contrast these themes with traditional western theology
3. analyse the methodology of Asian theology as ‘Faith seeking understanding’
4. integrate local theologies into a broader synthesis of theology.

ASSESSMENT
Level 2: 1500 word class presentation (40%); 2500 word essay (60%)
Level 3: 2000 word class presentation (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
DT3414  INTER-RELIGIOUS DIALOGUE IN A SECULAR SOCIETY

1st semester Wednesday evening (Min. No. 6)

CONTENT
This unit will examine the biblical and theological foundations, church statements, and various theological positions on the issue of inter-religious dialogue, as well as the challenges it faces. It will also discuss issues of evolution, cosmic salvation, world peace, and the Reign of God along with their implications for dialogues between the various world faiths of today.

PREREQUISITES
DT1420 or equivalent, and BA1020 or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the nature of inter-religious dialogue, its role and relevance in contemporary society
2. demonstrate a clear understanding of the link between the Reign of God as preached by Jesus and inter-religious dialogue
3. locate the place of inter-religious dialogue in the theology of evolution
4. identify and analyse inter-religious dialogue occurring in Melbourne.

ASSESSMENT
2000 word class presentation (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
DT2495/3495  A SPIRITUALITY FOR MISSION
1st semester Tuesday evening  (Min. No. 6)
Crosslisted as DT2/3595 (Pastoral Theology and Ministry Studies) and DT2/3695
(Spirituality)

CONTENT
The content of this unit draws on the spirituality, the understanding and the experience
of mission which the student brings to the classroom. With the underlining premise that
Christian spirituality is of its nature mission oriented, the unit aims to investigate and
describe a spirituality for mission in today’s world. Inter-religious, inter-cultural and
pastoral experiences will be studied and reflected upon critically with the aid of
Scripture, the social sciences and with contemporary developments in spirituality and
theology.

PREREQUISITES
Level 2: One unit in Systematic Theology, Missiology or Pastoral Theology
Level 3: At least one unit at Level 2 in Missiology or Pastoral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the linguistic and communication issues that relate to mission
2. demonstrate an ability for personal critical reflection and evaluation
3. identify biblical and other texts which provide key learning for missionary spirituality
4. outline major shifts in the understanding of mission and the consequences of these
   for a spirituality in today’s world.

ASSESSMENT
Level 2: 1500 word tutorial (30%); 3000 word essay (70%)
Level 3: 1500 word tutorial (30%); 4000 word essay (70%)

BIBLIOGRAPHY
Amaladoss, Michael. Making All Things New: Dialogue, Pluralism and Evangelism in
Kavunkal, Jacob. Anthropophany: Mission as Making a New Humanity. Dehli: ISPCK,
2008.
Pui-lan, Kwok, ed. Hope Abundant: Third World and Indigenous Women’s Theology,
Orbis, 2010.

Lecturer: ROBYN REYNOLDS OLSH
DT1515 FAITH, RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

2nd semester Intensive: Sat 21 & Sun 22 July, Sat 1 & Sun 2 Sept, (9.00am-4.00pm)
       Wed 8, 15, 22 Aug (5.30pm – 8.30pm)

CONTENT
This unit provides an opportunity for participants to analyse the decreasing interest in institutional religion, alongside the paradoxically increasing interest in spirituality. Using a range of educational tools, the unit will examine: Generational differences in the western post-modern secular world; an overview of the developmental theories of Piaget, Erikson, Kohlberg, and Fowler; biblical, traditional and more modern definitions of faith; the dialogue between institutional religion and spirituality, and the challenges facing individuals and religious institutions in contemporary society.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify the impact of generational and cultural change on human meaning making capacity
2. demonstrate an understanding of theological and developmental theories of human growth
3. discuss age-related issues in the construction and reconstruction of meaning
4. identify the contributions that religious institutions have made, and the possible contribution that the new emphasis on spirituality may make to people’s search for meaning
5. analyse the challenges and possibilities of reconstructing personal and communal meaning in contemporary society.

ASSESSMENT
1000 word seminar paper (30%); 3000 word essay (70%)

BIBLIOGRAPHY

Lecturer: ROSE MARIE PROSSER
CONTENTS
Foundational counselling skills are also life skills. This unit explores a model of professional counselling and its attendant skills into which other models can be integrated. It also challenges the student to reflect on and enrich the many relationships of everyday life.

PREREQUISITES
Each student will be asked to fill in an application form at the time of registration and have an interview with the lecturer. Successful applicants will be notified immediately. The lecturer reserves the right to limit entry into the course.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the sequential steps of an overall counselling model
2. commence a counselling session and connect with the client
3. explore beyond the telling of the story to ask what changes are sought
4. demonstrate competency to plan the first small steps of the change process
5. engage in self-critique to see where are the blind spots in the helping process
6. demonstrate the basics of a clinical interview.

ASSESSMENT
Level 2: Weekly 15 minute tests (30%); recorded counselling session (student-to-student) with critical self-critique (70%)
Level 3: Weekly 15 minute tests (20%); recorded counselling session (student-to-student) with critical self-critique (60%); 1500 word essay (20%)

At all levels students must achieve a pass in all sections of the assessment.

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: PETER CANTWELL OFM
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.

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 – 0409 255 146;
- Mercy Centre – Mercy Hospital for Women – 8458 4688;
- Peter MacCallum Cancer Centre – 9656 1301;
- Royal Melbourne Hospital – 9342 7556
- Southern Health, Monash Clayton, Pastoral Care Office – 9594 2332

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.

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

**Students should notify the YTU office so that accreditation may be arranged.**

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.
DT2615  SPIRITUAL LEADERS (HEART OF LIFE)

(BTheol credit only for one of DT2610 or DT2615)  
1st and 2nd semesters, morning (equivalent to two units)  
Includes monthly individual supervision and two 2 day residencies

CONTENT
Spiritual Leaders is focused on personal integration of the theory and practice of a discerning approach to pastoral ministry. It is an integrated unit for those involved in pastoral ministry: pastoral associates, parish priests, seminarians, chaplains, educators and community leaders. It incorporates individual and group supervision, written and oral verbatims, and seminar work. It is concerned primarily with the students’ capacity for discernment as they experience it in their own lives, their relationships and their ministry. Content areas include the leadership exercised by Jesus, Christian prayer, the nature and source of interior movements, discernment of spirits and contemplative decision-making.

PREREQUISITES AND ADMISSION
A written application approved by the course coordinators, followed by an interview with the course coordinators after receipt of the written application. Participants must be in some form of ministry, at least part-time.

Application for this program must be made directly to Heart of Life, followed by application to Yarra Theological Union. The cost of the program is $2,361. (FEE-HELP is available.)

Contact  
Sue Richardson PBVM  
HEART of LIFE CENTRE,  
98 Albion Road, Box Hill, 3128  
Ph: (03) 9890 1101  
Email: holsc@bigpond.com  
Website: http://heartoflife.abundance.org.au

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and articulate interior movements and dynamics within the human person  
2. engage in a contemplative approach to pastoral ministry and life experience  
3. recognise, articulate and demonstrate awareness of the recognised signs of God’s Spirit (and spirits not of God) present in themselves and others  
4. apply the principles of spiritual discernment in ministry situations  
5. reflect critically on their experience of contemplative listening and pastoral ministry.

ASSESSMENT
Eight written verbatims (500 words each); Two 1000-word reflection papers; Mid-year and Final Evaluations (3000 words)

BIBLIOGRAPHY

Coordinator:  
KATHLEEN SPOKES SGS
DT3707 LEADERSHIP IN A FAITH COMMUNITY

2nd semester Monday evening    Crosslisted as DT3560    (Min. No. 6)

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

PREREQUISITES
At least one unit at level two in Field D

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify a range of issues that a person in leadership must address
3. critically evaluate the tensions of leadership from a Christian perspective
4. identify the core responsibilities of Christian leadership

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

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
**GRADUATE AND POSTGRADUATE AWARDS**

**Graduate Awards***

Graduate Certificate in Teaching Religious Education  
Graduate Certificate in Liturgy  
   (Also: Educational Chaplaincy, Ignatian Spirituality, Pastoral Care, Spiritual Direction)  
Graduate Diploma in Counselling  
Graduate Diploma in Ministry  
Graduate Diploma in Theology [General]  
Graduate Diploma in Theology [Specialised]  
   (Specialisations: Biblical Languages, Biblical Studies, Church History, Educational Chaplaincy, Faith Leadership, Liturgy, Missiology, Moral Theology, Pastoral Care, Philosophy, Religious Education, Social Justice, Spirituality, Spiritual Direction and Systematic Theology)  
Master of Theological Studies  
Master of Arts (Theol) (coursework)  
Master of Divinity

**Postgraduate Awards**

Master of Ministry  
Master of Arts  
Master of Theology  
Doctor of Ministry Studies  
Doctor of Philosophy  
Doctor of Theology

Detailed regulations for all students for all awards can be found at:  
www.mcd.edu.au

* Not every award of the MCD is available through each RTI, but advice about enrolment, and the possibility of taking units toward an award, at any RTI, is available through the Office of the Postgraduate Coordinator at YTU.
### PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY

**BTheol (Also BA/BTheol)**

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>↓</td>
<td><strong>BTheol (Hons)</strong> consists of 60 points (4 units) and a 12,000 word research essay (30 points). BTheol (Hons) may articulate directly to <strong>MTTheol</strong> or <strong>MA</strong>.</td>
</tr>
</tbody>
</table>

A candidate with **two undergraduate degrees**, including one in theology, may be admitted as a probationary candidate for the **MTTheol** or **MA** upon completion of a 12,000 word research essay (30 points). Confirmation of candidature requires a ‘Distinction’ result for the essay.

**Graduate Diploma in Theology**

- **Pathway 1**
  - Consists of six units (90 points) of study (four specialised units and two electives). Specialisations include: Biblical Studies, Church History, Faith Leadership, Liturgy, Missiology, Moral Theology, Philosophy, Religious Education, Social Justice, Spirituality, Spiritual Direction and Systematic Theology (These specialisations also apply to the **MA** program).

- **Pathway 2**
  - If articulating to a **Research Master’s** (**MTTheol**, **MA**), the Graduate Diploma consists of 60 points (four units) in an area of specialisation, and a 12,000 word research essay (30 points) essay which has gained a numerical grade of at least 75%.

  - **MTTheol**
    - **Pathway 1**
      - A 40,000 word thesis,
        - or
    - **Pathway 2**
      - Two postgraduate units (30 points) plus a 25,000 word thesis.

  - **DTTheol**
    - 100,000 word thesis

- **Pathway 3**
  - **MTTheol** or **MA**
    - **Pathway 1**
      - A 40,000 word thesis,
        - or
    - **Pathway 2**
      - Two postgraduate units (30 points) plus a 25,000 word thesis.
### PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES

<table>
<thead>
<tr>
<th>Graduate Certificate in Theology</th>
<th>Master of Divinity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consists of 45 points of study in an area of specialisation (e.g., Graduate Certificate in Teaching Religious Education, Graduate Certificate in Liturgy)</td>
<td>Consists of eighteen units (270 points)</td>
</tr>
<tr>
<td><strong>Graduate Diploma in Theology</strong></td>
<td>105 points of Foundational Studies and 60 points of Integrative Studies and 105 points of Specialised Studies which may include 12,000 word research essay valued at 30 points</td>
</tr>
<tr>
<td>Consists of 90 points of study (six units): three foundational and three elective units.</td>
<td><strong>MDiv (Hons)</strong></td>
</tr>
<tr>
<td>[1] If articulating to a Coursework Master’s, MA (THEOL), the Graduate Diploma consists of 90 points (six units) of coursework</td>
<td>Consists of two specialised postgraduate units plus 12,000 word research essay. An MDiv (Hons) graduate whose research essay (12,000 word) has gained a numerical grade of at least 75% can articulate directly to a research Master’s (MTheol or MA).</td>
</tr>
<tr>
<td>[2] MA (COURSEWORK)</td>
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<tr>
<td>[1] Four postgraduate units (60 points) plus a 12,000 word research essay,</td>
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<tr>
<td>or [2] Six postgraduate units (90 points)</td>
<td></td>
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<tr>
<td>[1] If articulating to a Research Master’s (MA), the Graduate Diploma consists of 60 points (4 units) and a 12,000 word research essay (30 points) which has gained a numerical grade of at least 75%.</td>
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<tr>
<td><strong>MA (RESEARCH)</strong></td>
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<tr>
<td>[1] A 40,000 word thesis</td>
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<tr>
<td>or [2] Two postgraduate units (30 points) plus a 25,000 word thesis</td>
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<tr>
<td><strong>PhD</strong></td>
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<tr>
<td>100,000 word thesis</td>
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</table>
Graduate Certificate in Teaching Religious Education
(GradCertTchRelEd)
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, plus one 5 point unit taken concurrently.

Normal Duration: Two (2) years

Articulation: Graduate Diploma in Theology
(3 additional units = 45 points)
Master of Arts (Theol)

GRADUATE CERTIFICATE IN LITURGY
(GradCertLit)
The Graduate Certificate in Liturgy offers people the opportunity to undertake studies in liturgy which will offer them a foundation for enhanced participation in the life of a worship community. The award is open to all, but it will appeal especially to members of parish liturgy groups and school liturgy coordinators, who wish to study liturgy units on a weekly basis.

Entry Requirements: Bachelor’s degree (or equivalent)

Structure: Three (3) units of study structured as follows
Two foundational units and one elective unit
• Foundational Unit 1: DT3225 Doing and Living the Church’s Liturgy
• Foundational Unit 2: BA3550 or BN3550 Biblical Interpretation (OT/NT): History, Background, Critical Methodology
• One Elective Unit chosen from the following:
  DT3240 Celebrational Style
  DT3247 Ritual and Pastoral Care: From Sickbed to Final Resting Place
  DT3270 Proclaiming the Word of God

Normal Duration: 0.5 - 2 years
Articulation: Graduate Diploma in Theology
(3 additional units = 45 points)
Master of Arts (Theology)
Graduate Diploma in Ministry
(GradDipMin)

No new enrolments are being received for this award
The Graduate Diploma in Ministry seeks to enhance the knowledge and skills of those involved in ministry by engaging students in theological reflection about the history, theology, context and experience of ministry.

Entry Requirements: Bachelor of Theology (or equivalent)
Minimum of two years practice of ministry

Structure: Six (6) units of study structured as follows:
• Three (3) Graduate units
• One ministry studies residential school
• Two collegium groups on the following themes:
  theology of ministry, ministry and culture
  or
• One collegium group on Theology of Ministry and an approved postgraduate unit in Practical Theology

Normal Duration: 1 - 3 years

Articulation: Master of Ministry

Graduate Diploma in Theology [General]
(GradDipTheol)

The Graduate Diploma in Theology [General] offers a general introduction to the disciplines of theology, and provides foundations for further study in theology.

Entry Requirements: Bachelor’s degree (or equivalent)

Structure: Six (6) units of study at graduate level
• Three foundational units (across 3 disciplines and in two fields)
• Three (3) elective units

Normal Duration: 1 - 3 years

Articulation: Master of Arts (Theol)
If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay which has gained a numerical grade of at least 75%, they can articulate to a research Master’s degree. If not, they can apply for candidature in the coursework MA(Theol).
Graduate Diploma in Theology [Special]  
(GradDipTheol)

The Graduate Diploma in Theology [Specialised] offers a theology graduate the opportunity to pursue graduate level studies and to specialise in a particular theological discipline (e.g., Faith Leadership etc.).

**Entry Requirements:** Bachelor of Theology (or equivalent)

**Structure:** Six (6) units of study at graduate level

- Four (4) units in a specialised discipline of theology
- Two elective units

**Normal Duration:** 1 - 3 years

**Articulation:** Master of Theology or Master of Arts

If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay which has gained a numerical grade of at least 75%, they can articulate to a research Master’s degree. If not, they can apply for candidature in the coursework MA.
GRADUATE DIPLOMA IN THEOLOGY
(SPECIALISATION: FAITH LEADERSHIP)

The Graduate Diploma in Faith Leadership is an approved specialisation in the Graduate Diploma in Theology (Special). Six units of study (90 points) are needed to complete the award.

**Entry Requirements:** Bachelor degree in theology, or bachelor degree in another discipline together with relevant professional attainment

**Structure:**
Six (6) units of study at graduate level
- Required unit DT3707 Leadership in a Faith Community
- One unit from the following (or an equivalent unit) based on the need to extend and expand the leadership potential of a candidate:
  - CS3356 A Faith to Live By
  - DT3515 Faith, Religion and Spirituality in Contemporary Society
  - DP330 Educating and Ministering through Life Passages
- At least two units will be chosen according to the ministry of the candidate from the following disciplines with regard to his/her particular leadership role. For example:
  - Pastoral Associate in a parish
    - Canon Law
    - Liturgy
    - Pastoral Theology and Ministry
    - Religious Education
    - Spirituality
  - Faith Leader in a Catholic School
    - Pastoral Theology
    - Religious Education
    - Liturgy
    - Missiology
    - Moral Theology
    - Spirituality
  - Chaplaincy in school, hospital or other context (e.g., prison ministry)
    - Biblical Studies
    - Systematic Theology
    - Pastoral Theology
    - Religious Education
    - Spirituality

In the choice of units from this range of disciplines, special attention must be paid to the skill set of the applicant and the context in which they minister.
- Two further units may be chosen from the full range of graduate units available.

**Normal Duration:** 1 - 3 years

**Articulation:** MA(Theol) Coursework Master’s
Master of divinity & Master of Divinity (Honours) (MDiv) & MDiv (Honours)

The Master of Divinity is a first degree in theology for graduates in another discipline. The MDiv offers a high level of theological study with a broad and challenging engagement across the full range of disciplines.

**Entry Requirements:** Bachelor degree in any discipline

**Structure:**
Eighteen (18) semester units of 15 points = 270 points at graduate level
- Seven (7) Foundational units (105 points) including two units of a biblical language
- Four (4) units (60 points) in Integrative Studies
- Seven (7) units (105 points) in Specialised Studies (including at least four from one field)
- **MDiv(Honours)** students must include in their course: (1) two units at postgraduate level and (2) a 12,000 word research essay (30 points at postgraduate level). Both requirements must be in the area of specialisation chosen for Honours. The level of Honours attained is decided by the MCD on the basis of the results obtained in the two units and the essay. Honours provides a pathway to a Higher Degree by research, either a Master’s degree, or in the case of First Class Honours graduates, directly to doctoral research.

**Normal Duration:** 3 - 9 years

**Articulation:** Depending on the Honours grade either a Master’s degree or, in the case of First Class Honours, direct entry to a Doctorate.
The Master of Theological Studies is a coursework Master’s degree offering candidates, who hold a primary degree in theology, the opportunity to undertake units of study that inform and broaden their undergraduate studies.

**Entry Requirements:** Bachelor of Theology (or equivalent)

**Structure:**
- Eight (8) units of study at graduate level
- Two (2) units of study at postgraduate level

**Normal Duration:** 1.5 - 5 years

**Articulation:** Master of Theology or Master of Arts (if the MTS includes a 12,000 word research essay which has gained a numerical grade of at least 75%).

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**Master of Ministry (MMin)**

*No new enrolments are being received for this award*

The Master of Ministry degree offers candidates the opportunity to develop insight into their experience of ministry. Candidates study in an ecumenical context that draws on their pastoral praxis while engaging them with theological, contextual, and sociological approaches toward church and ministry.

**Entry Requirements:** Graduate Diploma in Ministry (or equivalent)
- Minimum of three years practice of ministry.

**Structure:**
- **Coursework**
  - One (1) unit in research methodology and Practical Theology
  - plus two of the following:
    - One (1) collegium group
    - One (1) ministry studies residential school
    - One (1) postgraduate unit in Practical Theology

- **Supervised Research Project**
  - Participation in a final research school
  - Development and approval of a proposal for a Supervised Research Project
  - SRP of not more than 25,000 words.

**Normal Duration:** 1 - 4 years

**Articulation:** Master of Theology, Doctor of Ministry Studies
Master of Arts (MA)

The Master of Arts degree offers candidates the opportunity to deepen and consolidate the grounding in theology achieved in the Graduate Diploma in Theology.

**Entry Requirements:** Graduate Diploma in Theology (or equivalent)
(If the MA is to include a thesis, the GradDipTheol must have included a 12,000 word research essay which has gained a numerical grade of at least 75%.)

**Structure:**

*Coursework Degree MA(Theol)*
- Four (4) postgraduate units and a 12,000 word research essay
  
  *or*
  
  - Six (6) postgraduate units

*Research Degree MA*

Every candidate for this degree admitted after January 2012 must undertake an approved postgraduate level subject in research methodology, unless exempted by the Board.

- Two (2) postgraduate units 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 (if MA included a thesis)
Master of Theology
Master of Theology (MTheol)

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

**Entry Requirements:** Bachelor of Theology with Honours (H1 or H2A)

or

- a Graduate Diploma in Theology that included a 12,000 word research essay which has gained a numerical grade of at least 75%.

or

- two undergraduate degrees (one of which is in theology), and a 12,000 word research essay which has gained a numerical grade of at least 75%.

or

- Master of Ministry.

or

- equivalent qualifications (e.g., publications).

**Structure:**

Every candidate for this degree admitted after January 2012 must undertake an approved postgraduate level subject in research methodology, unless exempted by the Board.

Two (2) postgraduate units 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 Theology, Doctor of Philosophy
Doctor of Ministry Studies  
(DMinStuds)

No new enrolments are being received for this award
The Doctor of Ministry Studies is a professional research doctorate dealing with significant contemporary issues in the practice of ministry. The primary focus of the degree is a research project grounded in the context and experience of ministry. The Supervised Research Project provides significant opportunities for candidates to develop theological and sociological analyses of church and ministry in a particular setting.

Entry Requirements:  

a. Master of Ministry, Master of Theology, Doctor of Theology,  
b. Minimum of six years practice of ministry

Structure:  
Qualifying component (varies according to entry awards)

- MMin graduates: two (2) units at postgraduate level  
- MTHeol and DTHeol graduates: one (1) collegium group, and one ministry studies residential school.  
- All candidates: a comprehensive assessment of 5,000 words.

Coursework and Research preparation

- Two (2) units at doctoral level  
- participation in a doctoral research seminar  
- a unit on research methodology (if appropriate)  
- development and approval of a proposal for a supervised research project.

Supervised Research Project

- SRP of 50,000 words  

and

- oral defence of 60 minutes.

Normal Duration:  
3 - 6 years
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:** Master’s degree including a research essay of at least 12,000 words, which has gained a numerical grade of at least 75%.

**Structure:** Thesis of 100,000 words

Every candidate for this degree admitted after January 2012 must undertake an approved postgraduate level subject in research methodology, unless exempted by the Board.

**Normal Duration:** Minimum 2.5 years (3 years full-time, 6 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:** Master’s degree including a research essay of at least 12,000 words, which has gained a numerical grade of at least 75%.

**Structure:** Thesis of 100,000 words

Every candidate for this degree admitted after January 2012 must undertake an approved postgraduate level subject in research methodology, unless exempted by the Board.

**Normal Duration:** Minimum 2.5 years (3 years full-time, 6 years part-time)
# FIELD A – HUMANITIES GRADUATE

## NON-CREDIT UNITS

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## LANGUAGES

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<td>AG3030</td>
<td>Greek B</td>
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## SOCIAL SCIENCES

<table>
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<tr>
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| AS3280** | Catholic Social Thought in Aust. & O/S  
(=CH3280 & DT3380) |
| AS3350** | Christianity, Economics & Social Transformation  
(=DT3350) |

**see cross listing for detailed description**
AG3020  NEW TESTAMENT GREEK A

GDT, MTS, MDiv (Foundational) (Min. No.6)
1st semester Wednesday evening

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 the Greek New Testament selected passages, 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 tests (40%); One three-hour exam at the end of semester (60%)

BIBLIOGRAPHY
Lecture notes covering the required grammar will be provided.

Lecturer: ANGELO O’HAGAN OFM
CONTENT
This unit continues the introduction to biblical Greek begun in AG3020. 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
AG3020

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate from the Greek New Testament further selected passages
2. demonstrate familiarity with more 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 tests (40%); One three-hour exam at the end of semester (60%)

BIBLIOGRAPHY
Lecture notes covering the required grammar will be provided.

Lecturer: ANGELO O’HAGAN OFM
## FIELD B – BIBLICAL STUDIES GRADUATE

### OLD TESTAMENT

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<td>BA3044</td>
<td>Book of Isaiah</td>
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<td>BA3047</td>
<td>Prophecy, Apocalyptic and the Future</td>
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<td>BA3064</td>
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<td>BA3550</td>
<td>Biblical Interpretation (OT): History, Background, Critical Methodology</td>
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<tr>
<td>BA3009</td>
<td>Supervised Reading Unit – Old Testament</td>
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### NEW TESTAMENT

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<td>BN3020</td>
<td>The Corinthian Correspondence</td>
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<tr>
<td>BN3050</td>
<td>Matthew</td>
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<td>BN3060</td>
<td>The Gospel of John</td>
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<tr>
<td>BN3550</td>
<td>Biblical Interpretation (NT): History, Background, Critical Methodology</td>
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<tr>
<td>BN3009</td>
<td>Supervised Reading Unit – New Testament</td>
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### BIBLICAL STUDIES

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<th>Course Code</th>
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<tr>
<td>BS3475</td>
<td>Strangers, Migrants and Refugees in the Bible (=DT3475)</td>
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CONTENT
The unit will commence with a review of approaches used in modern western exegesis of the Pentateuch, an outline of the exegetical approach that will be used in this unit and its relationship to the other approaches. This will be followed by an introduction to the Pentateuch, the critical issues associated with its interpretation, and exegesis of selected texts.

PREREQUISITES
Successful completion of one foundational unit in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. demonstrate a critical knowledge of the theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of the Pentateuch
6. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

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

BIBLIOGRAPHY

Lecturer: MARK O’BRIEN OP
CONTENT
The unit will consist of an introduction to the major issues associated with the contemporary study of the Book of Isaiah, and an exegesis of selected texts.

PREREQUISITES
At least two foundational units in Biblical Studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the common literary forms found in prophetic literature
2. show an ability to use scholarly commentaries and other such resources to exegese a given prophetic text
3. situate the Book of Isaiah in its literary, historical and theological contexts
4. critically discuss the theological significance of the texts studied in the unit
5. demonstrate their familiarity with the central debates about the composition and interpretative approaches to the Book of Isaiah
6. demonstrate their familiarity with the history and theology of prophecy in ancient Israel.

ASSESSMENT
1500 word exegetical paper (25%); 4500 word essay (75%)

BIBLIOGRAPHY  * = set texts recommended for purchase
CONTENT
The unit is a study of post-exilic prophetic and apocalyptic literature, and its representation of the future. It will examine how apocalyptic literature emerged from the matrix of Second Temple prophecy. The unit will begin by examining texts from Isaiah 56-66, noting the sense of disillusionment about the situation of the community in Yehud in the Persian period. It will then look at texts with a similar theme from Zechariah 1-8, and discuss their “proto-apocalyptic” character. Finally the unit will look at more fully developed apocalyptic texts such as those found in the book of Daniel.

The unit will also examine and critique the approaches of scholars such as Plöger, Hanson, Carroll and Cook in regard to the relationship between prophetic and apocalyptic literature.

PREREQUISITES
One foundational unit in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. write an exegetical paper and essay to demonstrate their grasp of contemporary critical methods of interpretation
2. show an ability to use scholarly commentaries and other such resources to exegete texts relevant to the content of the course
3. demonstrate an understanding of the history of the Second Temple period
4. relate biblical texts to contemporary issues in a critically grounded and responsible manner
5. show a familiarity with scholarly debates over the definition of “apocalyptic” and what constitutes apocalyptic literature.

ASSESSMENT
1500 word exegetical essay (30%); 4500 word essay (70%)

BIBLIOGRAPHY


Lecturer: JOHN HILL CSsR
CONTENT
This unit 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

PREREQUISITES
One foundational unit in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a knowledge of the structure and composition of the chosen books
2. identify and explain the significance of literary forms
3. identify distinctive theological themes that emerge
4. assess 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 essay (65%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  MARY REABURN NDS
CONTENT
This unit is a study of the formation of the Old Testament. It consists of a) an overview of the study of Israel/Judah in the first millennium BCE; b) a study of the composition of the books of the Old Testament; c) an introduction to contemporary critical methods of biblical interpretation.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. use resources for research such as commentaries, dictionaries and concordances
2. demonstrate an understanding of the history of Israel/Judah of the first millennium BCE
3. discuss contemporary debates about the historicity of the Old Testament
4. identify and describe the different types of literature found in the Old Testament
5. show a familiarity with, and an ability to use contemporary critical methods in the interpretation of Old Testament texts.

ASSESSMENT
2000 word minor essay or written presentation (35%); 4000 word major essay (65%)

BIBLIOGRAPHY

Lecturer: JOHN HILL CSsR
BN3020 THE CORINTHIAN CORRESPONDENCE

GDT, MTS, MDiv (Specialised: Biblical Studies)  (Min. No. 6)
2nd semester Wednesday morning

CONTENT
This unit will study the foundation of the Corinthian Community by Paul, 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.

PREREQUISITES
Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an ability to 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. show critical awareness of the social, political and religious context of the Corinthian community
4. recognise and analyse Paul’s rhetorical techniques
5. demonstrate their skills in contemporary critical methods of biblical interpretation.

ASSESSMENT
2000 word essay (40%); 4000 word essay (60%)

BIBLIOGRAPHY

Lecturer: CHRISTOPHER MONAGHAN CP
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. demonstrate an understanding of the distinctive theology of Matthew
3. demonstrate an awareness of the context in which this theology arose
4. engage in the exegesis of various 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 word essay (40%); 4000 word essay (60%)

BIBLIOGRAPHY

Lecturer: CHRISTOPHER MONAGHAN CP
BN3060  THE GOSPEL OF JOHN
GDT, MTS, MDiv (Specialised: Biblical Studies)  (Min. No. 6)
2nd semester Tuesday evening

CONTENT
This unit will enable the student to gain an understanding of the world and ideas of the Fourth Gospel. The background, literary style and theology of the Gospel will be explored by means of an exegetical and thematic study of selected texts.

PREREQUISITES
At least one foundational unit in Biblical Studies, preferably two units

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate that they understand and appreciate the unique nature of the Gospel and some of the ways in which it is different from the Synoptic Gospels, e.g. in its presentation of Jesus and in the specific presentation of miracles as signs
2. demonstrate familiarity with the structure, themes, literary forms and terminology of the Gospel
3. critically assess intertextual links between the Gospel and The First Testament
4. demonstrate their ability to gather information from the primary and secondary sources relevant to this subject and effectively to communicate it in both oral and written form
5. write an exegetical paper and an exegetical essay demonstrating appropriate skills of biblical interpretation
6. demonstrate their capacity to appraise, critique and synthesise both primary and secondary sources.

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

BIBLIOGRAPHY

Lecturer: GLENDA BOURKE SGS
BN3550  BIBLICAL INTERPRETATION: (NT)  
HISTORY, BACKGROUND, CRITICAL  
METHODOLOGY  

GDT (Foundational), MDiv (Foundational)  
2nd semester Tuesday evening  

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

NO PREREQUISITES  

LEARNING OUTCOMES  
Upon successful completion of this unit, it is expected that students will be able to:  
1. use resources, such as commentaries, dictionaries and concordances, for biblical  
   research  
2. demonstrate an appropriate understanding of the social, historical and political mi-  
   lieu of the first century CE  
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 exegesis  
6. communicate their findings in a research essay.  

ASSESSMENT  
2000 word exegetical exercise or essay (35%); 4000 word essay (65%)  

BIBLIOGRAPHY  
Barton, John, ed. The Cambridge Companion to Biblical Interpretation. Cambridge, UK:  
Council of Christians and Jews (Victoria) Inc. Rightly Explaining the Word of Truth.  
Guidelines for Christian Clergy and Teachers in their Use of the New Testament  
with Reference to the New Testament's Presentation of Jews and Judaism. Kew,  
Green, Joel B., Scot McKnight, and I. Howard Marshall, eds. Dictionary of Jesus and  
Holladay, Carl R. A Critical Introduction to the New Testament. Interpreting the  
Malina, Bruce J., and Richard L. Rohrbaugh. Social Science Commentary on the  
Newsom, Carol A., and Sharon H. Ringe, eds. Women's Bible Commentary. Expanded  
Perrin, Norman, and Dennis C. Duling. The New Testament: Proclamation, and  

Lecturer:  CATHERINE McCAHILL SGS
BS3475

STRANGERS, MIGRANTS AND REFUGEES IN THE BIBLE

GDT, MTS, MDiv (Integrative studies: Hermeneutics and Culture) (Min. No. 6)
1st semester weekends Sat & Sun 25/26 February; 3/4 March; & 17/18 March
Cross-listed as DT3475

CONTENT
This unit is a literary, historical, and theological examination of various strangers, migrants and refugees in the Bible in order to help students to address effective pastoral responses to the issue of migration in our world today. Theological, missiological and cross-cultural issues, implications and applications are addressed.

PREREQUISITES
At least one foundational unit in Biblical Studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate knowledge of the history and theology of the social phenomenon of migration in the Bible
2. analyse and interpret biblical texts by means of literary and historical approaches
3. integrate critical exegesis of various biblical passages with theology, spirituality, and pastoral concerns dealing with migration issues today
4. analyse contemporary exodus experiences in their diverse cross-cultural contexts.

ASSESSMENT
Oral Presentations (critical article review, contemporary issues, final paper) (2,000 words) (35%); 4000 word research paper (65%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: VAN THANH NGUYEN SVD
### FIELD C – CHRISTIAN THOUGHT AND HISTORY

#### GRADUATE

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<tr>
<td>CH3910</td>
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<td>CH3009</td>
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#### CHURCH HISTORY

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#### SYSTEMATIC THEOLOGY

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**see cross listing for detailed description**
CONTENT
This unit presents a study of ten selected turning points in the history of the Western
Church from apostolic times to the close of the second millennium. Through the prism
of major traditions and methods of historical enquiry, in their application to church
history as a specific discipline, it examines the key events, processes and personalities
which have shaped and coloured the narrative of western Christianity. An exploration
of the social, political and cultural worlds that have affected the life of the Church will
provide a basis and a methodology for further more critical historical study of the
Christian faith in its various doctrinal, spiritual, artistic and social expressions.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the scope and methodology of church history as a specific discipline
2. identify the principal epochs of the history of the Western Church
3. analyse and evaluate the diverse cultural expressions of Western Christianity
4. demonstrate the ability to find, use and interpret a range of historical sources
5. demonstrate advanced proficiency in historical research and writing.

ASSESSMENT
2000 word primary source study (35%); 4000 word research essay (65%)

BIBLIOGRAPHY  * = set texts recommended for purchase
Bauman, Michael, and Martin I. Klaiber, eds. Historians of the Christian Tradition:
Their Methodology and Influence on Western Thought. Nashville, TN:
Broadman and Holman, 1995.
Bradley, James, and Richard Muller. Church History: An Introduction to Research,
Ellingsen, Mark. Reclaiming our Roots: An Inclusive Introduction to Church History.
Vol. 1: The Late First Century to the Eve of the Reformation; Vol. 2: From
Martin Luther to Martin Luther King Jr. Harrisburg, PA: Trinity Press
*González, Justo L. The Changing Shape of Church History. St. Louis, MO: Chalice
Hastings, Adrian, ed. World history of Christianity. London: Cassell, 1999; Grand
Thousand Years.
——— Christian History: An Introduction to the Western Tradition. Werrington,
Groundwork of Christian History.
Malone, Mary T. Women and Christianity. Vols. 1 and 2. Dublin: Columba Press, 2000-
2003.
Noll, Mark A. Turning Points: Decisive Moments in the History of Christianity. Grand

Lecturer: RICHARD BLANDFORD
CH3058  MEDIEVAL POPULAR RELIGION IN THE WEST
GDT, MTS, MDiv (Specialised: Christian Thought and History)  (Min. No. 6)
1st semester Thursday evening

CONTENT
This unit will focus on non-liturgical devotional activity and practices in medieval Western Europe (1200-1500), particularly in Italy, France and England, and will provoke questions about definitions of ‘popular’ and ‘official’ devotional activity in this period. Themes explored include: the cult of the saints; pilgrimage, relics and shrines; communal performances of mystery plays; mystical texts; ‘unofficial’ textual saints’ Lives; and visual depictions of saints’ Lives. The relationship between the institutional Church and these ‘popular’ devotional sites and practices will be analysed, including an exploration of the how and why certain popular practices and groups came to be known as heretical.

PREREQUISITES
One foundational unit of Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. evaluate the development and context of the studied popular devotional practices within Western Christian religious practice, up to 1500
2. articulate a sophisticated understanding of the relationship between textual and visual evidence, and demonstrate skills with the methodologies required to work with each type of evidence
3. evince a nuanced understanding of the concept of ‘popular’ religion and its relationship to official religious discourse in the period
4. discuss the social, religious and political implications of the concept of heresy within the medieval Church
5. demonstrate awareness of the historiography of the field.

ASSESSMENT
500 word book report and tutorial presentation of 5 minutes (10%); 1500 word textual analysis (40%); 4000 word research essay (50%)

BIBLIOGRAPHY

Lecturer: ANNA WELCH
CH3280 CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

GDT, MTS, MDiv (Integrative: Theology and Public Realm) (Min. No. 6)
1st semester Monday evening Crosslisted as AS3280 & DT3380

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 down to John Paul II and Benedict XVI.

PREREQUISITES
A Foundational unit in Church History or Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. show increased competence in reading and interpreting key social encyclicals
2. demonstrate the importance of key social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. show understanding of debates about Catholic social movements, with an ability to analyse and critique various views
4. demonstrate in written form a critique of the strengths and weaknesses in the development of Catholic social thought
5. display increased understanding of the cultural origins, along with the social and the political contexts, in the development of social justice traditions in the Church.

ASSESSMENT
2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
THE SHAPING OF THE AUSTRALIAN CATHOLIC CHURCH

GDT, MTS, MDiv (Specialised: Christian Thought and History) (Min. No. 6)
2nd semester Tuesday morning

CONTENT
This unit will explore some of the main factors that shaped the development of the Australian Catholic Church from the colonial period to the modern era. It will survey the shaping of the Catholic Church in Australia and attention will be given to the changing role of the Church in Australian society. It will examine the convict years and the Anglican Church in early Australia, the influence of the Irish clergy, Archbishop John Bede Polding’s Benedictine Dream, improvisatory musical practices in the early Australian Church, the role of Religious Orders in the shaping of Catholic education, the attempts made by the Catholic Church to reach out to the Aboriginal people, the later years of Catholicism which will include the ministries of Cardinal Moran and Archbishop Mannix, and the changing roles of Australian Catholic priests, religious and laity following Vatican II. Included in this unit, will be an opportunity to experience some field work.

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. analyse both primary and secondary sources in a critical fashion
2. appraise the successes and failures of the Church’s mission to Aborigines
3. describe and discuss significant changes that occurred in the development of the Australian Catholic Church
4. critique the various influences on the development of this Church, including Irish Catholicism, methods of ministry, and issues associated with Catholic schooling
5. demonstrate appropriate use of historical methodology in presenting a written biography and research essay
6. demonstrate an understanding of the forces that continue to shape the Australian Church.

ASSESSMENT
3000 word biography (50%); 3000 word research essay (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: PETER PRICE
CH3418  THE GROWTH OF THE CHURCH IN ASIA AND THE SOUTH PACIFIC 1800-1980

GDT, MTS, MDiv (Integrative: Hermeneutics and Culture)  (Min. No. 6)
1st semester Monday morning  Crosslisted as DT3418

CONTENT
This unit covers the major trends in Roman Catholic Church development in Asia and the South Pacific between the end of the Napoleonic Era in Europe (1815) and recent times (c.1980). A brief consideration of European Church History for this period as it impacted on the missionary movement into Asia and the South Pacific is offered. It principally examines the Church's development in Asia and the South Pacific as "missions" became "local Churches". Where possible, indications of the development of the Protestant and Orthodox Churches are also given.

PREREQUISITES
Normally a foundational unit of Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify significant developments in European Church History which impacted on the development of the local Churches in Asia and the South Pacific
2. demonstrate skills in researching the development of a local Church in the Asia/South Pacific area through the use of electronic databases, journals and other scholarly literature in the field of mission and church history
3. locate the development of the Church in a particular area in the context of what generally was happening in Asia and the South Pacific at that time
4. present orally and in writing a clear and comprehensive knowledge about one particular local church in Asia/South Pacific
5. order the findings about a particular church in a discursive style, showing causal relationships, and not just give a chronology
6. manifest a deeper understanding of the topic that has been researched through the class presentation and the essay by pointing out relationships between the local Churches and their European origins.

ASSESSMENT
2500 word class presentation of (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: LAWRENCE NEMER SVD
CH3600  CREATING COMMUNAL IDENTITY: 
EARLY FRANCISCAN LITURGY, ART 
AND POPULAR TEXTS

GDT, MTS,  (Min. No. 6) 
MDiv (Specialised: Christian Thought and History; Christian Life and Ministry),  
2nd semester Thursday evening  Crosslisted as DT3600

CONTENT
This unit will explore the Franciscan Order’s struggle to define its identity after the death 
of Francis of Assisi (d. 1226), and the expression of this contested identity in art, liturgy 
and popular literature of the thirteenth and fourteenth centuries. Texts studied include 
the official vitae by Thomas of Celano (1229 and 1247) and Bonaventure (1263), 
liturgical texts such as Celano’s Legend for Use in the Choir (ca. 1266), popular re-
tellings of Francis’s life such as I Fioretti di San Francesco (early 1400s) and versified 
French vitae, and major Franciscan visual cycles such as those in the Upper Church 
of San Francesco (c. 1295, Assisi) and in the Bardi Chapel of Santa Croce (c. 1305, 
Florence). The function of the founder in the Franciscan context will be contrasted with 
the experience of the other major mendicant orders, the Dominicans and the 
Carmelites. Such a comparison will focus on identifying the particular ideological 
and liturgical challenges faced by the early Franciscan Order, and the multifaceted nature 
and expression of Franciscan identity and spirituality in this period.

PREREQUISITES
At least one foundational unit in Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. contextualise the development and expression of Franciscan identity within the 
broader developments of the medieval Church and within the early history of the Or-
der itself
2. exhibit a nuanced understanding of the politics of identity within the early Franciscan 
Order and of the importance of the founder figure in this context, with contextual 
reference to contemporary Dominican and Carmelite experience
3. demonstrate skills in analysing primary texts (both visual and written), and in conceptu-
alis ing the relationship between official and unofficial texts regarding Francis 
of Assisi
4. display familiarity with the historiography of Franciscan liturgy in this period, and its 
relationship to medieval readings of the primary source material
5. identify integral elements of Franciscan spirituality
6. demonstrate the ability to construct, present and defend a critical argument, in oral 
and written formats.

ASSESSMENT
1500 word literature review (20%); Class presentation on a text or image (with a 1500 
word report) (35%); 3000 word research essay (45%)

BIBLIOGRAPHY
Bourdau, Louise. The Franciscans and Art Patronage in Late Medieval Italy. 
A. Wayne Hellmann OFM Conv and William J. Short OFM. New York: New 
Knox, Lezlie. Creating Clare of Assisi: Female Franciscan Identities in Late Medieval 

Lecturer: ANNA WELCH
INTRODUCTION TO EARLY CHRISTIAN ART AND ARCHITECTURE

GDT, MTS, MDiv (Integrative: Hermeneutics and Culture) (Min. No. 6)
1st semester Wednesday morning

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

PREREQUISITES
At least one foundational unit in Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify the central iconographic themes of Early Christian and Byzantine art
2. demonstrate ability to use vocabulary of visual analysis and historical inquiry in written communication at a more advanced level
3. demonstrate a sophisticated understanding of the various lenses (historical, ideological, spiritual) through which the interpreter views visual images
4. critically analyse a variety of methodological perspectives of art historical scholarship.

ASSESSMENT
1500 word short paper on a topic to be arranged in consultation with instructor (20%); one hour slide exam (30%); 3500 word research essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: CLAIRE RENKIN
CS3025  TRINITY OF LOVE
GDT, MTS, MDiv (Specialised: Christian Thought and History)  (Min. No. 6)
1st semester Thursday morning

CONTENT
This unit aims to explore the meaning and centrality of the doctrine of the Trinity in Christian doctrine and faith. From its biblical sources through its development in East and West, its depiction in Christian art and liturgy, the significance of the Trinity for faith, spirituality and praxis are examined. Further representations are in contemporary approaches to trinitarian theology, in the mystics, and in response to other faiths and modern atheism.

PREREQUISITES
At least one foundational unit in systematic theology

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 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 20th century, including social and feminist theologies
4. articulate some practical ramifications of trinitarian faith for spirituality and Christian praxis
5. demonstrate development of research and argumentation skills appropriate to study at graduate level.

ASSESSMENT
2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: JANETTE GRAY RSM
CONTENT
Within the contemporary context in which the theology of grace tends to be more implicit than explicit, the following topics will be addressed: questions arising from the history of the theology of grace; traditional theological categories; transposing the categories; consciousness of grace and “being-in-love”; the liberating grace of Christ, incarnate, crucified and risen; the gift of the Spirit; grace and spirituality; the grace of the Church; grace for culture and society: the total human good; grace and the future: "What we will be has not yet been revealed" (1 John 3:2).

PREREQUISITES
At least one foundational unit in Systematic Theology; Two foundational units in Biblical Studies highly recommended

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify traditional theological categories of grace
2. trace the development of the doctrine and the theology of grace within the Catholic tradition
3. transpose the categories: from theory to method
4. express the relationship between grace and spirituality
5. integrate faith and scholarship in evaluating influences on culture and society
6. critically appropriate the notion of grace in relationship to human transformation and to the totality of the human good
7. demonstrate research skills appropriate to study at graduate level.

ASSESSMENT
1500 word record of class presentation or equivalent (30%); 4500 word essay (70%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: KATHLEEN WILLIAMS RSM
CONTENT
This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ, the foundation of Christianity. It highlights his vocation to live, love, work, suffer and die for the coming of the reign (Kingdom) of God. It starts with a survey of impressions of him. It goes on to distinguish between the Jesus of history and the Christ of faith. This leads to an inquiry into the scope, achievements and limits of the quest for the historical Jesus. In turn this opens into a consideration of the following themes: the world of Jesus; the reign of God in his mission, message and actions; his sufferings, crucifixion and death; his resurrection and its impact on the Jesus movement; New Testament interpretations; his identity in history and tradition; some special questions, including his role as liberator and saviour, and his continuing relevance for individuals, the Church, and the world.

PREREQUISITES
BN3550 and CS3272, or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. express the relationship between the Jesus of history and the Christ of faith
2. demonstrate an understanding of the issues involved in the quest for the historical Jesus
3. articulate and explain the significance of the Reign of God as the core of his public life and ministry
4. explain the Christian teaching that his death and resurrection is the culmination of his life and mission
5. articulate an understanding of his continuing presence and activity in the Church
6. critique the Chalcedonian definition of the identity of Jesus Christ
7. demonstrate the ability to engage with relevant contemporary literature in Christology.

ASSESSMENT
1500 word book review (25%); 1500 word seminar presentation (25%); 3000 word essay (50%)

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: GREG BRETT CM
CS3153

SACRAMENTS OF INITIATION:
BAPTISM, CONFIRMATION, EUCHARIST

GDT, MTS, MDiv (Integrative: Worship and Mission) (Min. No. 6)
2nd semester Monday evening Crosslisted as DT3753

CONTENT
“Christians are made, not born” (Tertullian). This unit explores with ecumenical sensitivity the origin, history, meaning and value, of the processes involved in persons becoming Christians. The starting point is a panorama of the contemporary Church and world as the social context for Christian initiation today. The unit includes an investigation of the relevant theological principles for effectively celebrating the prescribed rituals of Christian initiation, whether for adults, children, or infants. In tandem with this investigation, different types and forms of catechesis (teaching) for different stages of the journey of faith are highlighted. Finally, the unit singles out the Eucharist as both the high point of the journey for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES
CS3272 or equivalent foundational unit in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate major insights from the histories and theologies of Baptism, Confirmation, and Eucharist
2. identify both progress and decline in the theory and practice of Christian initiation
3. analyse relevant developments in church teachings
4. identify the meanings, worth and beauty, of the various rituals of Christian initiation today
5. exhibit written skills in communicating up-to-date and appealing insights into the different processes employed in persons becoming Christians
6. show familiarity with and appreciation of, the Rite of Christian Initiation of Adults (RCIA), including a. what it says about Christian discipleship, and b. what it implies about all forms of church ministry
7. demonstrate an ability to engage with relevant contemporary literature on Christian initiation.

ASSESSMENT
1500 word book review (25%); 1500 word presentation (25%); 3000 word essay (50%)

BIBLIOGRAPHY

Lecturer: PETER DIKOŠ SVD
CONTENT
The unit aims to present with ecumenical sensitivity the origin, meaning and purpose, of the Christian sacraments. It gives a central and overarching emphasis to the Church as the sacrament of Jesus Christ, and to its role in the coming of the reign of God. In this context, it presents an understanding of sacraments as signs and symbols of the loving presence and self-giving of God. The seven ritual sacraments of the Church are presented as saving and transforming actions of Christ (in the Holy Spirit in the Church). Particular attention is paid to their historical origin and development, to their signs and symbols, and to their ritual celebration and pastoral implications.

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 what is a sacrament
2. explain the distinction and the connection between the sacraments of daily life and the ritual sacraments of the Church
3. express how the sacraments of the Church find their origin in Christ and how they have developed in history
4. demonstrate the meaning of each sacrament in terms of being real symbols of the loving presence of God
5. explain how the sacraments are theologically joint actions of Christ and his Church
6. identify how the Church’s ritual sacraments make and sustain the Church as the community of Christ’s followers
7. demonstrate an ability to engage with relevant contemporary literature on the history and theology of sacraments.

ASSESSMENT
1500 word book review (25%); 1500 word seminar presentation (25%);
3000 word essay (50%)

BIBLIOGRAPHY

Lecturer: PETER DIKOŠ SVD
CONTENT
This unit examines the theology of the church grounded in Jesus’ preaching of God’s kingdom and oriented to the mission of that kingdom. Topics covered will include: the origin of the church in Jesus Christ and his mission from God; the Holy Spirit as the life and soul of the church; New Testament images and metaphors for the church; historical and contemporary models of church and mission, and especially that of sign and sacrament; contextualisation and inculturation; the relation between the church and the world; the relation between the local church and the wider church; the marks of the church; church order, organisation, authority and reform; ecumenical issues.

PREREQUISITES
Three foundational units, including one unit in Systematic Theology

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
1500 word short paper (25%); 3000 word essay (50%); 1500 word summative reflection and application (25%)

BIBLIOGRAPHY

Lecturer: ROSS FISHBURN
CONTENT
This unit is an introduction to the content of Lonergan’s theology, and especially his conception of theological method as “a framework for collaborative creativity” that mediates between a given culture and the meaning and value of a religion in the culture. The eight “functional specialties” of theology that Lonergan has outlined will be analysed, and applied to the contemporary theological context.

PREREQUISITES
At least two foundational units in both Systematic Theology and Biblical Studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the relationship between theological method and intentional consciousness
2. design relevant methods for doing theological reflection
3. know the eight functional specialties of theology
4. identify the need for collaboration in the theological enterprise
5. understand and support a theologian’s focus on one functional specialty in doing theology
6. identify the developments made in theological method
7. demonstrate the development of research skills appropriate to graduate study.

ASSESSMENT
4500 word essay (70%); 1500 word presentation report (30%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: KATHLEEN WILLIAMS RSM
CS3272  FAITH, REVELATION & THEOLOGY
GDT (Foundational), MDiv (Foundational)  (Min. No. 6)
1st semester Tuesday evening

CONTENT
The unit considers faith simultaneously as a graced and universal human phenomenon. A distinction is made between faith and the beliefs which inform it and give it a specific focus. The role of the Judaeo-Christian scriptures in ‘informing’ faith is also addressed. Next, revelation is presented as simultaneously theocentric and a universal human phenomenon with a variety of historical manifestations. The theocentric focus of revelation provides the broader context in which Christian revelation is situated, especially as it has been manifested through the Scriptures. Finally, with faith and revelation as the originating experiences out of which theology emerges, the unit concludes with a consideration of the nature and methods of contemporary theologies.

PREREQUISITES
None (but highly recommended that students have taken AM1000 and one unit in biblical studies)

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the universal and particular nature of faith
2. demonstrate a familiarity with the central elements of the Christian faith
3. demonstrate a basic understanding of a theology of revelation—how revelation occurs universally and in specific historical mediation
4. articulate how Christian Theology has developed from the Patristic period to the present
5. outline the functions of theology, its strength and limitations
6. identify the method and sources, both written and non-written, for doing theology
7. demonstrate an ability to use the sources of theology in one contemporary issue
8. articulate theology as a collaborative enterprise both within theology itself and with other disciplines.

ASSESSMENT
Weekly summary (the essential point) of the readings (one paragraph) (30%);
Two 1000 word theological reflection papers (2 X 20%); 2500 word essay (30%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: GREG BRETT CM
**FIELD D – THEOLOGY: MISSION AND MINISTRY GRADUATE**

### CANON LAW

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### LITURGY

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<tr>
<td>DT3240</td>
<td>Celebrational Style</td>
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<tr>
<td>DT3209</td>
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### MORAL THEOLOGY

<table>
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<tr>
<td>DT3308</td>
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<tr>
<td>DT3341</td>
<td>Human Sexuality and Marriage (=CS3341)</td>
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<tr>
<td>DT3350</td>
<td>Christianity, Economics &amp; Social Transformation (=AS3350)</td>
</tr>
<tr>
<td>DT3380**</td>
<td>Catholic Social Thought in Australia &amp; O/S (=AS3280 &amp; CH3280)</td>
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<tr>
<td>DT3309</td>
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### MISSIOLOGY

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<tbody>
<tr>
<td>DT3414</td>
<td>Inter-Religious Dialogue in a Secular Society</td>
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<tr>
<td>DT3418**</td>
<td>Growth of the Church in Asia &amp; the Sth Pacific (=CH3418)</td>
</tr>
<tr>
<td>DT3420</td>
<td>Introduction to Theology of Mission (=CS3420)</td>
</tr>
<tr>
<td>DT3427</td>
<td>Theology in Asia: A Model of Development in Theology (=CS3427)</td>
</tr>
<tr>
<td>DT3475**</td>
<td>Strangers, Migrants and Refugees in the Bible (=BS3475)</td>
</tr>
<tr>
<td>DT3495</td>
<td>A Spirituality for Mission (=DT3595 &amp; DT3695) 1 eve</td>
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<tr>
<td>DT3409</td>
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### PASTORAL THEOLOGY AND MINISTRY STUDIES

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<tbody>
<tr>
<td>DT3506</td>
<td>Counselling: Theory and Practice</td>
</tr>
<tr>
<td>DT3515</td>
<td>Faith, Religion &amp; Spirituality in Contemporary Society</td>
</tr>
<tr>
<td>DT3525**</td>
<td>Doing and Living the Church’s Liturgy (=DT3225 &amp; DT3625)</td>
</tr>
<tr>
<td>DT3558**</td>
<td>Signs &amp; Gifts of God: Sacraments (=CS3158)</td>
</tr>
<tr>
<td>DT3560**</td>
<td>Leadership in A Faith Community (=DT3707)</td>
</tr>
<tr>
<td>DT3595**</td>
<td>A Spirituality for Mission (=DT3495 &amp; DT3695)</td>
</tr>
<tr>
<td>DT3599</td>
<td>Supervised Reading Unit – Pastoral Theology &amp; Ministry Studies</td>
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**See cross listing for detailed unit description**
FIELD D – THEOLOGY: MISSION AND MINISTRY GRADUATE

SPIRITUALITY

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>DT3600**</td>
<td>Creating Communal Identity; Early Franciscan Liturgy, Art &amp; Popular Texts (=CH3600)</td>
</tr>
<tr>
<td>DT3625**</td>
<td>Doing and Living the Church’s Liturgy (=DT3225 &amp; DT3525)</td>
</tr>
<tr>
<td>DT3695**</td>
<td>A Spirituality for Mission (=DT3495 &amp; DT3595)</td>
</tr>
<tr>
<td>DP336</td>
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SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 148.

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<tr>
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<td>DT3603</td>
<td>Inter-Personal Dynamics in Spiritual Direction</td>
</tr>
<tr>
<td>DT3604</td>
<td>Spiritual Direction Practicum</td>
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RELIGIOUS EDUCATION

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<tr>
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<tbody>
<tr>
<td>DT3753**</td>
<td>Sacraments of Initiation: Baptism, Confirmation &amp; Eucharist (=CS3153)</td>
</tr>
<tr>
<td>DT3707</td>
<td>Leadership in a Faith Community (=DT3560)</td>
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<tr>
<td>DT3709</td>
<td>Supervised Reading Unit – Religious Education</td>
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UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 159 for schedule at Box Hill, Sunbury & Mildura)

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<tr>
<th>Course</th>
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<tr>
<td>GC3151</td>
<td>Jesus Christ Today: In Church, Mission and Sacraments</td>
</tr>
<tr>
<td>GC3300</td>
<td>Making Our (Christian) Choices in Life: Value Added Approach</td>
</tr>
<tr>
<td>GC3702</td>
<td>Foundations of Religious Education</td>
</tr>
<tr>
<td>GC3737</td>
<td>Introduction to Scripture for Religious Educators</td>
</tr>
<tr>
<td>GC3000</td>
<td>Integrative Exercise</td>
</tr>
</tbody>
</table>

**See cross listing for detailed unit description
CONTENT
This unit aims to provide the student with a greater understanding of the role of law in 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 it 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, for example, the People of God and the Sacraments. Topics covered will include General Norms, Persons in the Code of Canon Law and the Sacraments including Orders.

PREREQUISITES
One foundational unit in Systematic Theology or Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate knowledge and understanding of the history and development of law in the Church
2. demonstrate advanced understanding of the inter-relationship between theology and canon law
3. critically apply the principles of interpretation of canon law to complex concrete situations
4. demonstrate thorough understanding of 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
4000 word essay (60%); two tutorial papers of 1000 words each (40%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: ROSEMARIE JOYCE CSB
DT3112 CANON LAW B
GDT, MTS, MDiv (Specialised: Christian Life and Ministry) (Min. No. 6)
2nd semester Tuesday morning

CONTENT
This unit comprises 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 or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. critically apply the principles of interpretation of Canon Law to concrete situations
2. describe the hierarchical structure and general governance of the Catholic Church
3. discuss the laws of the Church relating to the Sacrament of Orders
4. discuss major aspects of the laws relating to governance, particular churches, the teaching office of the Church and temporal goods
5. demonstrate competence in discussing points of law involving everyday pastoral situations.

ASSESSMENT
4000 word essay (60%); two case studies of 1000 words each (40%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: ROSEMARIE JOYCE CSB
DT3225  DOING AND LIVING THE CHURCH’S LITURGY

GDT (Foundational), MTS, MDiv (Foundational)  (Min. No. 6)
1st semester Intensive  Sun 26 Feb & Sat 24 Mar (10am-4pm) &
Wed evenings (5pm-8pm) 29 Feb; 14 & 21 March; 18 April & 2, 9, 16, 23 May

Crosslisted as DT3525 (Pastoral Theology) and DT3625 (Spirituality)

CONTENT
This unit is a practicum. 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. Thus the unit will explore a theological and pastoral understanding of the rites, patterns and corporate nature of the liturgy through the lens of the church’s liturgical praxis. There will be a practical focus on issues pertinent to the liturgical life of the parish, such as skills for planning, celebrating and evaluating its manifold liturgies.

NO PREREQUISITES

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; as well as symbol and ritual
5. demonstrate familiarity with sources integral to liturgical celebration
6. engage in informed and constructive evaluation of particular celebrations.

ASSESSMENT
Field work with 1000 word report (10%); 1000 word seminar paper (30%); 4000 word essay/project (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturers:  MARGARET SMITH SGS, AND TOM KNOWLES SSS
DT3240

CELEBRATIONAL STYLE

GDT, MTS, MDiv (Specialised: Christian Life and Ministry)

2nd semester Wednesday morning

CONTENT

This unit is designed to teach liturgical ministers especially in the Catholic tradition, the importance of the appropriate use of word, symbol, movement, and gesture, and to increase their ability to create dynamic celebrations that will draw and engage assemblies of God’s People into full, active and conscious participation. Its main purpose is to form ministers, ordained and lay, for presiding at a broad range of celebrations based on the diverse ways in which today’s people gather for worship and celebration of life’s passages.

PREREQUISITES

Normally, one unit of liturgical studies at undergraduate or graduate level

LEARNING OUTCOMES

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

1. demonstrate understanding of principles informing good liturgical practice and leadership
2. make effective use of various elements of liturgical action – words, symbols, movement and gestures and their interaction, to form good liturgies
3. combine personal style, rubrics, and the liturgical elements of worship in leading a worshipping community
4. lead several forms of community liturgical celebration, appropriately, with dignity and warmth, engaging participants to the fullest extent possible
5. demonstrate ability to reflect on and improve their skills in liturgical leadership
6. demonstrate ability to form others in liturgical ministries, e.g. Lectors, Eucharistic Ministers, Funeral Ministers
7. demonstrate ability to discourse effectively on the historical development of rites.

ASSESSMENT

Practical demonstration of presiding skills (20%); one 5000 word critical examination of Eucharistic practice, from journal reflections, guided reading, and critical self-evaluation as Presider (80%)

BIBLIOGRAPHY


Lecturer: TOM KNOWLES SSS, PHILIP MALONE MSC AND PETER PRICE
DT3308  MAJOR ISSUES IN MORAL THEOLOGY
GDT, MTS, MDiv (Specialised: Christian Life and Ministry)  (Min. No. 6)
2nd semester Wednesday evening

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 surveyed include, for example, major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, ethical issues concerning human life: genetics, reproductive technology, euthanasia, abortion, the Church's role in the arena of politics and public life, the Church's involvement in the area of economic justice, the place and role of women in the Church. The unit would be important for those who intend to take only two units in Moral Theology.

PREREQUISITES
One foundational unit in Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate familiarity with the more important literature on a number of current ethical questions
2. demonstrate understanding of the foundations for Christian positions on relevant ethical issues
3. discuss ethical issues critically and objectively
4. demonstrate ability to apply Christian ethical methodology to the discussion of moral questions
5. demonstrate ability to take part in public and media debates on current ethical issues
6. discourse critically on current Moral theology writing and commentary.

ASSESSMENT
2000 word tutorial paper (30%); 4000 word essay (70%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: CORMAC NAGLE OFM AND BERNARD TEO CSsR
CONTENT
This unit will treat specifically of the rich and positive meaning of sexuality in the Catholic tradition. It will review the foundations or sources of a Christian ethics of sexuality and marriage. Then it will treat more specifically the meaning of sexuality and its role in human relations, the human response to God as sexual persons, including particular questions, for example, positive living as sexual persons, sexual abuse, homosexuality, prostitution, contraception, etc., as time allows. It will also investigate the meaning of marriage as a human institution and Christian sacrament, its history and development.

PREREQUISITES
DT3300 or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate understanding of the Scriptural and Church teachings on, and the human foundations of, sexuality
2. discuss the origins and historical development of the moral theology of sexuality and marriage as a sacrament
3. identify principles and guidelines to evaluate and offer a Christian response to relevant questions on sexuality and marriage, both general and specific
4. demonstrate understanding regarding the integration of sexuality as a basic area of spiritual life
5. identify and explore specific questions arising from current controversies.

ASSESSMENT
4000 word essay (60%); 2000 word tutorial paper (40%)

BIBLIOGRAPHY  *= set texts recommended for purchase

Lecturer: CORMAC NAGLE OFM
DT3350 CHRISTIANITY, ECONOMICS AND SOCIAL TRANSFORMATION

GDT, MTS, MDiv (Integrative: Theology and Public Realm) (Min. No. 6)
2nd semester Thursday evening (Crosslisted as AS3350)

CONTENT
This unit will investigate the ethical basis of economics, major issues in social transformation, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in the social sciences. The unit will also outline alternative policies in global economic development, evaluating them from a moral perspective.

PREREQUISITES
DT3300 or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. analyse critically the key texts in the philosophy of economics and debates in economic development
2. demonstrate an ability to evaluate and critique the economic arguments examined in the course
3. analyse critically economic policies using moral values
4. demonstrate understanding of the moral principles involved in economic activity
5. produce in written form a sustained argument about the moral dimensions of an economic issue and its consequences for social and economic policy
6. evaluate the responsibilities of the churches in relation to contemporary economic debates.

ASSESSMENT
2500 word essay (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
DT3414  INTER-RELIGIOUS DIALOGUE IN A SECULAR SOCIETY
GDT, MTS, MDiv (Specialised: Christian Life and Mission)  (Min. No. 6)
1st semester Wednesday evening

CONTENT
This unit will examine the biblical and theological foundations, church statements, and various theological positions on the issue of inter-religious dialogue, as well as the challenges it faces. It will also discuss issues of evolution, cosmic salvation, world peace, and the Reign of God along with their implications for dialogues between the various world faiths of today.

PREREQUISITES
One foundational unit in Missiology and one in Biblical Studies (OT)

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the nature of inter-religious dialogue, its role and relevance in contemporary society
2. demonstrate a clear understanding of the link between the Reign of God as preached by Jesus and inter-religious dialogue
3. locate the place of inter-religious dialogue in the theology of evolution
4. identify and analyse inter-religious dialogue occurring in Melbourne
5. discuss the relationship between world peace and inter-religious dialogue.

ASSESSMENT
2000 word class presentation (40%); 4000 word essay (60%)

BIBLIOGRAPHY

Lecturer:  JACOB KAVUNKAL SVD
## DT3420  INTRODUCTION TO THEOLOGY OF MISSION

**GDT (Foundational), MTS, MDiv (Foundational)**  
1st semester Thursday evening  
Crosslisted as CS3420

### CONTENT
The unit will examine the historical development of the understanding of mission leading to Vatican II and will analyse the missionary nature of the church. A study of the official documents on Mission will form part of the unit. The major missionary themes that have emerged since Vatican II will situate the unit in the contemporary perspective.

### NO PREREQUISITES

### LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the impact of colonialism on Mission theology
2. describe the progress from Vatican II to *Evangelii Nuntiandi*
3. demonstrate the missionary nature of Christian vocation
4. analyse the missiological themes emerging since Vatican II
5. evaluate the challenges to mission today.

### ASSESSMENT
2000 word Tutorial Presentation (40%); 4000 word essay (60%)

### BIBLIOGRAPHY

**Required Reading:**

**Further Texts:**


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Lecturer: JACOB KAVUNKAL SVD
DT3427 THEOLOGY IN ASIA: A MODEL OF DEVELOPMENT IN THEOLOGY

GDT, MTS, MDiv (Specialised: Christian Life and Ministry, or Christian Thought and History) Crosslisted as CS3427 (Min. No. 6)
2nd semester Saturdays 28 July; 11 & 25 August; 6 & 20 October

CONTENT
This unit is a review of current theological developments among Asian theologians in the context of dialogue between various religious traditions and cultures. It also reviews the theological reflection arising from the ‘preferential option for the poor’, and a commitment to the promotion and defence of human rights in the specific mission environment of Asia. The unit will explore how this contextual reflection has developed a uniquely Asian theology, examining its implications for the region.

PREREQUISITES
At least one foundational unit in Missiology or Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the main theological themes featured by Asian theologians
2. contrast these themes with traditional western theology
3. analyse the methodology of Asian theology as ‘Faith seeking understanding’
4. integrate local theologies into a broader synthesis of theology
5. debate the relevance of Asian theology in the Australian theological context.

ASSESSMENT
2000 word class presentation (40%); 4000 Word final essay (60%)

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
A SPIRITUALITY FOR MISSION

DT3495
GDT, MTS, MDiv (Integrative: Faith and Ministry Praxis) (Min. No. 6)
1st semester Tuesday evening
Crosslisted as DT3595 (Pastoral Theology and Ministry Studies) and DT3695 (Spirituality)

CONTENT
The content of this unit draws on the spirituality, the understanding and the experience of mission which the student brings to the classroom. With the underlining premise that Christian spirituality is of its nature mission oriented, the unit aims to investigate and describe a spirituality for mission in today’s world. Inter-religious, inter-cultural and pastoral experiences will be studied and reflected upon critically with the aid of Scripture, the social sciences and with contemporary developments in spirituality and theology.

PREREQUISITES
One foundational unit in Field D or in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the linguistic and communication issues that relate to mission
2. demonstrate an ability for personal critical reflection and evaluation
3. identify biblical texts which provide key learning for missionary spirituality
4. outline major shifts in the understanding of mission and the consequences of these for a spirituality in today’s world
5. describe a missionary spirituality informed by contemporary mission theology.

ASSESSMENT
1000 word written tutorial (20%); 1000 word article review (20%);
4000 word essay (60%)

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
CONTENT
Foundational counselling skills are also life skills. This unit explores a model of professional counselling and its attendant skills into which other models can be integrated. It also challenges the student to reflect on and enrich the many relationships of everyday life.

PREREQUISITES
Each student will be asked to fill in an application form at the time of registration and have an interview with the lecturer. Successful applicants will be notified immediately. The lecturer reserves the right to limit entry into the course.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the sequential steps of an overall counselling model
2. demonstrate how to begin a counselling session and to connect to the client
3. move beyond the telling of the story to ask what changes are sought
4. plan the first small steps of the change process
5. engage in self-critique to see where are the blind spots in the helping process
6. explore critically other models on the basis of knowledge gained of this model
7. demonstrate the basics of doing an initial interview, and continuing into a second interview.

ASSESSMENT
Weekly 15 minute tests (20%); recorded counselling session (student-to-student) with critical self-critique (60%); 1500 word essay (20%)

Students must achieve a pass in all sections of the assessment.

BIBLIOGRAPHY
* = set texts recommended for purchase

Lecturer: PETER CANTWELL OFM
FAITH, RELIGION AND SPIRITUALITY
IN CONTEMPORARY SOCIETY

GDT, MTS, MDiv (Specialised: Christian Life and Ministry)  (Min. No. 6)
2nd semester Intensive: Sat 21 & Sun 22 July, Sat 1 & Sun 2 Sept, (9.00am-4.00pm)
Wed 8, 15, 22 Aug (5.30pm – 8.30pm)

CONTENT
This unit provides an opportunity for participants to analyse the decreasing interest in institutional religion, alongside the paradoxically increasing interest in spirituality. Using a range of educational tools, the unit will examine: Generational differences in the western post-modern secular world; an overview of the developmental theories of Piaget, Erikson, Kohlberg, and Fowler; biblical, traditional and more modern definitions of faith; the dialogue between institutional religion and spirituality, and the challenges facing individuals and religious institutions in contemporary society.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify the impact of generational and cultural change on human meaning making capacity
2. demonstrate an understanding of theological and developmental theories of human growth
3. discuss age-related issues in the construction and reconstruction of meaning
4. identify the contributions that religious institutions have made, and the possible contribution that the new emphasis on spirituality may make to people’s search for meaning
5. analyse the challenges and possibilities of reconstructing personal and communal meaning in contemporary society
6. critique ideas relating to faith development theories, and analyse challenges facing leaders in ministering to mixed aged contemporary Christian communities.

ASSESSMENT
2000 word essay (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Lecturer: ROSE MARIE PROSSER
DP336 CLINICAL PASTORAL EDUCATION (CPE)

GDT, MTS (Normally 15 points credit), MDiv (15 points credit as Specialised: Christian Life and Ministry and 15 points credit as Integrative: Faith and Ministry Praxis)

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.

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 – 0409 255 146;
- Mercy Centre – Mercy Hospital for Women – 8458 4688;
- Peter MacCallum Cancer Centre – 9656 1301;
- Royal Melbourne Hospital – 9342 7556
- Southern Health, Monash Clayton, Pastoral Care Office – 9594 2332

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.

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

Students should notify the YTU office so that accreditation may be arranged.

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.
SILOAM FORMATION PROGRAM IN SPIRITUAL DIRECTION (HEART OF LIFE)

DT3602: Foundational Concepts in Spiritual Direction.
DT3603: Inter-personal Dynamics in Spiritual Direction.
DT3604: Spiritual Direction Practicum

Application for this program must be made directly to Heart of Life, followed by application through Yarra Theological Union to MCD. The cost of the program is $10,328. (FEE-HELP is available.)

2 semesters full-time or 4 semesters part-time (numbers limited to 8)
Three units: 3 x 15 points  *(the three units must be done concurrently).*

AWARD: Graduate Certificate in Spiritual Direction
Part of Graduate Diploma in Theology or in Spiritual Direction

CONTENT:
Siloam is an integrated program. The study and practice of spiritual direction are based on anthropological, psychological and theological teachings found in Bernard Lonergan's theory *Operations of Conscious Intentionality* and Luigi Rulla’s theory of *Theocentric Self-transcendence* The content of the program includes modules on the theology of religious experience, grace, ecological theology, discernment of spirits, conversion, the human experience of God, psychological aspects of spiritual direction, ethics; the integration of theory and practice in both individual and group supervision of one’s ministry, group evaluation, group prayer. One’s ministry as a spiritual director and one’s personal development and formation are further integrated in Siloam’s ongoing individual supervision and group interaction.

Contact
Sue Richardson PBVM
HEART of LIFE CENTRE,
98 Albion Road, Box Hill, 3128
Ph: (03) 9890 1101
Email: holsc@bigpond.com
Website: http://heartoflife.abundance.org.au
DT3602  FOUNDATIONAL CONCEPTS IN SPiritual Direction / Siloam

Course: Graduate Certificate in Spiritual Direction  (Min. No. 8)
Part of Graduate Diploma in Theology (or in Spiritual Direction)

CONTENT
This is one of three integrated units in the Siloam program for the formation of spiritual directors at Heart of Life Centre. It is taken concurrently with DT3603 and DT3604 over two semesters (full-time program) or four semesters (part-time program). The unit covers the experience of grace, a theology of religious experience, ecological theology, and the discernment of spirits.

PREREQUISITES
Enrolment and acceptance at Heart of Life Centre

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a sound knowledge of the theological underpinnings of the ministry of spiritual direction
2. name the varieties of religious experience they encounter in their ministry as spiritual directors
3. articulate an understanding of the process of discerning the spirits (towards God and away from God) in their own and others’ inner experience.

ASSESSMENT
Pass/fail only: two 2000-word assignments and two 1000-word reflection papers

BIBLIOGRAPHY  * = set texts recommended for purchase
*———, Discerning God’s Will: Ignatius of Loyola’s Teaching on Christian Decision Making, St. Louis, MO: St. Louis University, 1991.

Coordinators:  CHERYL BOURKE PBVM, PATRICIA FOLEY PBVM, ROBYN REYNOLDS OLSH and SUE RICHARDSON PBVM
DT3603 INTER-PERSONAL DYNAMICS IN SPIRITUAL DIRECTION / SILOAM

Graduate Certificate in Spiritual Direction (Min. No. 8)
Part of Graduate Diploma in Theology (or in Spiritual Direction)

CONTENT
This is the second of three integrated units in the Siloam program for the formation of spiritual directors at Heart of Life Centre. It is taken concurrently with DT3602 and DT3604 over two semesters (full-time program) or four semesters (part-time program). This unit covers the experience of conversion, the human experience of God, psychological aspects of spiritual direction, and ethics and professional standards in ministry.

PREREQUISITES
Enrolment and acceptance at Heart of Life Centre

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a sound knowledge of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. describe the various ways of expressing the human encounter with God
3. identify in spiritual direction the conversion processes described by Lonergan
4. articulate a clear understanding of the ethics of spiritual direction practice.

ASSESSMENT
Pass/Fail only: One 2000-word assignment and four 1000-word reflection papers

BIBLIOGRAPHY
* = set texts recommended for purchase

Coordinators: PHILIP MALONE MSC, SUE RICHARDSON PBVM and KATHLEEN SPOKES SGS
DT3604 SPIRITUAL DIRECTION PRACTICUM: SILOAM

Graduate Certificate Spiritual Direction (Min. No. 8)
Part of Graduate Diploma in Theology (or in Spiritual Direction)

CONTENT
This is the third of three integrated units in the Siloam program for the formation of spiritual directors at Heart of Life Centre. It is taken concurrently with DT3602 and DT3603 over two semesters (full-time program) or four semesters (part-time program). The unit includes extensive ministry as a spiritual director, individual and group supervision of ministry, individual and group evaluations, group prayer, reflection and interaction.

PREREQUISITES
Enrolment and acceptance at Heart of Life Centre

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. reflect critically on their relationship with another in spiritual direction
2. articulate clearly the impact of accompaniment on human and spiritual development
3. participate in group supervision processes
4. articulate the integration of their theoretical learnings, their ministerial practice, and their personal development.

ASSESSMENT
One 2000-word case study of one’s ministry in spiritual direction, regular verbatim reports on ministry and written evaluations of one’s learnings (equivalent to 4000 words total), and supervisors’ ongoing evaluation of students’ ministry

BIBLIOGRAPHY  * = set texts recommended for purchase

Coordinators: SUE RICHARDSON PBVM and BRIAN GALLAGHER MSC
Supervisors: CAROLE CARMODY RSM, ANGELA SLATTERY IBVM, PAUL SPENCE, KATHLEEN SPOKES SGS, and LIS TEGGELOVE RSM
LEADERSHIP IN A FAITH COMMUNITY

GDT, MTS, MDiv (Specialised: Christian Life and Ministry) (Min. No. 6)
2nd semester Monday evening Crosslisted as DT3560 (Pastoral Theology)

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

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify a range of issues that a person in leadership must address
3. critically evaluate the tensions of leadership from a Christian perspective
4. discuss the key responsibilities of Christian leadership
5. identify biblical foundations for contemporary approaches to faith leadership.

ASSESSMENT
Class presentation with 3000 word paper (50%); 3000 word essay (50%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
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 four Saturdays; or two consecutive days twice during the semester. The course is taught at Box Hill, Sunbury and Mildura.

The required units are usually taken in the following order:

GC3737 Introduction to Scripture for Religious Educators
GC3151 Jesus Christ Today: In Church, Mission and Sacraments
GC3300 Making (Christian) Choices in Life: Value Added Approach
GC3702 Foundations of Religious Education

In addition one 5 point unit (GC3000 Integrative Exercise) is taken concurrently over the duration of the course.

FUNDING

Many students are sponsored by the relevant Catholic Education Office. Enquiries related to funding should initially be directed to the Accreditation Officer at CEO Melbourne or the teacher’s principal in the Ballarat Diocese.
CONTENT
This unit seeks to present with ecumenical sensitivity a general introduction to the origin, development, and nature of the Church of Jesus Christ as the community of his followers. From an understanding of sacraments as signs of the loving presence and self-giving of God, it also sketches the origin, development, and purpose of the Church’s ritual sacraments in making and sustaining the Church. 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. Its 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.

PREREQUISITES
Undergraduate degree or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. trace 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
5. explain how the Church’s ritual sacraments originate in both the Christ-event and 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
Section A: 2000 word essay (50%); Section B: 2000 word essay (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: ROBYN REYNOLDS OLSH AND PETER DIKOŠ SVD
GC3300 MAKING OUR (CHRISTIAN) CHOICES IN LIFE: A VALUE ADDED APPROACH

Course: GCTRE
Unit Value: 10 points
See page 159 for schedule of dates.

CONTENT
This unit has a threefold purpose. Drawing upon revelation, 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 and tradition.

PREREQUISITES
Normally GC3737, GC3151

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 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.

ASSESSMENT
1500 word written presentation (30%); 2500 word essay (70%)

BIBLIOGRAPHY

Lecturers: PHILIP MALONE MSC AND BERNARD TEO CSsR
CONTENT
This unit examines foundational issues concerning the nature, purpose, context and practice of religious education in the Catholic Christian tradition. The focus is on Catholic schooling in Australia and is informed by church documents, clarification of current terminology used in regard to religious education, and an explanation of the sources of revelation. Participants are introduced to the history of Catholic schooling in Australia and to the work of contemporary theorists of religious education. While emphasising the importance of Catholic identity and the roles of prayer, ritual, liturgy and social justice in the maintenance of that identity, there is also an exploration of the possibilities of enrichment through interfaith dialogue.

NO PREREQUISITES

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”.

ASSESSMENT
2000 word essay 50%; A unit of work (2000 words) 50%

BIBLIOGRAPHY
Box Hill and Sunbury: To Know, Worship and Love – textbook series
Coming to Know, Worship and Love: A Religious Education Framework for Catholic Schools in the Archdiocese of Melbourne

Lecturers: MICHAEL A. KELLY CSsR AND CATHERINE McCAHILL SGS
GC3737 INTRODUCTION TO SCRIPTURE FOR RELIGIOUS EDUCATORS

Course: GCTRE Unit Value: 10 points
See page 159 for schedule of dates

CONTENT
This unit introduces teachers to the Scriptures by focussing on particular sections of the First (Old) and Second (New) Testaments and the manner in which these are interpreted within the Catholic Christian tradition. It provides an overview of: the nature of the Scriptures within a Catholic understanding of Divine revelation, principles and methods of biblical interpretation, the significance of the exodus and Sinai covenant for the Hebrew people, 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, Gospel of Mark, Matthew 1-2, Luke 1-2.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an appreciation of the role of Scripture as witness to God’s revelation in the world
2. demonstrate an understanding that Scripture was written, and is read, in particular social, political and religious contexts
3. demonstrate an understanding that different ‘portraits’ of Jesus are presented in the Gospels
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 structured analysis of Gen 1-2 (50%); 2000 word essay on Gospel of Mark (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturers: CATHERINE McCAHILL SGS and ROSE MARIE PROSSER
GC3000 INTEGRATIVE EXERCISE
Course: GCTRE Unit value: 5 points
Unscheduled

CONTENT
This unit is taken concurrently with the other units in the GCTRE program. It provides the student with an opportunity for personal appropriation, synthesis and integration of content, skills and formative experiences provided in these units.

COREQUISITES
GC3737, GC3151, GC3300, GC3702

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GC3737 (1st year)</td>
<td><strong>Introduction to Scripture for Religious Educators (CMcC)</strong></td>
<td>Sat 11 Feb; Sat 25 Feb; Mon 2 April; Tues 3 April</td>
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<td>GC3702 (2nd year)</td>
<td><strong>Foundations of Religious Education (MK)</strong></td>
<td>Sat 11 Feb; Sat 25 Feb; Mon 2 April; Tues 3 April</td>
</tr>
<tr>
<td>GC3151 (1st year)</td>
<td><strong>Jesus Christ Today: Church, Mission &amp; Sacraments (PD)</strong></td>
<td>Sat 28 July; Sat 11 Aug; Thurs 4 Oct; Fri 5 Oct</td>
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<tr>
<td>GC3300 (2nd year)</td>
<td><strong>Making Our (Christian) Choices in Life: A Value Added Approach (BT)</strong></td>
<td>Sat 11 Aug; Sat 25 Aug; Mon 24 Sept; Tue 25 Sept</td>
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**Box Hill (YTU) Classes: 9am – 4pm**

**Sunbury Classes: Friday 9.30am – 4pm; Saturday 9am – 4pm**

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<tr>
<td>GC3737 (1st year)</td>
<td><strong>Introduction to Scripture for Religious Educators (RP)</strong></td>
<td>Sat 11 Feb; Sat 3 Mar; Thurs 12 April; Fri 13 April</td>
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<tr>
<td>GC3151 (1st year)</td>
<td><strong>Jesus Christ Today: Church, Mission &amp; Sacraments (RR)</strong></td>
<td>Sat 4 Aug; Sat 18 Aug; Mon 24 Sept; Tues 25 Sept</td>
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**Mildura Classes: Friday 9.30am – 4pm; Saturday 9am – 4pm**

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<tr>
<td>GC3737 (1st year)</td>
<td><strong>Introduction to Scripture for Religious Educators (RP)</strong></td>
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<tr>
<td>GC3151 (1st year)</td>
<td><strong>Jesus Christ Today: Church, Mission &amp; Sacraments (RR)</strong></td>
<td>Fri 31 Aug; Sat 1 Sept; Fri 19 Oct; Sat 20 Oct</td>
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Initials:
CMcC = Catherine McCahill
MK = Michael Kelly
PD = Peter Dikoš
BT = Bernard Teo
RP = Rose Marie Prosser
RR = Robyn Reynolds
### FIELD A – HUMANITIES
#### POSTGRADUATE

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### FIELD B – BIBLICAL STUDIES
#### POSTGRADUATE

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<td>Prophecy, Apocalyptic and the Future</td>
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<td>BA4009</td>
<td>Supervised Reading Unit – Old Testament</td>
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### NEW TESTAMENT

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<td>BN4009</td>
<td>Supervised Reading Unit – New Testament</td>
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### BIBLICAL STUDIES

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<th>Code</th>
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<tr>
<td>BS4475</td>
<td>Strangers, Migrants and Refugees in the Bible (=DT4475)</td>
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</table>
CONTENT
The unit is a study of post-exilic prophetic and apocalyptic literature, and its representation of the future. It will examine how apocalyptic literature emerged from the matrix of Second Temple prophecy. The unit will begin by examining texts from Isaiah 56-66, noting the sense of disillusionment about the situation of the community in Yehud in the Persian period. It will then look at texts with a similar theme from Zechariah 1-8, and discuss their “proto-apocalyptic” character. Finally the unit will look at more fully developed apocalyptic texts such as those found in the book of Daniel. The unit will also examine and critique the approaches of scholars such as Plöger, Hanson, Carroll and Cook in regard to the relationship between prophetic and apocalyptic literature.

PREREQUISITES
At least one foundational unit in Old Testament

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. write an exegetical paper and essay to demonstrate their grasp of contemporary critical methods of interpretation
2. show an ability to use scholarly commentaries and other such resources to exegete texts relevant to the content of the course
3. demonstrate an understanding of the history of the Second Temple period
4. relate biblical texts to contemporary issues in a critically grounded and responsible manner
5. show a familiarity with scholarly debates over the definition of “apocalyptic” and what constitutes apocalyptic literature
6. critique the theories about the relationship between prophecy and apocalyptic literature proposed by the principal scholars studied in the unit.

ASSESSMENT
6000 word essay

BIBLIOGRAPHY

Lecturer: JOHN HILL CSsR
CONTENT
This unit is a literary, historical, and theological examination of various strangers, migrants and refugees in the Bible in order to help students to address effective pastoral responses to the issue of migration in our world today. Theological, missiological and cross-cultural issues, implications and applications are addressed.

PREREQUISITES
At least one foundational unit in Biblical Studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate knowledge of the history and theology of the social phenomenon of migration in the Bible
2. analyse and interpret biblical texts by means of literary and historical approaches
3. integrate critical exegesis of various biblical passages with theology, spirituality, and pastoral concerns dealing with migration issues today
4. analyse contemporary exodus experiences in their diverse cross-cultural contexts
5. write a research paper demonstrating the appropriate exegetical and hermeneutical skills.

ASSESSMENT
6000 word research paper

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: VAN THANH NGUYEN SVD
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<td>CH4009      Supervised Reading Unit – Church History</td>
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<td>CS4035      Grace in our Time: God’s Gift &amp; Human Good</td>
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<tr>
<td>CS4270      Method in Theology According to Bernard Lonergan</td>
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<td>CS4009      Supervised Reading Unit – Systematic Theology</td>
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CH4600 CREATING COMMUNAL IDENTITY: 
EARLY FRANCISCAN LITURGY, ART 
AND POPULAR TEXTS

MA(Theol), MTS, MDivHons, and research awards (Min. No. 6) 2nd semester Thursday evening Crosslisted as DT4600

CONTENT
This unit will explore the Franciscan Order’s struggle to define its identity after the death of Francis of Assisi (d. 1226), and the expression of this contested identity in art, liturgy and popular literature of the thirteenth and fourteenth centuries. Texts studied include the official vitae by Thomas of Celano (1229 and 1247) and Bonaventure (1263), liturgical texts such as Celano’s Legend for Use in the Choir (ca. 1266), popular retellings of Francis’s life such as I Fioretti di San Francesco (early 1400s) and versified French vitae, and major Franciscan visual cycles such as those in the Upper Church of San Francesco (c. 1295, Assisi) and in the Bardi Chapel of Santa Croce (c. 1305, Florence). The function of the founder in the Franciscan context will be contrasted with the experience of the other major mendicant orders, the Dominicans and the Carmelites. Such a comparison will focus on identifying the particular ideological and liturgical challenges faced by the early Franciscan Order, and the multifaceted nature and expression of Franciscan identity and spirituality in this period.

PREREQUISITES
At least one foundational unit in Church History

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. contextualise the development and expression of Franciscan identity within the broader developments of the medieval Church and within the early history of the Order itself, with a special emphasis on the role of liturgy in this respect
2. demonstrate a nuanced understanding of the politics of identity within the early Franciscan Order and of the importance of the founder figure in this context, with contextual reference to contemporary Dominican and Carmelite experience
3. display proficiency in analysing primary texts, and in conceptualising the relationship between official and unofficial texts regarding Francis of Assisi
4. demonstrate familiarity with the historiography of Franciscan liturgy in this period, and its relationship to medieval readings of the primary source material
5. identify integral elements of Franciscan spirituality
6. exhibit the ability to construct, present and defend a critical and original argument, in oral and written formats
7. demonstrate proficiency in applying research skills.

ASSESSMENT
A 6000 word essay, a portion of which will be presented in class

BIBLIOGRAPHY

Lecturer: ANNA WELCH

- 164 -
CS4025  TRINITY OF LOVE
MA(Theol), MTS, MDivHons, and research awards  (Min. No. 6)
1st semester Thursday morning

CONTENT
This unit aims to explore the meaning and centrality of the doctrine of the Trinity in Christian doctrine and faith. From its biblical sources through its development in East and West, its depiction in Christian art and liturgy, the significance of the Trinity for faith, spirituality and praxis are examined. Further representations are in contemporary approaches to trinitarian theology, in the mystics, and in response to other faiths and modern atheism.

PREREQUISITES
At least one foundational unit in systematic theology

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 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 20th 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

BIBLIOGRAPHY

Lecturer: JANETTE GRAY RSM
CONTENT
Within the contemporary context in which the theology of grace tends to be more implicit than explicit, the following topics will be addressed: questions arising from the history of the theology of grace; traditional theological categories; transposing the categories; consciousness of grace and “being-in-love”; the liberating grace of Christ, incarnate, crucified and risen; the gift of the Spirit; grace and spirituality; the grace of the Church; grace for culture and society: the total human good; grace and the future: “What we will be has not yet been revealed” (1 John 3:2).

PREREQUISITES
Normally three units of Systematic Theology, or equivalent, including at least one unit at level 3

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify traditional theological categories of grace
2. trace the development of the doctrine and the theology of grace within the Catholic tradition
3. transpose the categories: from theory to method
4. express the relationship between grace and spirituality
5. integrate faith and scholarship in evaluating influences on culture and society
6. critically appropriate the notion of grace in relationship to human transformation and to the totality of the human good
7. demonstrate an understanding of the relationship between grace and the mission of the Word and the mission of the Spirit
8. demonstrate development of research skills appropriate to study at graduate/post-graduate level.

ASSESSMENT
6000 word essay

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  KATHLEEN WILLIAMS RSM
CS4270  METHOD IN THEOLOGY ACCORDING TO BERNARD LONERGAN

MA(Theol), MTS, MDivHons, and research awards (Min. No. 6)
1st semester Tuesday morning

CONTENT
This unit is an introduction to the content of Lonergan’s theology, and especially his conception of theological method as “a framework for collaborative creativity” that mediates between a given culture and the meaning and value of a religion in the culture. The eight “functional specialties” of theology that Lonergan has outlined will be analysed, and applied to the contemporary theological context.

PREREQUISITES
Three units of Systematic Theology, including at least one at level 3

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. explain the relationship between theological method and intentional consciousness
2. design relevant methods for doing theological reflection
3. know the eight functional specialties of theology
4. identify collaboration in the theological enterprise
5. understand and support a theologian’s focus on one functional specialty in doing theology
6. identify and explain the developments made in theological method
7. demonstrate development of research skills appropriate to study at graduate/post-graduate level.

ASSESSMENT
6000 word essay

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: KATHLEEN WILLIAMS RSM
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<td><strong>PASTORAL THEOLOGY AND MINISTRY STUDIES</strong></td>
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<td>DT4599 Supervised Reading Unit – Pastoral Theology &amp; Ministry Studies</td>
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<td>DT4609 Supervised Reading Unit – Spirituality</td>
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<td><strong>RELIGIOUS EDUCATION</strong></td>
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**see cross listing for detailed unit description**
DT4350 CHRISTIANITY, ECONOMICS AND SOCIAL TRANSFORMATION

MA(Theol), MTS, MDivHons, and research awards (Min. No. 6)
2nd semester Thursday evening Crosslisted as AS4350

CONTENT
This unit will investigate the ethical basis of economics, major issues in social transformation, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in the social sciences. The unit will also outline alternative policies in global economic development, evaluating them from a moral perspective.

PREREQUISITES
DT3300 or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and analyse critically key texts in the philosophy of economics
2. demonstrate critical insight into the Scriptural and theological foundations of economic thought
3. explain comprehensively how Christian social traditions bring their values to bear on current economic debates and global economic development
4. evaluate the rationale and impact of ‘neoliberal’ economic policies
5. defend a sophisticated argument about the moral dimensions of a significant current economic issue and its consequences for social and economic policy
6. identify and articulate ways in which the churches could more closely interact with contemporary economic debates.

ASSESSMENT
One Essay of 6000 words

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
DT4414 INTER-RELIGIOUS DIALOGUE IN A SECULAR SOCIETY
MA(Theol), MTS, MDivHons, and research awards (Min. No. 6)
1st semester Wednesday evening

CONTENT
This unit will examine the biblical and theological foundations, church statements, and various theological positions on the issue of inter-religious dialogue, as well as the challenges it faces. It will also discuss issues of evolution, cosmic salvation, world peace, and the Reign of God along with their implications for dialogues between the various world faiths of today.

PREREQUISITES
One foundational unit in Missiology and one in Biblical Studies (OT)

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the nature of inter-religious dialogue, its role and relevance in contemporary society
2. demonstrate a clear understanding of the link between the Reign of God as preached by Jesus and inter-religious dialogue
3. locate the place of inter-religious dialogue in the theology of evolution
4. identify and analyse inter-religious dialogue occurring in Melbourne
5. discuss the relationship between world peace and inter-religious dialogue.

ASSESSMENT
6000 word major paper

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
Regulation 19.3 currently allows for three options, other than approved units, to be included in the coursework for the MTS degree. YTU offers the following flexible application of these options which seeks to respond to the different ministerial emphases of the various Religious Orders with candidates studying at YTU. The synthesis program is available to all students.

Students may gain up to 60 points from appropriate combinations of the following:
1. Supervised ministry/pastoral placement(s)
2. A theologically inter-disciplinary synthesis
3. An oral examination

The combination chosen in each instance is to suit the academic, pastoral, ministerial and theological needs of the individual student and, where applicable, the pastoral and ministerial orientation (or charism) of the Religious Order of the candidate. In each case, the program will be approved, following consultation with their academic advisor, by the YTU Coordinator of Postgraduate Studies.

One of the following combinations is envisaged:
1. (a) Two supervised pastoral/ministry placements or an extensive placement (30 points), plus
   (b) a synthesis of 10,000-12,000 words (30 points) which is to be a theologically inter-disciplinary engagement with the student's experience of ministry placement.

2. (a) One supervised pastoral/ministry placement (15 points), plus a 10,000-12,000 word synthesis (30 points), as in Option 1 above, plus
   (b) an oral exam (15 points) of one hour based on the synthesis, before a Board of two examiners approved by the Academic Board, to include, where applicable, a member of the Religious Congregation of which the student is a member.

3. (a) One supervised pastoral/ministry placement (15 points), plus
   (b) a 10,000-12,000 word synthesis (30 points), theologically inter-disciplinary and praxis-based.

4. (a) A theologically inter-disciplinary synthesis of 10,000-12,000 words (30 points), plus
   (b) An oral examination of one and a half hours, based on the synthesis (30 points), before a Board of three examiners approved by the Coursework Studies Committee, to include, where applicable, a member of the Religious Order of which the student is a member.

The four possible combinations listed above, while including pastoral, ministerial, and academic dimensions, allow for different emphases in each of these areas.
The following is one possible implementation of the synthesis program for the MTS.

The Synthesis program will be undertaken in three stages.

The First Stage, which the student will complete before leaving home base, will require writing, under the direction of the Coordinator/Advisor, a paper of 2,500 words setting out:

- The student's present understanding of mission, indicating briefly the scriptural and dogmatic basis for this understanding.
- The expectations that the student has for the cross-cultural experience in mission and ministry, covering transition to the appointed place and work; the appointed task and transition back to the seminary and/or YTU.

The Second Stage, covering one year (at least ten months with thirty hours ministry per week) will require the student to:

- Keep a journal recording important events, issues and impressions, and reflections on culture and religious life; retain notes used for classes or homilies.
- Meet regularly with a supervisor and keep a written record of those meetings.
- Gather relevant documentation, especially monographs on the people with whom the student works, and the religious and/or community life.
- Present to the Coordinator/Advisor at the end of the Second Stage a paper of 2,500 words, drawing on the student's journal and reports, and containing a record of and reflection on the significant events and issues from the year of cross-cultural ministry.

The Third Stage (on the student's return to YTU) will be given over to writing a Synthesis of 10,000-12,000 words under the direction of the Coordinator/Advisor. The Synthesis will include:

- A statement of the student's present understanding of mission, spelling out how the year of cross-cultural ministry has influenced that understanding.
- Within the statement the student will spell out in detail the scriptural and dogmatic foundations (covering such areas as God, Christ, Church, sacraments and eschatology) of the student's theology of mission.
- When the combination chosen is Option 2 above, there will be an oral examination based on the Synthesis.
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, to the Chair of Examiners in the Field who will in each case approve the supervisor, the program of study and the assessment task(s). The student is to maintain regular (weekly or fortnightly) contact with the supervisor.

A SUPERVISED READING UNIT (6,000 words) MAY BE ARRANGED IN THE FOLLOWING DISCIPLINES.

AP3/4009  PHILOSOPHY  
BA3/4009  OLD TESTAMENT  
BN3/4009  NEW TESTAMENT  
CH3/4009  CHURCH HISTORY  
CS3/4009  SYSTEMATIC THEOLOGY  
DT3/4109  CANON LAW  
DT3/4209  LITURGICAL STUDIES  
DT3/4309  MORAL THEOLOGY  
DT3/4409  MISSIOLOGY  
DT3/4599  PASTORAL THEOLOGY and MINISTRY STUDIES  
DT3/4609  SPIRITUALITY  
DT3/4709  RELIGIOUS EDUCATION
**POSTGRADUATE UNITS (Level 4) across all RTIs**

* Not every award or unit of the MCD is available through each RTI, but advice about enrolment, and the possibility of taking units toward an award, at any RTI, is available through the Office of the Postgraduate Coordinator at YTU.

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<td>AP437</td>
<td>“In the Image of God he created him” Medieval theories of human transcendance, cognition, emotions and value</td>
<td>2-CTC</td>
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<tr>
<td>BA4047</td>
<td>Prophecy, Apocalyptic and the Future</td>
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<td>BN435</td>
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<td>BN470</td>
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<td>2-UFT</td>
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<td>BS3/429.15</td>
<td>Biblical Spirituality</td>
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<tr>
<td>BS4475</td>
<td>Strangers, Migrants &amp; Refugees in the Bible</td>
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<tr>
<td>CH499 (=CT499)</td>
<td>Unity and Division in the Church</td>
<td>2-UFT</td>
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<tr>
<td>CS4025</td>
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<td>1-YTU</td>
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<td>CS4035</td>
<td>Grace in Our Time: God’s Gift and the Human Good</td>
<td>2-YTU</td>
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<td>CS4270</td>
<td>Method in Theology According to B. Lonergan</td>
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<tr>
<td>CT477</td>
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<td>DM432</td>
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<td>DP3/470.15</td>
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<td>DP480</td>
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<td>DT4350 (=AS4350)</td>
<td>Christianity, Economics &amp; Social Transformation</td>
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<td>DT4414</td>
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<td>OBN470</td>
<td>Johannine Literature (online)</td>
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<td>OCT427</td>
<td>Christianity and Ecology (online)</td>
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<td>PDS408.15</td>
<td>Discernment and Election in the Spiritual Exercises</td>
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<tr>
<td>PDS425.15</td>
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<td>PDS405.15</td>
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<td>PDS410.15</td>
<td>Supervised Retreat Direction</td>
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<td>PDS415.15</td>
<td>Weeks of the Spiritual Exercises</td>
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<td>DS430.15</td>
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<tr>
<td>PDS435.15</td>
<td>Introduction to the Supervision of Spiritual Directors</td>
<td>*Winter intensive ICSPF</td>
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<tr>
<td>PDS445.15</td>
<td>Supervision and the Discernment of Spirits</td>
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<td>PDS455.15</td>
<td>Peer and Group Supervision</td>
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</tr>
<tr>
<td>PRZ17</td>
<td>Research Methodologies MCD Unit</td>
<td>2-UFT</td>
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</tbody>
</table>

* - All units marked with an asterisk have special dates/ times.
John Collins


"Learning about Diaconate from reflections of T. F. Torrance on the Eldership."


"From διακονία to diaconia Today. Historical Aspects of Interpretation."

"Is the diaconal ministry based on a misunderstanding?" Diakonian tutkimus no. 2 (2009): 149-56; online www.dts.fi


"Re-thinking ’eyewitnesses’ in the light of ’servants of the word’ (Luke 1:2)."
Expository Times 121, no.9 (June 2010): 447-52.


Helen Delaney


James D’Orsa and Therese D’Orsa


Therese D'Orsa

"In the Second Modernity it takes the whole curriculum to teach the whole Gospel" Journal of Catholic School Studies 80, no. 1 (May-June, 2008): 36-52.

Bruce Duncan


Brian Gleeson

"The Jewish World of Jesus." A commentary in three parts.

John Hill


Jacob Kavunkal

"Theology of Religions from an Indian Perspective." Verbum SVD 51, no. 2 (2010): 151-164.
Jacob Kavunkal (continued)


Rosemarie Joyce


Michael A. Kelly


Tom Knowles


Ennio Mantovani


Hilary Martin

Hilary Martin (continued)

Christopher J. Monaghan
“The Passion of Jesus in the Letter to the Hebrews” and “Paul the Apostle and the Passion of Jesus” in International Dictionary of the Passion, (Rome: Città Nuova.), (pending)

Cormac Nagle

Lawrence Nemer
Articles:
Book Reviews:
Lawrence Nemer (continued)


*Missiology* XXXVII, no.3 (October, 2009): 577.


Mark O’Brien


Graeme Pender


Peter Price


John Prior

Book


Articles & Book Chapters

“Isaiah 2:1-5; Galatians 3:28-29; Revelation 7:9-10.” In Humanity: Texts and
Contexts – Christian and Muslim Perspectives, edited by Michael Ipgrave and
“Seeing with the Eyes of 'The Other'.” In Discipleship of Asian Women at the
Service of Life, edited by Virginia Saldanha, 89-101. Jiliid II. Bangalore:
“The Silent Scream of a Silenced History. Part One: The Maumere Massacre of
“Integration, Isolation or Deviation: Reading Galatians 3:26-29 in Indonesia
“Daya Kekuatan Fantasi: Sebuah Tanggapan untuk Robert Setio (The Power of
Fantasy: A Response to Robert Setio): Jurnal Ledalero 9, no. 1 (2010): 121-
133.
“History of Christianity in Indonesia. Report & Reflection on the Research-
Seminar of Yarra Theological Union, Melbourne.” Verbum SVD 51, no. 1
“Teologi Kontekstual: Apakah Mungkin?” (Contextual Theology: Is it Possible?)
“Epilog: Kurikulum Kontekstual” (Epilog: A Contextual Curriculum), Jurnal
Review of Bridges Instead of Walls: Christian-Muslim Interaction in Denmark,
Indonesia and Nigeria, edited by Lissi Rasmussen. Copenhagen: The Lutheran
(co-editor) Memecah Kebisuan: Agama Mendengar Suara Perempuan Korban
Kekerasan demi Keadilan – Respon Katolik (Breaking the Silence: Religions
Listen to the Voices of Women Victims of Violence, for the Sake of Justice – A
(co-editor) Jati Diri Manusia dan Injil Pendamaian (Human Identity and the
Gospel of Reconciliation). Maumere: Penerbit Ledalero & Candraditya
Research Centre, 2009, xvi-250.
“Jati Diri Kemanusiaan yang Beragam Bangsa, Budaya dan Kelompok Etnis:
Apa Kata Nabi Yesaya, Rasul Paulus dan Yohanes Sang Pemimpi?” (Human
Identity in Multi-national, Cultural and Ethnic Societies: What Says the Prophet
Isaiah, the Apostle Paul and the Visionary John?). Jurnal Ledalero 7, no. 2
Ini.” (Integration, Isolation or Deviation: Reading Gal 3:27-28 in Indonesia
Today). In Jati Diri Manusia dan Injil Pendamaian (Human Identity and the
Candraditya Research Centre, 2009, 37-68.
“Cabut Pohon, Geser Gunung: Peran STFK Ledalero dalam Dunia Global-
Teknokratik.” (Uprooting Trees, Moving Mountains: The Role of the Institute of
Philosophy Ledalero in our Global-Technocratic World). In Menukik Lebih
Dalam: Kenangan 40 Tahun STFK Ledalero (Diving Deeper: Recalling 40
Years of STFK Ledalero), edited by Paul Budi Kleden and Otto Gusti Madung,
“Menjadi Saksi Iman dan Cinta Kasih” (Witnessing to Faith and Love in a
Muslim Environment), In Bersaing atau Bersahabat? Dakwah Islam dan Misi
Kristen di Afrika (Competitors or Friends? Islamic Da'wah and Christian Mission
John Prior (continued)


Claire Renkin


Margaret Smith


Szablowinski, Zenon


Kathleen Williams

Norman Young


“The Scope of Salvation, A Wesleyan reflection prompted by the Joint Declaration on Justification.” One in Christ 43, no.1 (Summer 2009): 122-123.

Unless otherwise indicated by the lecturer, the following guidelines should be used when writing essays and assignments.

The Melbourne College 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, 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams et al. Chicago: The University of Chicago Press, 2007. 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 MCD 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 Times New Roman
• Allow a left margin of three centimetres for the comments of the marker
• A hand written paper requires permission from the lecturer

COVER PAGE
• A title sheet is available outside the Office of the Academic Dean, or from www.ytu.edu.au under the heading ADMIN go to YTU forms. This cover sheet must be attached to each piece of work submitted for assessment.

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 (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:

<table>
<thead>
<tr>
<th>Book</th>
<th>Abbreviation</th>
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<td>Hos</td>
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<td>Joel</td>
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<td>Nah</td>
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<td>1-2 Sam</td>
<td>Hab</td>
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<td>1-2 Kgs</td>
<td>Zeph</td>
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<td>Isa</td>
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<td>Ps</td>
<td>Ps (pl. Pss)</td>
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<td>Add Esth</td>
<td>Bar</td>
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<td>Bel</td>
<td>1-2 Esdr</td>
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<td>4 Ezra</td>
<td>Mark</td>
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<td>Jdt</td>
<td>Luke</td>
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<td>Ep Jer</td>
<td>John</td>
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<td>1-2 Ezra</td>
<td>Acts</td>
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<td>Pr Azar</td>
<td>Rom</td>
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<td>Pr Man</td>
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<td>1-2 Pet</td>
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<td>Jude</td>
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<td>Rev</td>
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</table>

For scriptural references, a different style guide may apply at another RTI.

1. References are written with a colon between chapter and verse(s), and a semicolon 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
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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.

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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.

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The bibliography lists the works that have been consulted in researching the essay, and must include all works cited in footnotes.

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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., ———, or ———.).

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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

Bibliography

Two or Three Authors

Footnote

Bibliography

Four or More Authors

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Editor Only

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Single Chapter in an Edited Book

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**Article or Chapter in a Multivolume Work**

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*Bibliography*


**Abbreviated citation in a footnote**

- The first time you cite a text you must give the full reference e.g.,

  *Footnote*


  In subsequent references you may use an abbreviated citation e.g., Bevans and Schroeder, Constants in Context, 34.

**ARTICLES OR ESSAYS**

*In Encyclopedia*

Encyclopedia articles by named author(s) should include the author name(s).

*Footnote*


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For a less well-known reference works, please include the publication details.

*In Journals*

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*Bibliography*


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*Footnote*

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.

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# stands for paragraph but may also be written as par. (i.e., paragraph)

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<td>BN3020</td>
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<td>BN3050</td>
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<td>BN3060</td>
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<td>BN3550</td>
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<td>DT3427</td>
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<td>GC3702</td>
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<td>GC3737</td>
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<td>Growth of Church in Asia &amp; South Pacific</td>
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<td>1.30</td>
<td>AM1000 MK</td>
<td>Introduction to Tertiary Studies in Theology</td>
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<td>BN1020 GBo Mark &amp; Exegetical Method</td>
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<td>CS2/3158 / DT2/3558 PD Signs &amp; Gifts of God: Sacraments of Life &amp; Church</td>
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<td>DT1225 MS &amp; TK ** Doing &amp; Living the Church’s Liturgy</td>
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<td>10.00</td>
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<tr>
<td>5.00</td>
<td>CH2/3058 AW Medieval Popular Religion</td>
<td>CS2/3230 RF Church: Sign and Sacrament of God’s Kingdom</td>
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### Units with special arrangements:

** DT1225 / DT1525 / DT1625 MS & TK Doing & Living the Church’s Liturgy

Sun 26 Feb & Sat 24 Mar (10am-4pm) & Wednesday evenings (5pm-8pm) 29 Feb; 14 & 21 March; 18 April & 2, 9, 16, 23 May

BS3475 / DT3475 vTN Strangers, Migrants & Refugees in the Bible Sat & Sun 25/26 February; 3/4 March; & 17/18 March
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<td>CS1272 GBr</td>
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<tr>
<td>9.30</td>
<td>BN2/3020 CMo</td>
<td>The Corinthian Correspondence</td>
<td>DT2/3240 PM &amp; PP &amp; TK</td>
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<td>Greek B</td>
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### Thursday

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<td>CS2/3142 GBr</td>
<td>Who is this Christ?</td>
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<td>5.00</td>
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<td>Wisdom Literature</td>
<td>CH3600/DT3600 AW</td>
<td>Creating Communal Identity: Early Franciscan Liturgy, Art &amp; Popular Texts</td>
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<td>DT3350 / AS3350 BD</td>
<td>Christianity, Economics &amp; Social Transformation</td>
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### Units with Special Arrangements:

**BA3047 JH** Prophecy, Apocalyptic and the Future  **Weekends 4/5 Aug, 8/9 Sept, 13/14 Oct**

DT2/3427 / CS2/3427 JK  **Theology in Asia Saturdays 28 July, 11 & 25 August, 6 & 20 October**

**DT1515 RP** Faith Religion & Spirituality in Contemp. Soc.  **Sat/Sun 21/22 Jul, Sat/Sun 1/2 Sept, & Wed 8, 15, 22 Aug 5.30pm**
## Graduate First Semester 2012

### Monday

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<td>Introduction to Tertiary Studies in Theology</td>
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<td>Method in Theology: Lonergan</td>
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<td>CS3025 JG</td>
<td>Trinity of Love</td>
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### Units with special arrangements:

** DT3225 / DT3525 / DT3625 MS & TK  Doing & Living the Church’s Liturgy Sun 26 Feb & Sat 24 Mar (10am-4pm) & Wednesday evenings (5pm-8pm) 29 Feb;14 & 21 March; 18 April & 2, 9, 16, 23 May

** BS3475/DT3475 vTN Strangers, Migrants & Refugees in the Bible Sat & Sun 25/26 February; 3/4 March; & 17/18 March
### Graduate Second Semester 2012

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<th>Monday</th>
<th>CS3153/DT3753 PD</th>
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<td>Readings in Homeric Greek</td>
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<td>Sacraments of Initiation: Baptism, Confirmation &amp; Eucharist</td>
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### Units with Special Arrangements:

- **BA3047 JH** Prophecy, Apocalyptic and the Future  **Weekends 4/5 Aug, 8/9 Sept, 13/14 Oct**
- **DT3427/CS3427 JK** Theology in Asia  **Saturdays 28 July, 11 & 25 August, 6 & 20 October**
- **DT3515 RP** Faith Religion & Spirituality in Contemp. Soc.  **Sat/Sun 21/22 Jul, Sat/Sun 1/2 Sept & Wed 8, 15, 22 Aug 5.30pm**
### Postgraduate First Semester 2012

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<td>DT4414 JK</td>
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