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<td>Liturgical Studies</td>
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<td>Moral Theology</td>
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<td>Missiology</td>
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<tr>
<td>DP</td>
<td>Pastoral Theology and Ministry Studies</td>
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<td>DR</td>
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<td>Timetable POSTGRADUATE</td>
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# 2013 ACADEMIC CALENDAR

## Semester 1 2013

<table>
<thead>
<tr>
<th>January</th>
<th>21</th>
<th>Office re-opens</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
<td>Wednesday – Enrolments begin</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>Australia Day – Office closed</td>
</tr>
<tr>
<td>February</td>
<td>09</td>
<td>GCTRE Intensive – Box Hill</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Ash Wednesday</td>
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<tr>
<td>14</td>
<td></td>
<td>Enrolments end</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Academic Leadership Group Meeting</td>
</tr>
<tr>
<td>19</td>
<td>2.00pm</td>
<td>Finance, Business &amp; Development Meeting</td>
</tr>
<tr>
<td>22</td>
<td>2.00pm</td>
<td>Faculty Meeting</td>
</tr>
<tr>
<td>22</td>
<td>5.00pm</td>
<td>Orientation &amp; BBQ</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>GCTRE Intensive – Box Hill</td>
</tr>
<tr>
<td>25</td>
<td>9.30am</td>
<td>First Semester Lectures begin – week 1</td>
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<tr>
<td>27</td>
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<td>Department Meetings</td>
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<tr>
<td>March</td>
<td>01</td>
<td>Overseas Students’ Orientation</td>
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<tr>
<td>02</td>
<td></td>
<td>BA3015Y/9015Y Intensive</td>
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<tr>
<td>06</td>
<td>2.00pm</td>
<td>Academic Board Meeting</td>
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<tr>
<td>11-15</td>
<td>2.00pm</td>
<td>Hospitality Week</td>
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<tr>
<td>15</td>
<td>10.00am</td>
<td>Senate &amp; Council Meetings</td>
</tr>
<tr>
<td>15-16</td>
<td>7.00pm</td>
<td>Inaugural Eucharistic Celebration &amp; Supper</td>
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<tr>
<td>16</td>
<td></td>
<td>GCTRE Intensive – Mildura (Friday-Saturday)</td>
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<tr>
<td>18</td>
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<td>BA3015Y/9015Y Intensive</td>
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<tr>
<td>20</td>
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<td>Census Date (for semester units)</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>Department Meetings</td>
</tr>
<tr>
<td>25 March – 13 April</td>
<td>Non-Instruction Period</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>Easter Sunday</td>
</tr>
<tr>
<td>April</td>
<td>11-12</td>
<td>GCTRE Intensive – Box Hill (Thurs-Friday)</td>
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<tr>
<td>13</td>
<td></td>
<td>BA3015Y/9015Y Intensive</td>
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<tr>
<td>17</td>
<td>2.00pm</td>
<td>Academic Leadership Group Meeting</td>
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<tr>
<td>24</td>
<td></td>
<td>Department Meeting</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>ANZAC Day (No Classes)</td>
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<tr>
<td>26-27</td>
<td></td>
<td>GCTRE Intensive – Mildura (Friday-Saturday)</td>
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<tr>
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<td></td>
<td>BA3015Y/9015Y Intensive</td>
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<tr>
<td>30</td>
<td>10.00am</td>
<td>Finance, Business &amp; Development Meeting</td>
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</table>
2013 ACADEMIC CALENDAR

May
01 Faculty Meeting 2.00pm
08 Academic Board Meeting 2.00pm
11 **2014 New and Revised Units due**
25 BA3015Y/9015Y Intensive
31 **First Semester Lectures end**
31 Council Meeting 10.00am
31 Faculty Lunch 12.30pm

June 03-07 **Study Week**
03 2nd Semester enrolments begin
06 MCD Faculty Research Day
10-14 First Semester Exams (Monday – Friday)
27 2nd Semester enrolments end
28 Academic Leadership Group Meeting 10.00am

July
01 Results due to YTU Registrar
11 First Semester Results released to Students

**June 17 – July 29 MID-YEAR VACATION**
**********************************************************************

Semester 2 2013

July
20-21 DT1/3515 Intensive
29 **Second Semester lectures begin week 1** 9.30am
31 Faculty Meeting 2.00pm

August
02 Overseas Students’ Orientation 2.00pm
03 GCTRE Intensive – Box Hill
06 Finance, Business & Development Meeting 10.00am
07 Department Meetings
14 Academic Board Meeting 2.00pm
16 Student and Staff Spirituality Day 10.30am-3.30pm
17 GCTRE Intensive – Box Hill
19 **Census Date (for semester units)**
23 Senate & Council Meetings 10.00am
28 Department Meetings
30 SRC Evening
30-31 GCTRE Intensive – Mildura (Friday-Saturday)
### 2013 ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th>September</th>
<th>Date(s)</th>
<th>Event Description</th>
<th>Time</th>
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<tr>
<td>04</td>
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<td>Academic Board Meeting</td>
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<tr>
<td>07-08</td>
<td></td>
<td>DT1/3515 Intensive</td>
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<tr>
<td>10</td>
<td></td>
<td>Finance, Business &amp; Development Meeting</td>
<td>10.00am</td>
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<tr>
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<td></td>
<td>Academic Leadership Group Meeting</td>
<td>2.00pm</td>
</tr>
<tr>
<td>23-24</td>
<td></td>
<td>GCTRE Intensive – Box Hill (Monday-Tuesday)</td>
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| 23 Sept – 4 October | Non-Instruction Period |

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<th>October</th>
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<tbody>
<tr>
<td>07</td>
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<td>Week 9 – Lectures resume</td>
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<tr>
<td>09</td>
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<td>Department Meetings</td>
<td></td>
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<tr>
<td>16</td>
<td></td>
<td>Academic Board Meeting</td>
<td>2.00pm</td>
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<td>18-19</td>
<td></td>
<td>GCTRE Intensive – Mildura (Friday-Saturday)</td>
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<td>20</td>
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<td>Second Semester lectures end</td>
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</tr>
<tr>
<td>04-08</td>
<td></td>
<td>Study Week</td>
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<td>06</td>
<td></td>
<td>MCD Staff Consultation Day</td>
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<td>11-15</td>
<td></td>
<td>Second Semester Exams (Monday - Friday)</td>
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<td>Council Meeting</td>
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<td>15</td>
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<td>End of Year Eucharist</td>
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<tr>
<td>05</td>
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<td>Second Semester Results released to Students</td>
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**********************************************************************************************************
Founded by an Act of the Victorian State Parliament on December 17, 1910, MCD University 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. From 1993 to 2011 the MCD, while retaining its autonomy and degree conferring status, was affiliated with the University of Melbourne; academic programs are also available in conjunction with Monash University. At the beginning of 2012 the Melbourne College of Divinity was inaugurated as the first university of specialisation in Australia as MCD University of Divinity.

Today 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 and one research-only college (Morling College). By its very nature the MCD is fundamentally committed to ecumenical co-operation in theological education. Each MCD College, 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
Australian Lutheran College
104 Jeffcott Street
NORTH ADELAIDE
South Australia 5006
Tel: 1800 625 193  Fax: (08) 8267 7350
Web: www.alc.edu.au  Email: alc@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

Morling College
120 Herring Road
Macquarie Park NSW 2113
Tel: (02) 9878 0201  Fax: (02) 9878 2175
Web: www.morling.nsw.edu.au  Email: enquiries@morling.edu.au

SENTIR: Graduate School of Spiritual Formation
Campion Ignatian Spirituality Centre
99 Studley Park Road
Kew VIC 3101
AUSTRALIA
Tel: (03) 98548110
Web: www.icspf.edu.au  Email: smithm@mira.net
St Athanasius Coptic Orthodox Theological College (SACOTC)
88 -154 Park Road, Donvale, VIC 3111
P O Box 1153, Mitcham North, VIC 3132
Tel: (03) 9874 0388 Fax: (03) 9874 0688
Web: www.sacotc.vic.edu.au Email: registrar@sacotc.vic.edu.au

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

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

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

Yarra Theological Union (YTU)
98 Albion Road, (P O Box 79), BOX HILL 3128.
Tel: (03) 9890 3771
Web: www.ytu.edu.au Email: admin@ytu.edu.au
Yarra Theological Union (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 MCD University of Divinity (MCD) as a College with the right to teach for the degree of Bachelor of Theology. This was extended to approving the right to teach towards the postgraduate degrees of Master of Theology and Doctor of Theology in 1975. In that same year, the Evangelical Theological Association became the fourth college of the MCD.

Over recent years YTU (together with the other college 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 college 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 MCD University 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 Colleges with whom we are affiliated through MCD University 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

Cuskelley 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
MEMBER COLLEGE FEAST DAYS

The principal feast day of each Member College is:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>College</th>
<th>Feast Day</th>
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<tbody>
<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>
</tr>
<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>
</tr>
<tr>
<td>AUGUST</td>
<td>2</td>
<td>SSS</td>
<td>St. Peter Julian Eymard</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>8</td>
<td>SVD</td>
<td>Foundation Day (Birthday of the Blessed Virgin)</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>4</td>
<td>OFM</td>
<td>St. Francis of Assisi</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>19</td>
<td>CP</td>
<td>St. Paul of the Cross</td>
</tr>
</tbody>
</table>
COUNCIL

Very Rev. Timothy Norton SVD (Chair)
Very Rev. Denis Andrew OCarm
Very Rev. Pat Corbett CSsR
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

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BUSINESS ADMINISTRATOR

Mr Bernard Barnewall

ADMINISTRATIVE ASSISTANTS

Ms Jean Gador-Whyte
Mrs Nicole Ross
Mrs Carolyn Sombekke

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Janette Bredenoord DipEd, BTheol, Dip Mgt Registrar

Claire Renkin BA, DipEd, AMusA, 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
YTU FACULTY 2013

HUMANITIES DEPARTMENT
Bruce Duncan CSsR, BEc(Hons), PhD
Jacob Kavunkal SVD, MA, MPH, DMiss

Visiting Lecturers
Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF BIBLICAL STUDIES
Glenda Bourke SGS, BA, BTheol, TheolM
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
John Hill CSSR, TheolM, DTheol
Christopher Monaghan CP, BTheol, LSS, PhD(Cand)
Mary Reaburn NDS, BA, BTheol, MTheol, DTheol

(Department Head)

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

DEPARTMENT OF CHRISTIAN THOUGHT AND HISTORY
Gregory Brett CM, STL, MEd, PhD
Bruce Duncan CSsR, BEc(Hons), PhD
Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
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

(Department Head)

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

Visiting Lecturers
Janette Gray RSM, BA, DipEd, BTheol, TheolM, PhD
Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF THEOLOGY: MISSION AND MINISTRY
Bruce Duncan CSsR, BEc(Hons), PhD
Rosemarie Joyce CSB, BA, BEd, MEd(Admin), GDipEd, MCL, LCL
Jacob Kavunkal SVD, MA, MPH, DMiss
Michael Kelly CSSR, BTheol, STM, MEd, PhD
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
Cormac Nagle OFM, DCL
Peter Price MMin, PhD
Rose Marie Prosser BSc(Hons), DipEd, BTheol, MTheol, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Margaret Smith SGS, BA, MA(Lit Studies), DMin
Bernard Teo CSSR, STD

(Department Head)
FYU FACULTY 2013 CONTINUED

Faculty Associate Members
Peter Cantwell OFM, MA, PhD, MAPsS, MASH

Visiting Lecturers
Deirdre Browne IBVM, MusBac, DipEd, AMusA, LTCL, MA(Lit Studies)
Maryanne Confoy RSC, BA, MEd, PhD, MACE
Ineke Langhans-Cornet BA, BTh, MTh, PhD

HEART OF LIFE SPIRITUALITY CENTRE STAFF
Cheryl Bourke PBVM, BA, MPS, Cert Stud in Spir,
Carole Carmody RSM, M Ed , Grad Dip RE, Dip T, Cert SD
Patricia Foley PBVM, MA (Spir), Grad Dip Past Theol, BA,BEd,Dip Ed,
Brian Gallagher MSC, MTh , MSc, BSc
Jen Hall, BTheol, Cert SD
Marlene McGrath,
Philip Malone MSC, BA(AS), DipEd, BRSt, STL, MACE
Iosefo Asaeli Raas SVD, B Theol, MTS, CertT(Prim), CertRE
Robyn Reynolds OLSH, BA(Hons), MA, PhD
Sue Richardson PBVM, MA(Theol)(Cand), DipFormSpir, DipStudSpir, CertSD
Angela Slattery IBVM, MA, Grad Dip Theol, B Theol , Dip T.
Kathleen Spokes SGS, MEd (RE),Dip Theol Stud, Cert SD, Cert Supervisin SD, BEd
Paul Spence, DipT, GradDipEd(Multicultural Studs), GradDipEdSts, Cert SD
Lis Teggelove RSM

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
Lawrence Nemer SVD, LMiss, MA, PhD
Mary Scarfe BA, DipSocStud
Norman Young BA(Hons), BD(Hons), PhD

SPECIAL OFFICES
Postgraduate Studies Michael Kelly CSsR, BTheol, STM, MEd, PhD
Chaplain Pia Pagotto BTheol, GradCertSD

Finance and Business Development Committee:
Bernard Barnewall Tim Norton SVD
Dean Bradbury SAC Bill Keenan
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.
Postgraduate Students need to make an appointment to see the Postgraduate Coordinator.

Enrolment appointments for 2013 will be scheduled for the following dates:

In 2012

- Monday 12 November – Friday 07 December
- Postgraduate enrolments not available 26-30 November

In 2013

- Wednesday 23 January – Thursday 14 February
- Monday 3 June – Thursday 27 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 colleges 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): $1152.00 per 15 point unit of study
Audit (unit taken without assessment): $450.00 per 15 point unit of study
Postgraduate Courses $1794.00 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 2013: 18 March for first semester and 19 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 MCD University 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 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: 18th March 2013, Semester Two: 19th August 2013). 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 $1152 will incur a tax liability of $1440 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 $49,095 (in 2013 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 1st June each year. If someone with a FEE–HELP debt dies, only the repayment due in that tax year is billed; the rest is cancelled.

d) The Government requires that, before you sign the FEE–HELP form, you must read the *FEE–HELP Information* booklet so that you are aware of your obligations under the scheme. If you participate in FEE–HELP, your details will be listed in DEEWR’S *Higher Education Information Management System (HEIMS)*, and you will receive a *Commonwealth Higher Education Student Support Number (CHESSN)*, which remains unique to you for life.
The administration at the MCD and YTU offices take your right to privacy seriously, and only use information you provide for the purpose for which you give it to us. The second page of the FEE–HELP form includes your Tax File Number, which will be seen by only two people in the MCD office: your college office will keep a copy of the first page, which does not include your TFN.

For further information:
- Read the FEE–HELP Information Booklet
- Visit the 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 MCD University of Divinity. 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, BTheol, 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 pages 8-9 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.
STUDENTS' REPRESENTATIVE COUNCIL (SRC)

The purpose of the SRC is to cooperate in and complement the objectives of YTU by representing and serving students enrolled there. It is represented on the Senate and 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 2013:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>22</td>
<td>Orientation Programme and BBQ</td>
</tr>
<tr>
<td>March</td>
<td>11-15</td>
<td>Hospitality Week</td>
</tr>
<tr>
<td>March</td>
<td>15</td>
<td>Inaugural Eucharistic Celebration and Supper</td>
</tr>
<tr>
<td>August</td>
<td>30</td>
<td>SRC Evening</td>
</tr>
<tr>
<td>November</td>
<td>15</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

Pia Pagotto is the YTU Chaplain and she can be contacted on 0419541733
Or Email ppagotto@optusnet.com.au

The Chaplain's room is situated in the Study Centre, but she will mostly be found about YTU. The Chaplain is available for all at YTU and encourages those who wish to make a set time to meet, to call or email.
YOUR RIGHTS AS 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 colleges 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, Ross Fishburn (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 MCD University of Divinity policies and procedures (including grievance issues) may be found at www.mcd.edu.au/policies-procedures. These include:

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

   NN1000Y: Introduction to Tertiary Studies in Theology will be offered in 2013. 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**

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

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.

Postgraduate Level: written work requirement is 6000 words.

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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 173-180. 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 college, students with this designation are required to complete the assigned requirements within 28 days of the conclusion of the examination period.

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

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

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

Students for whom English is a second language.
Students for whom English is a second language may take extra time for each written examination. In the first year of study, students are allowed fifty percent extra time. In subsequent years of study, students are allowed twenty five percent extra time. Such students may take a dictionary into the examination.
The online program Turnitin is being introduced in 2013. Primarily it is a tool to help both student and teacher be sure that what is in an essay is the student’s own work, and not copied from another source without referencing. It is thus both a teaching and learning tool and a tool for the detection of plagiarism. Students are required to submit their assignments online through Turnitin (www.turnitin.com). Each student is able to view an originality report upon submission showing those parts of their assignment taken from other sources. Where they see the need to acknowledge quotes or rephrase, they have the opportunity to upload their assignment again up until the due date.

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

In the place of the official cover sheet students are required to include a title page to their assignments with their details of their assignments and their own details. The student’s name should also be included in the header (top left). Submission online constitutes agreement with the declaration of originality on the official cover sheet. An extension form cannot be attached to your paper when you submit online via Turnitin.

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

Plagiarism

An essay must be your own work and largely written in your own words. Plagiarism comes from the Latin plagiarus/kidnapper. Plagiarism is considered serious academic misconduct. No part of the work may be copied in whole or part from another student’s work, or from any other source (e.g., published books, periodicals or internet) without due acknowledgement of the source. A student who is found to have sought to gain an unfair advantage by submitting for assessment a piece of written work which either in whole or in part makes unacknowledged use of, or reference to, the work of others, including Internet sources or by taking into an examination room unauthorised material, or by copying the work of another candidate in an examination, shall be liable to:

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

As one of the Recognised Teaching Institutions of MCD University 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 Postgraduate Awards see pages 92 onwards.

REGULATIONS

All of these awards are recognised by legislation of the Parliament of Victoria under terms of the Melbourne College of Divinity Act (1910). The detailed regulations of each award may be found on the 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. 42, 45, 57, 71)

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:

- BN1000Y Gospel of Mark and Exegetical Method
- BA1000Y Old Testament: Survey and Method
- CH1002Y A Survey of Early Modern and Modern Church History (1450 – present)
  * Or CH1001Y A Survey of Early & Medieval Church History (100-1450)
- CS1000Y 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.
PASTORAL MINISTRY SPECIALISATION
(DipPastMin and AdvDipPastMin)

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 (DT2888Y Clinical Pastoral Education); or SPE (Supervised Pastoral Education) unit e.g. DS2101Y 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:
CH2/3230Y Catholic Social Thought in Australia and Overseas
DT1000Y Introduction to Moral Theology
DT2/30121Y 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.
BACHELOR OF MINISTRY

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.
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 MCD University 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:

**BN1000Y  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.
Y indicates that the unit is taught at YTU. [Other Colleges are indicated by different letters.]

**CT2011Y  Who is this Christ?**

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

**CH9013Y  Creating Communal Identity: Early Franciscan Liturgy, Art & Popular Texts**

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

**DT2340/3340Y  Human Sexuality and Marriage**

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

On pages 181-187 the units offered at YTU in 2013 are listed under their respective disciplines.

Minimum Number: Where “(Min. No. 8)” accompanies a unit description this means that the unit will be offered if the minimum number of students is enrolled.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NN1000Y</td>
<td>Introduction to Tertiary Studies in Theology</td>
</tr>
<tr>
<td>NN0310Y</td>
<td>Art of the Icon</td>
</tr>
<tr>
<td>NL1000Y</td>
<td>Readings in Early Christian Greek Texts</td>
</tr>
<tr>
<td>NR1000Y</td>
<td>Reading the Christian Classics, 1</td>
</tr>
</tbody>
</table>
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, or who have not undertaken tertiary studies in a number of years.

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

METHOD
A ninety minute class for nine weeks

BIBLIOGRAPHY

Coordinator: MICHAEL KELLY CSsR
NN0310Y  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 the YTU Registrar (Cheques payable to YTU)

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

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

Classes run from 7th March until 28th November and are held at Yarra Theological
Union, 98 Albion Road Box Hill (Classroom 3)

All enquiries to Brother Ignatius 03 9896 4400
CONTENT
Texts from Christian writings of the century after the New Testament selected so as to
expand students' understanding of the Greek language, to observe early developments
of church doctrines and structures, and to prepare the students for on-going reading
and research in church history and 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 texts studied
2. demonstrate proficiency in translating the texts read
3. demonstrate an ability to translate other Helenistic Greek texts with the help of
   lexicons and published translations
4. apply broad command of early Patristic writings to academic research in later
   literature.

BIBLIOGRAPHY
Lecture notes covering the readings studied will be provided.
Goodspeed, Edgar J. Index Patristicus sive Clavis Patrum Apostolicorum Operum.
Heinemann, 1912,1913.
Liddell, Henry G., Robert Scott., Henry S. Jones, and Roderick McKenzie. A Greek-
Minge, Jacques-Paul. Patrologia Graeca, VI. Justin, Tatian, Hermias, Athenagoras,

Lecturer: ANGELO O'HAGAN OFM
NR1000Y READING THE CHRISTIAN CLASSICS, 1
1st semester Thursday evening Non-Credit Unit (Min. No. 4 Max. No. 8)

CONTENT:
The unit will focus on four primary sources from the early and medieval periods which are Christian Classics. These will be: St. Antony by St. Athanasius, Confessions by St. Augustine, Scivias (Scito vias Domini – Know the Ways of the Lord) by Hildegard of Bingen, and Francis and Clare: The Complete Works. The class will meet every three weeks for two and a half hours. It is hoped that the student will have time to read the entire work or at least a major portion of it so that all can share in their understanding of the work and its significance. The last half hour of each meeting the lecturer will put the following work to be read in its historical context.

PREREQUISITES
None

LEARNING OUTCOMES:
Upon completion of this unit, it is hoped that the students will be able to:
1. identify the context of each of the classics
2. articulate at least one major insight gleaned from each of the classics
3. evaluate its contribution to the Christian tradition.

ASSESSMENT
None

BIBLIOGRAPHY

Lecturer: LARRY NEMER
# FIELD A – HUMANITIES
## UNDERGRADUATE

## LANGUAGES

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1001Y</td>
<td>Hebrew A</td>
</tr>
<tr>
<td>AL1002Y</td>
<td>Hebrew B</td>
</tr>
</tbody>
</table>

## FIELD A UNITS AVAILABLE IN OTHER YEARS

# units not offered in 2013, but normally offered in alternate years

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL1011Y</td>
<td>New Testament Greek A #</td>
</tr>
<tr>
<td>AL1012Y</td>
<td>New Testament Greek B #</td>
</tr>
</tbody>
</table>
AL1001Y  HEBREW A
1st semester Thursday evening  (Min. No.8)

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

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology of the texts studied
3. demonstrate basic understanding of Hebrew syntax.

ASSESSMENT  one three-hour exam at the end of semester (60%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  MARK OBRIEN OP
AL1002Y  HEBREW B

2nd semester Thursday evening  (Min. No. 8)

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

PREREQUISITES
AG1001Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

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

BIBLIOGRAPHY  * = set texts recommended for purchase
Lecture notes covering the required grammar will be provided.

Lecturer: JOHN HILL CSsR
### FIELD B – BIBLICAL STUDIES
#### UNDERGRADUATE

#### OLD TESTAMENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA1000Y</td>
<td>OT1: Survey and Method</td>
</tr>
<tr>
<td>BA2010Y/3010Y</td>
<td>Pentateuch</td>
</tr>
<tr>
<td>BA2011Y/3011Y</td>
<td>Psalms</td>
</tr>
<tr>
<td>BA2017Y/3017Y</td>
<td>The Twelve Prophets</td>
</tr>
<tr>
<td>BA3015Y</td>
<td>Exile and Return</td>
</tr>
<tr>
<td>BA3777Y</td>
<td>Supervised Reading Unit – Old Testament</td>
</tr>
</tbody>
</table>

#### NEW TESTAMENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN1000Y</td>
<td>NT1: Gospel of Mark and Exegetical Method</td>
</tr>
<tr>
<td>BN2013Y/3013Y</td>
<td>The Gospel of John</td>
</tr>
<tr>
<td>BN2014Y/3014Y</td>
<td>Galatians</td>
</tr>
<tr>
<td>BN3777Y</td>
<td>Supervised Reading Unit – New Testament</td>
</tr>
</tbody>
</table>

#### OVERSEAS STUDY UNIT

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN3015Y</td>
<td>The Biblical Land and the Gospels (Intensive in Jerusalem)</td>
</tr>
<tr>
<td>BS3016Y</td>
<td>Passover and Easter in the Biblical Land (Intensive in Jerusalem)</td>
</tr>
</tbody>
</table>

#### BIBLICAL STUDIES

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS3777Y</td>
<td>Supervised Reading Unit – Biblical Studies</td>
</tr>
</tbody>
</table>

#### FIELD B UNITS AVAILABLE IN OTHER YEARS

# units not offered in 2013, but normally offered in alternate years

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA2012Y/3012Y</td>
<td>Wisdom Literature</td>
</tr>
<tr>
<td>BA2013Y/3013Y</td>
<td>The Book of Isaiah</td>
</tr>
<tr>
<td>BA2016Y/3016Y</td>
<td>Prophetic Literature - Jeremiah and Hosea</td>
</tr>
<tr>
<td>BA3014Y</td>
<td>Prophecy Apocalyptic and the Future</td>
</tr>
<tr>
<td>BN2010Y/3010Y</td>
<td>The Corinthian Correspondence</td>
</tr>
<tr>
<td>BN2012Y/3012Y</td>
<td>Matthew</td>
</tr>
<tr>
<td>BA/BN3110Y</td>
<td>Biblical Justice and the Reign of God</td>
</tr>
<tr>
<td>BA/BN3112Y</td>
<td>The Bible and the Land</td>
</tr>
</tbody>
</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 BA1000Y and BN1000Y

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

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

BIBLIOGRAPHY

Lecturer: MARK O’BRIEN OP
CONTENT
This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES
Level 2: BA1000Y and BN1000Y or 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 various genres found in the Psalter and the contribution of poetics to the study of Psalms
2. show understanding of the various ways the Psalms have been interpreted over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. critically assess the shape of the Psalter and its impact on the meaning of the Psalms
5. assess the value of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today.

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

PREREQUISITES
Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate an understanding of the major hypotheses about the nature and composition of each of the prophetic books listed
2. identify the different features of each prophetic book
3. exegete passages from the books in a competent manner
4. make appropriate use of secondary sources; e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Book of the Twelve.

ASSESSMENT
Level 2: 2000 word exegetical paper (40%); 3000 word essay (60%)
Level 3: 2000 word exegetical paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY
* = set texts recommended for purchase
Nogalski, James D. Literary Precursors to the Book of the Twelve. BZAW 217; Berlin: W. de Gruyter, 1993.

Lecturer: MARK O’BRIEN OP
CONTENT
This unit is a study of the ideas of exile and return, and their central place in the Old Testament. The unit will begin with the history of Judah in the sixth century BCE, with a particular focus on the Babylonian conquest of 587 BCE and its aftermath. The rest of the unit will explore how these events were interpreted in the biblical texts, and how they came to form a foundational symbol (“the exile”) by which later generations interpreted their own historical situations.

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 that demonstrates 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 unit
3. demonstrate an understanding of the history of the Old Testament, especially the neo-Babylonian period
4. relate biblical texts to contemporary issues in a critically grounded and responsible manner.

ASSESSMENT
1500 word exegetical essay (30%); 3500 word essay (70%)

BIBLIOGRAPHY

Lecturer: JOHN HILL CSsR
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 [RSV is acceptable]

Lecturer: GLENDA BOURKE SGS
CONTENT
This unit will undertake the study of the origin, nature and theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts.

PREREQUISITES
Level 2: BA1000Y and BN1000Y or equivalent
Level 3: BA1000Y and BN1000Y plus two units in Field B at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. demonstrate an awareness of the context in which this theology arose
3. prepare an exegesis of various texts making use of appropriate methodologies
4. demonstrate an awareness of the complex nature of the relationship of the synoptic gospels
5. identify and interpret not only what is unique to Luke, but what is shared with Matthew and Mark
6. evaluate the significance of the material that is unique to Luke.

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

BIBLIOGRAPHY

Lecturer: CHRISTOPHER MONAGHAN CP
CONTENTS
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: BA1000Y and BN1000Y or equivalent
Level 3: BA1000Y and BN1000Y plus two units of Biblical Studies at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
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
CONTENT
This unit will undertake an exegetical and thematic study of the letter to the Galatians in which Paul defends his understanding of the role of the Jewish law and its relationship to the salvation found in Jesus Christ. Attention will be paid to the contribution rhetorical criticism makes to an adequate understanding of the letter’s structure and the development of Paul's argument.

PREREQUISITES
Level 2: BA1000Y and BN1000Y or the equivalent
Level 3: BA1000Y; BN1000Y 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 understanding of the major issues faced by Paul and the Galatian community
2. appraise and analyse Paul’s theological response to those issues
3. demonstrate an understanding of the contribution of rhetorical criticism to an adequate understanding of the form and function of the letter
4. engage in the exegesis of the letter making use of rhetorical criticism and other appropriate methodologies
5. demonstrate an awareness of the place of the letter in the development of Paul’s thought on the Gentile mission and the role of the Jewish Law.

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

BIBLIOGRAPHY
* = set texts recommended for purchase
Bruce, Frederick F. The Epistle to the Galatians. Exeter: Pater Noster, 1982.

Lecturer: CHRISTOPHER MONAGHAN CP
BN3015Y  THE BIBLICAL LAND AND THE GOSPELS
June Intensive

CONTENT:
This unit is based on the four week course at Ecce Homo Convent in the Old City of Jerusalem in Israel. This course, entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke' (Matthew in 2013 – Lecturer: Dr Elaine Wainwright), will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

For more information see www.biblicalformation.org

PREREQUISITES
One Unit of New Testament at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate familiarity with the geography of the biblical land and its surrounds
2. display a knowledge of the influence of the Galilee in the Gospel for the coming liturgical year
3. demonstrate knowledge of the Jewish background of the Gospels

ASSESSMENT:
A book review of 1500 words (25%); Journal record of the excursions 2000 words (25%); an essay of 2500 words, (50%)

BIBLIOGRAPHY
The Land

The Gospel of Matthew

Supervisors: MARY COLOE PBVM and MARY REABURN NDS
BN3016Y  PASSOVER AND EASTER IN THE BIBLICAL LAND
March/April Intensive

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

PREREQUISITES
BA1000Y& BN1000Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. exegete the text of the Gospel of John within the context of the First Testament and in a manner which does not promote anti-jewish sentiment
2. examine the relationship between the feasts of Passover and Easter as found in the selected biblical traditions
3. present the texts of Exodus and Isaiah (Servant Songs) in non supersessionist modes
4. demonstrate familiarity with the role of Jerusalem and the land in the celebration of the feasts of Passover and Easter
5. explore the use of Biblical texts within a liturgical context.

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

BIBLIOGRAPHY

Supervisors: MARY COLOE PBVM and MARY REABURN NDS
FIELD C – CHRISTIAN THOUGHT AND HISTORY
UNDERGRADUATE

CHURCH HISTORY

CH1001Y Early/Medieval Church History (100-1450)
CH1002Y Early Modern & Modern Church History (1450-Present)
CH2010Y/3010Y Reformation Histories and Theologies
CH2013Y/3013Y Medieval Popular Religion in the West
CH2212Y/3212Y Art History and Spirituality in Western Europe (=DS2/3212Y)
CH2230Y/3230Y Catholic Social Thought in Aust. & O/S (=DT2/3230Y)
CH3777Y Supervised Reading Unit – Church History

SYSTEMATIC THEOLOGY

CT1000Y Faith, Revelation and Theology
CT1/2330Y** Introduction to Theology of Mission (=DM1/2330Y)
CT2010Y/3010Y Eschatology: Living in Hope
CT2011Y/3011Y Who is this Christ?
CT2310Y/3310Y Signs & Gifts of God: Sacraments (=DP2/3310Y)
CT3013Y Grace in our Time: God’s Gift & Human Good
CT3015Y Method in Theology According to B Lonergan
CT3777Y Supervised Reading Unit – Systematic Theology

**See crosslisting for detailed unit description

FIELD C UNITS AVAILABLE IN OTHER YEARS

§ units not offered in 2013, but normally offered in a three year cycle

CH2011Y/3011Y The Shaping of the Australian Catholic Church §
CH2012Y/3012Y Introduction to Early Christian Art and Architecture
CT2320Y/3320Y Mary in the Christian Tradition
CH1001Y A SURVEY OF EARLY AND MEDIEVAL CHURCH HISTORY (100-1450)

1st semester Wednesday evening (Min. No. 8)

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

2nd semester Wednesday evening  
(Min. No. 8)

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
CH2010/3010Y  REFORMATION HISTORIES AND THEOLOGIES

2nd semester Monday morning  (Min. No. 8)

CONTENT
This unit examines the history of reform movements in the Western European Church during the sixteenth-century, with special attention to the interactions between theology and history. It commences with an examination of late medieval theology and piety. It then moves through the major theological issues raised by Martin Luther, Ulrich Zwingli, John Calvin and Ignatius Loyola, examining in detail their contributions to debate, as well as the writings and actions of those who followed them and/or opposed them. These theologies will be placed in their societal contexts through an exploration of events in Wittenberg, Zurich, Geneva, England and Italy.

PREREQUISITES
Level 2: One unit in Church History at level one
Level 3: As above plus 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. demonstrate basic knowledge of the major theological issues of the sixteenth century Western European reform movements
2. demonstrate an ability to use a range of early modern historical sources, including written material and visual evidence
3. engage with the key historiographical debates on the causes, nature and extent of ‘Reformation’
4. identify the causes of division in the sixteenth century Western European Church.

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

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: RICHARD BLANDFORD
CH2013Y/3013Y  MEDIEVAL POPULAR RELIGION IN THE WEST

1st semester Tuesday evening  (Min. No. 8)

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

Lecturer: ANNA WELCH
ART HISTORY AND SPIRITUALITY IN WESTERN EUROPE

2nd semester, Thursday evening Crosslisted as DS2/3212Y (Min. No. 8)

CONTENT
This unit investigates some of the ways in which visual images shaped and reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages (i.e. Jesus, the Virgin Mary, and various saints) it examines the patrons and audience for these “images of salvation.” What objects inspired devotion and how did these paintings, sculptures and other devotional objects instruct the faithful in the mysteries of faith? Throughout this unit students will explore the problem of how visual expressions of spirituality build on, yet differ from, textual ones.

PREREQUISITES
Level 2: One unit in Church History or Spirituality
Level 3: Two units in Church History or Spirituality, at least one 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 Christian art in the West c. 1300-1500
2. demonstrate ability to use the basic vocabulary of visual analysis and historical inquiry
3. demonstrate oral and written communication skills
4. demonstrate understanding of various lenses (historical, spiritual) through which the interpreter views visual images
5. demonstrate the ability to write a research essay which clearly states an argument, and gathers appropriate evidence to support the argument

ASSESSMENT
Level 2: 1000 word written visual and iconographic description and analysis (20%); a ten minute oral presentation (20%); 2500 word research essay, (60%) Level 3: 1000 word written visual and iconographic description and analysis (20%); a ten minute oral presentation (20%); 3500 word research essay, (60%)

BIBLIOGRAPHY

Lecturer: CLAIRE RENKIN
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
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 Judaean-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 NN1000Y 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
ESCHATOLOGY: LIVING IN HOPE

2nd semester Tuesday evening (Min. No. 8)

CONTENT
The unit situates eschatology in the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organising image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the eschata are retrieved as symbols of Christian hope that are operative in life, present in death and expressions of life through death. The opportunity will be taken at different moments in the unit to look at special questions like the theology of time and eternity, millenarianism, and the relationship between eschatology and ecology. Finally the unit explores the relationship between eschatology and the Eucharist.

PREREQUISITES
Level 2: CS1272 and one Biblical Studies unit.
Level 3: CS1272 and at least one level two 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 theology of hope
2. identify the biblical foundations of hope
3. critically evaluate the eschata as symbols of the theology of hope
4. demonstrate the difference between eschatology and futurology
5. identify the relationship between the theology of hope and Christian praxis.

ASSESSMENT:
Level 2: 1500 word minor paper (40%); 3000 word major paper (60%)
Level 3: 2000 word minor paper (40%); 3500 word major paper (60%)

BIBLIOGRAPHY

Lecturer: GREG BRETT CM
WHO IS THIS CHRIST?

1st semester Tuesday evening (Min. No. 8)

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: CT1000Y and BN1000Y, 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
The Second Vatican Council strongly encouraged the study of Mary within the context of the theology of Church. This unit will explore an understanding of Mary as an integral part of the ecclesiology of communion. It is through the lens of communion that the major areas of the unit will be viewed.

Key areas of interest during this unit will be: a study of the New Testament and patristic testimony as foundational to an appreciation of Mary; an examination of the Marian Dogmas uncovering what they say today; a review of the teaching of the Second Vatican Council in relation to Mary; a reappraisal of the liturgical tradition and practice surrounding Mary; a survey and interpretation of the ecumenical engagement with the Marian tradition and a theological assessment of the seemingly recurrent apparitions of Mary.

PREREQUISITES
Level 2: CT1000Y or equivalent, and one unit of biblical studies
Level 3: CT1000Y or equivalent, and one unit of biblical studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. situate Marian studies within a theology of communion
2. identify the foundational biblical and patristic texts in relation to a theology of Mary
3. articulate Vatican II’s teaching on Mary
4. demonstrate the ability to do critical research on a Marian dogma
5. articulate an ecumenical understanding of Mary
6. research and deliver a short talk or homily in relation to a Marian liturgical feast.

ASSESSMENT
Level 2: Seminar Paper 1500 words (35%); Seminar Presentation (10%); Major Essay 3000 words (55%)
Level 3: Seminar Paper 1500 words (35%); Seminar Presentation (10%); Major Essay 3500 words (55%)

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: GREG BRETT CM
SIGNS AND GIFTS OF GOD:
SACRAMENTS OF LIFE AND CHURCH

2nd semester Monday evening  Crosslisted as DP2/3310Y  (Min. No. 8)

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: CT1000Y 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

Lecturer: GREG BRETT CM
GRACE IN OUR TIME: GOD’S GIFT AND THE HUMAN GOOD

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
CT1000Y, CT2011Y 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
METHOD IN THEOLOGY ACCORDING TO
BERNARD LONERGAN

1st semester Tuesday morning (Min. No. 8)

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
CT1000Y, CT2011Y or equivalent and at least one more unit in Systematic Theology at second level, plus BA1000Y and BN1000Y (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
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<td>Catholic Social Thought in Aust. &amp; O/S (=CH2/3230Y)</td>
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<tr>
<td>DT2470Y/3470Y**</td>
<td>Social Teaching &amp; Aboriginal Australians (=DM2/3470Y)</td>
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<td>DT3013Y</td>
<td>Theology and Ethics in Medicine</td>
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<td>DT3014Y</td>
<td>Can War be Just?</td>
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<tr>
<td><strong>MISSIOLOGY</strong></td>
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<td>DM1330Y/2330Y</td>
<td>Introduction to Theology of Mission (=CT1/2330Y)</td>
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<tr>
<td>DM2011Y/3011Y</td>
<td>A Comparative Study of Religions</td>
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<tr>
<td>DM2470Y/3470Y</td>
<td>Social Teaching and Aboriginal Australians (=DT2/3470Y)</td>
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<tr>
<td><strong>PASTORAL THEOLOGY AND MINISTRY STUDIES</strong></td>
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<td>DP1010Y</td>
<td>Faith, Religion &amp; Spirituality in Contemporary Society</td>
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<td>DP2011Y/3011Y</td>
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<td>DP2310Y/3310Y**</td>
<td>Signs &amp; Gifts of God: Sacraments (=CT2/31310Y)</td>
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<td>DP2422Y/3422Y**</td>
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<td>Realising the Vision: 150 Years of Liturgical Renewal: Study Tour (=DL2/3433Y) and (=DS2/3433Y)</td>
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<td>DP2481/3481Y**</td>
<td>Leadership in a Faith Community (=DR2/3481Y)</td>
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<tr>
<td>DP2888Y</td>
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**See crosslisting for detailed unit description**
# FIELD D – THEOLOGY: MISSION AND MINISTRY
## UNDERGRADUATE

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## SPIRITUALITY

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<tr>
<td>DS1000Y</td>
<td>Introduction to Christian Spirituality</td>
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<td>DS2101Y</td>
<td>Spiritual Leaders (Heart of Life)</td>
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<td>DS2212/3212Y**</td>
<td>Art History and Spirituality in Western Europe (=CH2/3212Y)</td>
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<td>Realising the Vision: 150 Years of Liturgical Renewal: Study Tour (=DL2/3433Y) and (=DP2/3433Y)</td>
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<tr>
<td>DS3777Y</td>
<td>Supervised Reading Unit – Spirituality</td>
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**See crosslisting for detailed unit description**

## FIELD D UNITS AVAILABLE IN OTHER YEARS

- # units not offered in 2013, but normally offered in alternate years
- § units not offered in 2013, but normally offered in a three year cycle

## CANON LAW

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## LITURGY

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<td>DL2010Y/3010Y</td>
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## MORAL THEOLOGY DT

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<td>Human Sexuality and Marriage #</td>
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<tr>
<td>DM2013Y/3013Y</td>
<td>The Cutting Edge of Mission Today: Missiology Immersion Program</td>
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<td>DM/CT 2331Y/3331Y</td>
<td>Theology in Asia: A Model of Development in Theology §</td>
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<td>DM3015Y</td>
<td>Recent approaches to mission §</td>
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## SPIRITUALITY DS

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<tbody>
<tr>
<td>DS2320Y/3320Y</td>
<td>Mary in the Christian Tradition</td>
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</table>
DL2422Y/3422Y RITUAL AND PASTORAL CARE: FROM SICKBED TO FINAL RESTING PLACE

1st semester Wednesday evening
Crosslisted as DP2/3547Y (Min. No. 8)

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

PREREQUISITES
Level 2: One unit in liturgy or equivalent
Level 3: As above, plus one unit from Field D at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a familiarity with the church's rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstance.

ASSESSMENT
Level 2: Preparation of a selected rite, 1000 words (20%); 1000 word seminar paper (20%); 2500 word essay (60%)
Level 3: Preparation of a selected rite, 1000 words (20%); 1000 word seminar paper (20%); 3500 word essay (60%)

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

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

PREREQUISITES
Level 2: At least two units of Biblical Studies and two units of Systematic Theology
Level 3: As above and also two further units at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different “texts” involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community.

ASSESSMENT
Level 2: Preparation, delivery and evaluation of a homily equivalent to 2000 words (60%); 2000 word essay (40%)
Level 3: Preparation, delivery and evaluation of a homily equivalent to 2000 words (60%); 3000 word essay (40%)

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
REALISING THE VISION:  
150 YEARS OF LITURGICAL RENEWAL: STUDY TOUR

2nd semester November  This unit is an intensive study tour (30 Point Unit) 
Crosslisted as DP2/3433Y (Pastoral Theology and Ministry Studies), and DS2/3433Y (Spirituality) 
email: studytour@ytu.edu.au

CONTENT
This unit aims to engage students with the on-going challenge of liturgical renewal in the Catholic tradition in the light of the vision that inspired key figures in the liturgical movement of the past 150 years. Over a period of four weeks, students will visit select centres of liturgical life in France, Belgium, Germany and Italy that are either currently contributing to liturgical renewal or that played a critical role in paving the way for the Constitution on the Sacred Liturgy of the Second Vatican Council. Integral to the unit will be participation in a variety of liturgical celebrations to enable students to deepen their experience of the spirit of the liturgy.

PREREQUISITES
Level 2: At least two units in Field D 
Level 3: Two units in Field D, with at least one unit at 2nd level

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe significant persons, places and issues in the Roman Catholic liturgical movement of the 19th and 20th centuries
2. explain the role played by the movement in the genesis of the Vatican II Constitution on the Sacred Liturgy
3. demonstrate familiarity with the Constitution and its post-conciliar implementation
4. engage in critical reflection on their liturgical experience
5. identify and discuss current issues in liturgical renewal
6. articulate elements of a contemporary liturgical spirituality.

ASSESSMENT:
Level 2: Two x 2,000 word assignments (50%); One 4,000 word journal (50%)
Level 3: Two x 2,500 word assignments (50%); One 5,000 word journal (50%)

BIBLIOGRAPHY

Lecturers: MARGARET SMITH SGS, and PAUL TAYLOR
INTRODUCTION TO MORAL THEOLOGY

2nd semester Tuesday evening (Min. No. 8)

CONTENT
Taking its direction from Scripture and Church Tradition, this unit explores the essential components for understanding and appreciating Moral Theology as a theological discipline, and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry 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
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
DT1000Y Introduction to Moral Theology or equivalent

Learning Outcomes
Upon successful completion of this unit, it is expected that students will be able to:
1. 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 and BERNARD TEO CSsR
DT2012Y/3012Y JUSTICE AND HUMAN RIGHTS
2nd semester Monday evening (Min. No. 8)

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

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

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

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

BIBLIOGRAPHY

Lecturer: BERNARD TEO CSsR
CONTENT
This unit will focus on the implications of theological ethics for modern medicine. The theological perspective employed will be primarily Catholic, but it will also dialogue with the perspectives of other ethical traditions, both secular and religious. Consideration will be given to the meaning and purpose of medicine, modern advances in medical biotechnology and the meaning and experience of human bodily existence in all its phases, in the light of the Christian faith. Access to health care and justice issues related to macro resource allocations will also be explored.

PREREQUISITES
At least one unit at level 2 in Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and articulate the complexities surrounding difficult moral questions about human embodiment in the field of theological bioethics
2. identify and analyse conflicting ethical assumptions about human embodiment, rights, and freedom that are driving the public agenda and debates
3. appreciate the history, methods, and assumptions of Catholic Moral Theology in dealing with these issues
4. integrate the complexities inherent in bioethical questions to enable sound Gospel-based decisions for themselves and for those whom they are helping
5. advance their own personal interest in the subject and policy making through active participation in ethical committees, in research, and writing.

ASSESSMENT
1500 word class presentation (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Lecturer: BERNARD TEO CSsR
CAN WAR BE JUST?
1st semester Monday evening
(Min. No. 8)

CONTENT
This unit will explore Catholic and other Christian traditions on questions of war and peace, and their relevance for international relations and conflict resolution, especially in the context of weapons of mass destruction, terrorism and religious fundamentalism. Attention will be given to the comparable just war tradition within Islam.

PREREQUISITES
Two units in Ethics or Moral Theology or equivalent, at least one at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate their skills in reading texts and interpreting contexts for the development of various theories within just war traditions
2. describe and evaluate critically interpretations of the just war tradition
3. present in written assignments a critical appreciation of key debates about moral dilemmas in the face of violence and war
4. articulate how the churches and Christian thought can advance peace, and constrain outbreaks of violence and war
5. demonstrate how religious traditions might better sustain peacemaking and reconciliation among peoples.

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

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
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 light of the Global Financial Crisis. 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 Monday evening  Crosslisted as CT1/2330Y  (Min. No. 8)

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
CONTENT
The four questions that will guide this comparative survey are: (1) What were the historical and socio-cultural settings within which the major religions arose, developed and/or declined? (2) Who were their founders and what functions have they had? (3) What are the main points of contact and contrast between these religions, in particular between each and Christianity? (4) What are the modern day causes of and responses to the growth of New Religious Movements and Fundamentalism across the religions?

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the main tenets of at least three of the major religions of the world
2. describe the common aspects of their religious world-views
3. demonstrate the contrast between the primal and world religions
4. analyse the claims of uniqueness by any religion.

ASSESSMENT
Level 2: Tutorial paper 1000 words (40%); 3500 word essay (60%)
Level 3: Tutorial paper 1500 words (40%); 3500 word essay (60%)

BIBLIOGRAPHY  *= set texts recommended for purchase

Lecturer: JACOB KAVUNKAL SVD
DM2470/3470Y  SOCIAL TEACHING AND ABORIGINAL AUSTRALIANS

1st semester Wednesday evening  Crosslisted as DT2/3470Y  (Min. No. 8)

CONTENT
The unit will provide students with a comprehensive exposure to the Church’s Social Teaching in relation to Indigenous Peoples. Special attention will be given to the Australian context and to the issues relating to Aboriginal Australians. Relevant papal decrees and declarations, as well as bishops’ statements addressing indigenous social issues will be considered. Topics under discussion include: the human person, history, land and inculturation. A key resource is Dominic O’Sullivan’s ‘Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity’.

PREREQUISITES
Level 2: One level one unit in Missiology or Moral Theology
Level 3: At least one level two unit in Missiology or Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. provide a critical analysis of the impact of the church’s social teaching in relation to indigenous peoples, for the Australian community today
2. trace developments of the church’s teaching in selected themes
3. show evidence of competence and discernment in the use of resource material
4. examine key biblical texts and explore implications for the church’s teaching and practice
5. present orally, in a clear, convincing and engaging manner, the topic chosen for research.

ASSESSMENT
Level 2: Written tutorial 1000 words (30%); 3000 word essay (70%)
Level 3: Written tutorial 1000 words (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
DM3015Y  RECENT APPROACHES TO MISSION
2nd semester Thursday morning  (Min. No. 8)

CONTENT
The unit will examine the multiple historical developments that have shaped the present understanding and praxis of mission, in order to articulate the challenges facing the task of mission today. Based on a brief survey of post-Vatican II missionary methods the unit will help the students to reflect on recent trends in mission theology.

PREREQUISITES
At least one unit of Missiology or Systematic Theology at level two

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and critique the major trends in mission today
2. contrast recent against traditional approaches to mission
3. analyse the changed context of mission in today’s world
4. discuss the need to adopt new theory and praxis in mission.

ASSESSMENT
Tutorial of 2000 words (40%); Essay of 3000 words (60%)

BIBLIOGRAPHY

Lecturer:  JACOB KAVUNKAL SVD
DP1010Y FAITH, RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

2nd semester Intensive: Sat/Sun 20/21 July & Sat/Sun 7/8 Sept 9am -4pm, & Wed 31st July, 14th Aug & 28th Aug 5.30-8.30

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
COUNSELLING: THEORY AND PRACTICE

1st semester Tuesday morning (Min. No. 8)

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. 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 – 5222 4212 or 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
- Uniting CPE - the John Paver Centre – 9251 5489

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.
LEADERSHIP IN A FAITH COMMUNITY
Crosslisted as DP 2/3481Y

2nd semester Monday evening (Min. No. 8)

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
INTRODUCTION TO CHRISTIAN SPIRITUALITY

2nd semester Tuesday evening

(Min. No. 8)

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

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the fundamental nature of spirituality and various methods in its study
2. discourse on the development of spirituality over time
3. give a critical reflection on a selected aspect of Christian spirituality
4. make a critical personal response to a selected aspect of the unit

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

BIBLIOGRAPHY * = set texts recommended for purchase

Lecturer: ROBYN REYNOLDS OLISH
DS2101Y  SPIRITUAL LEADERS  
(HEART OF LIFE)  
(BTheol credit only for one of DP2888Y or DS2101Y)  
(Min. No. 10)  
1st and 2nd semesters, morning (equivalent to two units)  
Includes monthly individual supervision and two 2 day residential

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
Postgraduate Coursework Awards*, **

Graduate Certificate in Teaching Religious Education
Graduate Certificate in Liturgy
[Also: Biblical Languages, Educational Chaplaincy, Ethics and Pastoral Care, Guiding Meditation, Ignatian Spirituality, Religious Education, Research Methodology, Supervision (Spiritual Direction) Spirituality, Spiritual Direction]
Graduate Diploma in Theology [General]
Graduate Diploma in Theology [Specialised]
(Specialisations: Biblical Languages, Biblical Studies, Church History, Faith Community Care, Faith Leadership, Liturgy, Ministry Studies, 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 Arts (Education and Theology)
Master of Divinity

Postgraduate Research Awards

Master of Philosophy
Master of Theology
Doctor of Philosophy
Doctor of Theology

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

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

** Candidates already enrolled in an award for which the Regulation has now changed can complete the award under the Regulation in force at the time of their enrolment.
<table>
<thead>
<tr>
<th>Pathways from Undergraduate Studies in Theology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BTheol (Also BA/BTheol)</strong></td>
</tr>
<tr>
<td>↓</td>
</tr>
<tr>
<td><strong>[1]</strong> BTheol (Hons) consists of 60 points</td>
</tr>
<tr>
<td>(4 units) and a 12,000 word research essay</td>
</tr>
<tr>
<td>(30 points). BTheol (Hons) may articulate directly to <strong>MTTheol or MPhil</strong></td>
</tr>
<tr>
<td><strong>Graduate Diploma in Theology</strong></td>
</tr>
<tr>
<td>Consists of six units (90 points) of study</td>
</tr>
<tr>
<td>(four specialised units and two electives).</td>
</tr>
<tr>
<td>Specialisations include:</td>
</tr>
<tr>
<td>Biblical Languages, Biblical Studies,</td>
</tr>
<tr>
<td>Faith Community Care, Church History, Faith</td>
</tr>
<tr>
<td>Leadership, Liturgy, Ministry Studies, Missiology, Moral Theology, Pastoral Care, Philosophy, Religious Education, Social Justice, Spirituality, Spiritual Direction and Systematic Theology</td>
</tr>
<tr>
<td><strong>[2]</strong> If articulating to a Research Master’s (MTTheol, MPhil), the Graduate Diploma consists of 60 points (four units) in an area of specialisation, and a 12,000 word research essay (30 points) essay graded to at least 75% and a 75% average across the coursework components of the degree.</td>
</tr>
<tr>
<td><strong>MTTheol or MPhil</strong></td>
</tr>
<tr>
<td><strong>[1]</strong> A 40,000 word thesis (including a unit on Research Methodology)</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td><strong>[2]</strong> 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.</td>
</tr>
<tr>
<td><strong>DTTheol</strong></td>
</tr>
<tr>
<td>100,000 word thesis</td>
</tr>
<tr>
<td><strong>MTTheol or MPhil</strong></td>
</tr>
<tr>
<td><strong>[1]</strong> A 40,000 word thesis (including a unit on Research Methodology)</td>
</tr>
<tr>
<td>or</td>
</tr>
<tr>
<td><strong>[2]</strong> 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.</td>
</tr>
</tbody>
</table>

**Master of Theological Studies**

Ten units (150 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 30 points of Foundational units, and must complete a Capstone unit worth at least 15 points)

This may articulate to Research Master’s by completion of a 12,000 word research essay (30 points) as part of the award. Confirmation of candidature for a research Master’s requires that the research essay be graded to at least 75% and a 75% average across the coursework components of the degree.

**MTTheol or MPhil**

**[1]** A 40,000 word thesis (including a unit on Research Methodology) |

or

**[2]** 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.
<table>
<thead>
<tr>
<th>PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Certificate in Theology</strong></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Graduate Diploma in Theology [General]</strong></td>
</tr>
<tr>
<td>A student articulating from the Graduate Certificate will be credited with 45 points toward the Graduate Diploma. The Graduate Diploma in Theology consists of 90 points of study (six units): three foundational units from at least two Fields and three disciplines and three elective units</td>
</tr>
<tr>
<td>↓ MA(THEOL)</td>
</tr>
<tr>
<td>Four postgraduate units (60 points) plus a 12,000 word research essay or</td>
</tr>
<tr>
<td>Six postgraduate units (90 points) including a Capstone unit worth at least 15 points</td>
</tr>
<tr>
<td>[2] If articulating to a Research Master’s, the Graduate Diploma consists of 60 points (4 units) and a 12,000 word research essay (30 points) graded to at least 75%, and a 75% average across the coursework components of the award.</td>
</tr>
<tr>
<td><strong>MPhil (Research)</strong></td>
</tr>
<tr>
<td>[2] A 40,000 word thesis or</td>
</tr>
<tr>
<td>Two postgraduate units (30 points) plus a 25,000 word thesis. Both options require the student to complete a unit on Research Methodologies, unless such a unit has been completed in earlier studies.</td>
</tr>
<tr>
<td><strong>PhD</strong></td>
</tr>
<tr>
<td>100,000 word thesis or portfolio of publications or an artefact accompanied by an exegeted research project</td>
</tr>
<tr>
<td><strong>Master of Divinity</strong></td>
</tr>
<tr>
<td>Consists of eighteen units (270 points)</td>
</tr>
<tr>
<td>105 points of Foundation units (comprised of 30 points in a single Biblical Language, 30 points of units in Field B, 30 points in Field C and 15 points in Field D. Candidates may also complete a further 15 points of Foundational study in any Field or Discipline) and</td>
</tr>
<tr>
<td>Not less than 105 points and not more than 150 points of Elective units (candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D) and</td>
</tr>
<tr>
<td>A Capstone unit worth at least 15 points</td>
</tr>
</tbody>
</table>
| An MDiv graduate who has completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree may articulate to a research Master’s (MTHEOL or MPhil).

- 94 -
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 (Box Hill), plus one 5 point unit taken cumulatively over the four units.

**Normal Duration:** Two (2) years (part-time)

**Articulation:**
- Graduate Diploma in Theology
  (3 additional units = 45 points)
- Master of Arts (Theol) (6 units = 90 points)

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) or five years relevant work experience or professional attainment

**Structure:**
Two foundational units and one elective unit
- Foundational Unit 1: DL8430Y Doing and Living the Church’s Liturgy
- Foundational Unit 2: BA8000Y or BN8000Y Biblical Interpretation (OT/NT): History, Background, Critical Methodology
- One Elective Unit chosen from the following:
  - DL9421Y Celebrating the Sacraments: The Rites of Faith
  - DL9010Y Celebrational Style
  - DL9422Y Ritual and Pastoral Care: From Sick Bed to Resting place
  - DL9433Y Realising the Vision: 150 Years of Liturgical Renewal
  - DL9423Y 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) (6 units = 90 points)
GRADUATE DIPLOMA IN THEOLOGY [GENERAL] (GRADDIPTHEOL)

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

**Entry Requirements:** Bachelor’s degree (or equivalent)

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

- Three foundational units (in at least 2 Fields and three Disciplines) 
  *and*
- Three (3) elective units

**Normal Duration:** 1 - 3 years

**Articulation:** Master of Arts (Theol)

If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research Master’s (MTHEOL or MPHIL). If not, they can apply for candidature in the coursework MA(Theol).

GRADUATE DIPLOMA IN THEOLOGY [SPECIAL] (GRADDIPTHEOL)

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

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

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

- Four (4) units in a specialised discipline of theology and two (2) elective units

**Normal Duration:** 1 - 3 years

**Articulation:** Master of Theology or Master of Philosophy

If, as part of the GradDipTheol, the candidate completed a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree they may articulate to a research Master’s (MTHEOL or MPHIL). If not, they can apply for candidature in the coursework MA(Theol)
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 postgraduate level
- Required unit DR9011Y 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:
  - DP9010Y Faith, Religion and Spirituality in Contemporary Society or
  - Educating and Ministering through Life Passages or
  - An equivalent unit with a focus on faith and the human person
- 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. Specialisation in Faith Leadership is an approved specialisation of this award with DR9000Y, Faith Leadership seminar, being a required unit.
The Master of Divinity is a first degree in theology for graduates in another discipline. The MDiv offers a high level of theological study with a broad and challenging engagement across the full range of disciplines.

Entry Requirements:  Bachelor degree in any discipline

Structure:  Eighteen (18) semester units of 15 points = 270 points at graduate level
- **105 points of Foundational units**
  Comprised of 30 points of units in a single Biblical Language, 30 points of units in Field B, 30 points in Field C, and 15 points in Field D (candidates may complete a further 15 points of Foundational study in any Field or Discipline)
- **Not less than 105 points and not more than 150 points of Elective units**
  Candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D
- **Capstone unit (minimum of 15 points)**
  Candidates must complete a Capstone unit worth at least 15 points

Normal Duration:  3 - 9 years

Articulation:  On completion of the MDiv from the MCD with a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree one can apply for entry to a Research Masters (MTHEOL, MPHIL) or direct entry to a doctoral award (DTHEOL, PHD)
MASTER OF THEOLOGICAL STUDIES (MTS)

The Master of Theological Studies is a coursework Master’s degree offering candidates, who hold a primary degree in theology, the opportunity to undertake units of study that inform and broaden their undergraduate studies.

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

**Structure:** 150 Credit points (normally 10 units)
- Candidates may include up to 30 points of Foundational units
- Candidates must include a Capstone Unit worth at least 15 points

**Normal Duration:** 1.5 - 5 years

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

MASTER OF ARTS MA(Theol)

**Pathway 1:** The Master of Arts (Theology) degree offers candidates the opportunity to undertake studies in Bible, Theology and allied disciplines. Applicants with an undergraduate or higher degree, can enrol directly into the MA(Theol).

**Pathway 2:** The MA(Theol) is an opportunity to deepen and consolidate the grounding in theology achieved in the Graduate Diploma in Theology.

**Entry Requirements:**
- **Pathway 1:** Bachelor’s degree from MCD University of Divinity, or from a University or College recognised by the Board for the purposes of the degree *or*
- **Pathway 2:** Graduate Diploma in Theology (or equivalent)

**Structure:** Coursework Degree MA(Theol)
- **Pathway 1:** Twelve (12) postgraduate units which must include a capstone unit worth at least 15 points.

- **Pathway 2:** Six (6) postgraduate units which must include a capstone unit worth at least 15 points.

**Normal Duration:** 2-6 years

**Articulation:** Master of Theology, Master of Philosophy, Doctor of Philosophy [If MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%]
The Master of Theology is a research degree open to theology graduates whose studies included a 12,000 word research essay demonstrating research competence in a theological discipline.

**Entry Requirements:** Bachelor of Theology with Honours (H1 or 2A i.e., at least 75%)

*or*

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

*or*

- An MA(Theol) from MCD University of Divinity, with a 12,000 word research essay graded to at least 75%

**Structure**

- 45 points of postgraduate study (including a postgraduate unit in research methodology unless exempted by the Board) and a minor thesis of 25,000 words

*or*

- major thesis of 40,000 words (including a postgraduate unit in research methodology unless exempted by the Board)

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

**Articulation:** Doctor of Theology, Doctor of Philosophy
DOCTOR OF PHILOSOPHY (PHD)

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

Entry Requirements:

- a Graduate Diploma in Theology from the Institution, or an MDiv, or an MTS each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

  or

- An MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure:

1] Thesis of 100,000 words

2] An exegeted research project where the project itself is presented in non-textual media. Appended to such projects must be a written exegesis of the project that contributes to the production of new knowledge through critical reflection upon the project. At least 50% of the project must be in written form

3] A portfolio of publications with at least one substantial integrating article (Regulation 26.1.8)

Every candidate for this degree must 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)
The Doctorate in Theology requires the writing of a thesis that forms a distinct contribution to theological learning, shows evidence of original research, and the exercise of critical and analytical abilities.

Entry Requirements:

- a Graduate Diploma in Theology from the Institution, an MDiv, an MTS each with a 12,000 word research essay graded to at least 75%, and a 75% average across the coursework component of the degree

or

- An MA(Theol) from the Institution, with a 12,000 word research essay graded to at least 75%

Structure: Thesis of 100,000 words

Every candidate for this degree must 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
POSTGRADUATE

LANGUAGES

<table>
<thead>
<tr>
<th>Code</th>
<th>Language</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL8001Y</td>
<td>Hebrew A</td>
<td>(Foundational unit)</td>
</tr>
<tr>
<td>AL8002Y</td>
<td>Hebrew B</td>
<td>(Foundational unit)</td>
</tr>
</tbody>
</table>

FIELD A UNITS AVAILABLE IN OTHER YEARS

# units not offered in 2013, but normally offered in alternate years

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL8011Y</td>
<td>New Testament Greek A</td>
<td>#</td>
</tr>
<tr>
<td>AL8012Y</td>
<td>New Testament Greek B</td>
<td>#</td>
</tr>
</tbody>
</table>
AL8001Y  HEBREW A

Foundational Unit (Min. No.8)
1st semester Thursday evening

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

PREREQUISITES
None

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. demonstrate basic command of text-critical procedures.

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

BIBLIOGRAPHY * = set texts recommended for purchase
Brown, Francis, Samuel R. Driver, and Charles A. Briggs. Hebrew and English Lexicon
*Feyerabend, Karl. Langenscheidt’s Pocket Hebrew-English Dictionary. London:
Kelley, Page H. Biblical Hebrew. An Introductory Grammar. Grand Rapids, MI:
*Nicholsen, Sarah. Complete Biblical Hebrew: A Teach Yourself Guide. TY Language
Wonneberger, Reinhard. Understanding BHS. A Manual for the Users of the Biblia

Lecturer: MARK O’BRIEN OP
AL8002Y  HEBREW B

Foundational Unit  (Min. No. 8)
2nd semester Thursday evening

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

PREREQUISITES
AH8001Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

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

BIBLIOGRAPHY  * = set texts recommended for purchase
Lecture notes covering the required grammar will be provided.

Lecturer: JOHN HILL CSsR
## Old Testament

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA8000Y</td>
<td>Biblical Interpretation (OT): History, Background, Critical Methodology (Foundational unit)</td>
</tr>
<tr>
<td>BA9010Y</td>
<td>Pentateuch</td>
</tr>
<tr>
<td>BA9011Y</td>
<td>Psalms</td>
</tr>
<tr>
<td>BA9015Y</td>
<td>Exile and Return</td>
</tr>
<tr>
<td>BA9017Y</td>
<td>The Twelve Prophets</td>
</tr>
<tr>
<td>BA9777Y</td>
<td>Supervised Reading Unit – Old Testament</td>
</tr>
</tbody>
</table>

## New Testament

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN8000Y</td>
<td>Biblical Interpretation (NT): History, Background, Critical Methodology (Foundational unit)</td>
</tr>
<tr>
<td>BN9011Y</td>
<td>Luke Acts</td>
</tr>
<tr>
<td>BN9013Y</td>
<td>The Gospel of John</td>
</tr>
<tr>
<td>BN9014Y</td>
<td>Galatians</td>
</tr>
<tr>
<td>BN9777Y</td>
<td>Supervised Reading Unit – New Testament</td>
</tr>
</tbody>
</table>

## Overseas Study Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BN9015Y</td>
<td>The Biblical Land and the Gospels (Intensive in Jerusalem)</td>
</tr>
</tbody>
</table>

## Biblical Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS9777Y</td>
<td>Supervised Reading Unit – Biblical Studies</td>
</tr>
</tbody>
</table>

## Field B Units Available in Other Years

# units not offered in 2013, but normally offered in alternate years

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA9012Y</td>
<td>Wisdom Literature #</td>
</tr>
<tr>
<td>BA/BN 9110Y</td>
<td>Biblical Justice and the Reign of God #</td>
</tr>
<tr>
<td>BA/BN 9112Y</td>
<td>The Bible and the Land</td>
</tr>
<tr>
<td>BA9013Y</td>
<td>The Book of Isaiah #</td>
</tr>
<tr>
<td>BA9014Y</td>
<td>Prophecy Apocalyptic and the Future</td>
</tr>
<tr>
<td>BA9016Y</td>
<td>Prophetic Literature - Jeremiah and Hosea</td>
</tr>
<tr>
<td>BN9010Y</td>
<td>The Corinthian Correspondence #</td>
</tr>
<tr>
<td>BN9012Y</td>
<td>Matthew #</td>
</tr>
</tbody>
</table>
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
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. exegate 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
This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES
Successful completion of 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 various genre found in the Psalter and the contribution of poetics to the study of Psalms
2. show understanding of the various ways the Psalms have been studied over more than 2000 years
3. apply both diachronic and synchronic methods to the study of specific Psalms
4. critique the shape of the Psalter and its impact on the meaning of the Psalms
5. assess the value of the Psalms in Jewish and Christian religious and spiritual life throughout the ages and today
6. appraise and critically assess contemporary insights in the study of the Psalms.

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

BIBLIOGRAPHY

* = set texts recommended for purchase

Lecturer: MARY REABURN NDS
EXILE AND RETURN

Elective unit
6 Saturdays: March 2,16; April 13,27; May 11,25

CONTENT
This unit is a study of the ideas of exile and return, and their central place in the Old Testament. The unit will begin with the history of Judah in the sixth century BCE, with a particular focus on the Babylonian conquest of 587 BCE and its aftermath. The rest of the unit will explore how these events were interpreted in the biblical texts, and how they came to form a foundational symbol (“the exile”) by which later generations interpreted their own historical situations.

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. 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 unit
3. demonstrate an understanding of the history of the Old Testament, especially the neo-Babylonian period
4. situate texts which refer to exile in their historical context
5. 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
THE TWELVE PROPHETS
Elective unit (Min. No. 8)
2nd semester Thursday evening

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

PREREQUISITES
BA100Y and BN100Y

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

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

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer: MARK O’BRIEN OP
BN8000Y  BIBLICAL INTERPRETATION: (NT) HISTORY, BACKGROUND, CRITICAL METHODOLOGY

Foundational unit (Min. No. 8)
2nd semester Wednesday 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 milieu 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

Lecturer: MARY COLOE PBVM
Elective unit
1st semester Monday evening

CONTENT
This unit will undertake the study of the origin, nature and theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts.

PREREQUISITES
Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. demonstrate an awareness of the context in which this theology arose
3. prepare an exegesis of various texts making use of appropriate methodologies
4. demonstrate an awareness of the complex nature of the relationship of the synoptic gospels by identifying and interpreting not only what is unique to Luke, but what is shared with Matthew and Mark
5. evaluate the significance of the material that is unique to Luke
6. demonstrate appropriate skills in contemporary critical methods of biblical interpretation.

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

BIBLIOGRAPHY

Lecturer: CHRISTOPHER MONAGHAN CP
THE GOSPEL OF JOHN

Elective unit
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: GLENGDA BOURKE SGS
CONTENT
This unit will undertake an exegetical and thematic study of the letter to the Galatians in which Paul defends his understanding of the role of the Jewish law and its relationship to the salvation found in Jesus Christ. Attention will be paid to the contribution rhetorical criticism makes to an adequate understanding of the letter’s structure and the development of Paul's argument.

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 an understanding of the major issues faced by Paul and the Galatian community
2. appraise and analyse Paul's theological response to those issues
3. demonstrate an understanding of the contribution of rhetorical criticism to an adequate understanding of the form and function of the letter
4. demonstrate an awareness of the place of the letter in the development of Paul’s thought on the Gentile mission and the role of the Jewish Law
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 paper (40%); 4000 word essay (60%)

BIBLIOGRAPHY
* = set texts recommended for purchase
Bruce, Frederick F. The Epistle to the Galatians. Exeter: Pater Noster, 1982.

Lecturer: CHRISTOPHER MONAGHAN CP
BN9015Y THE BIBLICAL LAND AND THE GOSPELS
June Intensive

CONTENT:
This unit is based on the four week course at Ecce Homo Convent in the Old City of Jerusalem in Israel. This course, entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke' (Matthew in 2013 – Lecturer: Dr Elaine Wainwright), will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

For more information see www.biblicalformation.org

PREREQUISITES
BN8000Y or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate familiarity with the geography of the biblical land and its surrounds
2. display a knowledge of the influence of the Galilee in the Gospel for the coming liturgical year
3. demonstrate knowledge of the Jewish background of the Gospels and critically examine its impact on the Gospel narrative

ASSESSMENT:
A book review of 1500 words (25%); Journal record of the excursions 2000 (25%); an essay of 2500 words, (50%)

BIBLIOGRAPHY
The Land

The Gospel of Matthew

Supervisors: MARY COLOE PBVM and MARY REABURN NDS
## FIELD C – CHRISTIAN THOUGHT AND HISTORY
### POSTGRADUATE

### CHURCH HISTORY
- **CH9010Y** Reformation Histories and Theology
- **CH9013Y** Medieval Popular Religion in the West
- **CH9212Y** Art History and Spirituality in Western Europe (= **DS9212Y**)
- **CH9230Y** Catholic Social Thought in Aust. & O/S (= **DT9230Y**)
- **CH9777Y** Supervised Reading Unit – Church History

### SYSTEMATIC THEOLOGY
- **CT8000Y** Faith, Revelation and Theology (Foundational unit)
- **CT8330Y** Introduction to Theology of Mission (=**DM8330Y**) (Foundational unit)
- **CT9010Y** Eschatology: Living in hope
- **CT9011Y** Who is this Christ?
- **CT9013Y** Grace in our Time: God's Gift & Human Good
- **CT9015Y** Method in Theology According to B Lonergan
- **CT9310Y** Signs & Gifts of God: Sacraments (=**DP9310Y**)
- **CT9777Y** Supervised Reading Unit – Systematic Theology

**see crosslisting for detailed description**

### FIELD C UNITS AVAILABLE IN OTHER YEARS

§ units not offered in 2013, but normally offered in a three year cycle
- **CH8100Y** Turning Points in the History of the Western Church #
- **CH9011Y** The Shaping of the Australian Catholic Church §
- **CH9012Y** Introduction to Early Christian Art and Architecture
- **CH9013Y** Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
- **CH/DS9210Y** Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700
- **CH/DS9212Y** In search of the Foundress: The Painted life of Mary Ward (1585 - 1645)
- **CT9320Y** Mary in the Christian Tradition
CH9010Y  REFORMATION HISTORIES AND THEOLOGIES

Elective Unit  (Min. No. 8)
2nd semester Monday morning

CONTENT
The unit examines the history of reform movements in the Western European Church during the sixteenth-century, with special attention to the interactions between theology and history. It commences with an examination of late medieval theology and piety. It then moves through the major theological issues raised by Martin Luther, Ulrich Zwingli, John Calvin and Ignatius Loyola, examining in detail their contributions to debate, as well as the writings and actions of those who followed them and/or opposed them. These theologies will be placed in their societal contexts through an exploration of events in Wittenberg, Zurich, Geneva, England and Italy.

PREREQUISITES
One foundational unit in Church History and one in Systematic Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate basic knowledge of the major theological issues of the sixteenth-century Western European reform movements
2. demonstrate an ability to use a range of early modern historical sources, including written material and visual evidence
3. engage with the key historiographical debates on the causes, nature and extent of ‘Reformation’
4. identify the causes of division in the sixteenth-century Western European Church
5. demonstrate an advanced proficiency in historical research and writing.

ASSESSMENT
2000 word seminar journal (30%); 1000 word document study (20%); 3000 word research essay (50%)

BIBLIOGRAPHY  * = set texts recommended for purchase

Lecturer:  RICHARD BLANDFORD
CH9013Y  MEDIEVAL POPULAR RELIGION IN THE WEST

Elective Unit  (Min. No. 8)
1st semester Tuesday 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
CH9212Y  ART HISTORY AND SPIRITUALITY IN WESTERN EUROPE

Elective Unit  (Min. No. 8)
2nd semester Thursday evening  Crosslisted as DS9212Y

CONTENT
This unit investigates some of the ways in which visual images shaped and reflected the spiritual characteristics and preoccupations of the Late Middle Ages, 1300-1500. After identifying the most important sacred stories and their chief personages (i.e. Jesus, the Virgin Mary, and various saints) it examines the patrons and audience for these “images of salvation.” What objects inspired devotion and how did these paintings, sculptures and other devotional objects instruct the faithful in the mysteries of faith? Throughout this unit students will explore the problem of how visual expressions of spirituality build on, yet differ from, textual ones.

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 Christian art in the West, c. 1300-1500
2. demonstrate ability to use basic vocabulary of visual analysis and historical inquiry
3. demonstrate a sophisticated understanding of the various lenses (historical, biblical, spiritual, literary) through which the interpreter views visual images
4. demonstrate appropriate level of oral and written communication skills
5. show appropriate research skills.

ASSESSMENT
1500 word written visual and iconographic description and analysis (20%); a ten minute oral presentation (20%); 3500 word research essay (60%)

BIBLIOGRAPHY

Lecturer:  CLAIRE RENKIN
CH9230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

Elective Unit Crosslisted as DT9230Y
1st semester Thursday evening

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
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
ESCHATOLOGY: LIVING IN HOPE

Elective Unit

2nd semester Tuesday evening

CONTENT

The unit situates eschatology in the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organising image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the eschata are retrieved as symbols of Christian hope that are operative in life, present in death and expressions of life through death. The opportunity will be taken at different moments in the unit to look at special questions like the theology of time and eternity, millenarianism, and the relationship between eschatology and ecology. Finally the unit explores the relationship between eschatology and the Eucharist.

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. demonstrate an understanding of the theology of hope.
2. identify the biblical foundations of hope
3. articulate a theology of history
4. articulate the four principles of eschatological language
5. critically evaluate the eschata as symbols of the theology of hope
6. demonstrate the difference between eschatology and futurology
7. critique the relationship between the theology of hope and Christian praxis
8. appraise the relationship between eschatology and Eucharist.

ASSESSMENT:

2500 word minor paper (40%); 3500 word major paper 60%

BIBLIOGRAPHY


Lecturer: GREG BRETT CM
WHO IS THIS CHRIST?

Elective Unit
1st semester Tuesday evening

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
CT9013Y GRACE IN OUR TIME: GOD’S GIFT AND THE HUMAN GOOD

Elective Unit (Min. No. 8)
2nd semester Tuesday morning

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
METHOD IN THEOLOGY ACCORDING TO BERNARD LONERGAN

Elective Unit
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
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
*C = set texts recommended for purchase

Lecturer: KATHLEEN WILLIAMS RSM
CONTENT
The Second Vatican Council strongly encouraged the study of Mary within the context of the theology of Church. This unit will explore an understanding of Mary as an integral part of the ecclesiology of communion. It is through the lens of communion that the major areas of the unit will be viewed.
Key areas of interest during this unit will be: a study of the New Testament and patristic testimony as foundational to an appreciation of Mary; an examination of the Marian Dogmas uncovering what they say today; a review of the teaching of the Second Vatican Council in relation to Mary; a reappraisal of the liturgical tradition and practice surrounding Mary; a survey and interpretation of the ecumenical engagement with the Marian tradition and a theological assessment of the seemingly recurrent apparitions of Mary.

PREREQUISITES
Normally one foundational unit in systematic theology and biblical studies

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. situate Marian studies within a theology of communion
2. identify the foundational biblical and patristic texts in relation to a theology of Mary
3. articulate Vatican II’s teaching on Mary
4. demonstrate the ability to do critical research on a Marian dogma
5. articulate an ecumenical understanding of Mary
6. research and deliver a short talk or homily in relation to a Marian liturgical feast
7. demonstrate appropriate research skills

ASSESSMENT
Seminar Presentation (10%); 2000 word Seminar Paper (35%);
4000 word Essay (55%)

BIBLIOGRAPHY

Lecturer: GREG BRETT CM
CT9310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND CHURCH

Elective Unit (Min. No. 8)
2nd semester Monday evening Crosslisted as DP9310Y

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: GREG BRETT CM
## FIELD D – THEOLOGY: MISSION AND MINISTRY
### POSTGRADUATE

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<td>DC9777Y</td>
<td>Supervised Reading Unit – Liturgy</td>
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<td>DL9433Y</td>
<td>Study Tour ‘Realising the Vision’: 150 Years of Liturgical Renewal (=DS9433Y &amp; DP9433Y)</td>
</tr>
<tr>
<td>DL9777Y</td>
<td>Supervised Reading Unit – Liturgy</td>
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<tr>
<td><strong>MORAL THEOLOGY</strong></td>
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</tr>
<tr>
<td>DT8000Y</td>
<td>Moral Theology Principles and Practice (Foundational unit)</td>
</tr>
<tr>
<td>DT9011Y</td>
<td>Major Issues in Moral Theology</td>
</tr>
<tr>
<td>DT9012Y</td>
<td>Justice and Human Rights</td>
</tr>
<tr>
<td>DT9013Y</td>
<td>Theology and Ethics in Medicine</td>
</tr>
<tr>
<td>DT9014Y</td>
<td>Can War be Just?</td>
</tr>
<tr>
<td>DT9015Y</td>
<td>Christianity, Economics &amp; Social Transformation</td>
</tr>
<tr>
<td>DT9470Y**</td>
<td>Social Teaching and Aboriginal Australians (=DM9470Y)</td>
</tr>
<tr>
<td>DT9777Y</td>
<td>Supervised Reading Unit – Moral Theology</td>
</tr>
<tr>
<td><strong>MISSIOLOGY</strong></td>
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<tr>
<td>DM8330Y</td>
<td>Introduction to Theology of Mission (=CT8330Y) (Foundational unit)</td>
</tr>
<tr>
<td>DM9011Y</td>
<td>A Comparative Study of Religions</td>
</tr>
<tr>
<td>DM9015Y</td>
<td>Recent Approaches to Mission</td>
</tr>
<tr>
<td>DM9470Y</td>
<td>Social Teaching and Aboriginal Australians (=DT9470Y)</td>
</tr>
<tr>
<td>DM9777Y</td>
<td>Supervised Reading Unit – Missiology</td>
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</tbody>
</table>
# FIELD D – THEOLOGY: MISSION AND MINISTRY
## POSTGRADUATE
### PASTORAL THEOLOGY AND MINISTRY STUDIES

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DP9010Y</td>
<td>Faith, Religion &amp; Spirituality in Contemporary Society</td>
</tr>
<tr>
<td>DP9011Y</td>
<td>Counselling: Theory and Practice</td>
</tr>
<tr>
<td>DP9310Y**</td>
<td>Signs &amp; Gifts of God: Sacraments (=CT9310Y)</td>
</tr>
<tr>
<td>DP9422Y**</td>
<td>Ritual and Pastoral Care  (=DL9422Y)</td>
</tr>
<tr>
<td>DP9423Y**</td>
<td>Proclaiming the Word of God  (=DL9423Y)</td>
</tr>
<tr>
<td>DP9433Y**</td>
<td>Study Tour ‘Realising the Vision’: 150 Years of Liturgical Renewal (=DS9433Y &amp; DL9433Y)</td>
</tr>
<tr>
<td>DP9481Y**</td>
<td>Leadership in a Faith Community  (=DR9481Y)</td>
</tr>
<tr>
<td>DP9888Y</td>
<td>Clinical Pastoral Education (CPE)</td>
</tr>
<tr>
<td>DP9777Y</td>
<td>Supervised Reading Unit – Pastoral Theology &amp; Ministry Studies</td>
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### RELIGIOUS EDUCATION

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>DR9481Y</td>
<td>Leadership in a Faith Community  (=DP9481Y)</td>
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<tr>
<td>DR9777Y</td>
<td>Supervised Reading Unit – Religious Education</td>
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### SPIRITUALITY

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>DS8000Y</td>
<td>Introduction to Christian Spirituality  (Foundational unit)</td>
</tr>
<tr>
<td>DS9212Y**</td>
<td>Art History and Spirituality in Western Europe  (=CH9212Y)</td>
</tr>
<tr>
<td>DS9433Y**</td>
<td>Study Tour ‘Realising the Vision’: 150 Years of Liturgical Renewal (=DP9433Y &amp; DL9433Y)</td>
</tr>
<tr>
<td>DS9777Y</td>
<td>Supervised Reading Unit – Spirituality</td>
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### SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 150 -151

### CAPSTONE UNITS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>XS9991</td>
<td>A Faith to Live By</td>
</tr>
</tbody>
</table>

### UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 161 for schedule at Box Hill & Mildura)

The required units are usually taken in the following order:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>DR8601Y</td>
<td>Introduction to Scripture for Religious Educators</td>
</tr>
<tr>
<td>DR8602Y</td>
<td>Jesus Christ Today: In Church, Mission and Sacraments</td>
</tr>
<tr>
<td>DR8604Y</td>
<td>Making (Christian) Choices in Life: Value Added Approach</td>
</tr>
<tr>
<td>DR8603Y</td>
<td>Foundations of Religious Education</td>
</tr>
<tr>
<td>DR8605Y</td>
<td>Integrative Exercise</td>
</tr>
</tbody>
</table>

**See crosslisting for detailed unit description**
### POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

# units not offered in 2013, but normally offered in alternate years

§ units not offered in 2013, but normally offered in a three year cycle

<table>
<thead>
<tr>
<th>CANON LAW</th>
<th>DC</th>
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<tbody>
<tr>
<td>DC9011Y</td>
<td>Canon Law A #</td>
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<tr>
<td>DC9012Y</td>
<td>Canon Law B #</td>
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<tr>
<th>LITURGY DL</th>
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<tbody>
<tr>
<td>DL/DP/DS8430Y</td>
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<td>DL9010Y</td>
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<tr>
<th>MORAL THEOLOGY DT</th>
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<tr>
<td>DT8000Y</td>
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<tr>
<td>DT/CT9340Y/9340Y</td>
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<tr>
<th>MISSIOLOGY DM</th>
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<tr>
<td>DM9013Y</td>
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<tr>
<td>DM9015Y</td>
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<tr>
<td>DM/CT9331Y/9331Y</td>
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<tr>
<th>CAPSTONE UNITS</th>
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<tr>
<td>XS9992Y</td>
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</table>
RITUAL AND PASTORAL CARE: FROM SICKBED TO FINAL RESTING PLACE

Elective Unit (Min. No. 8)
1st semester Wednesday evening
Crosslisted as DP9422Y (Pastoral Theology)

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

PREREQUISITES
One unit in Liturgy or Pastoral Studies or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate a familiarity with the church's rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstance
6. critically analyse some of the disputed questions in the current praxis of the rites.

ASSESSMENT
Preparation of a selected rite, 1000 words (20%); 1000 word seminar paper (20%); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase
Pastoral Care of the Sick: Rites of Anointing and Viaticum. Sydney: Dwyer, 1983.

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

PREREQUISITES
At least two foundational units, preferably in Biblical Studies, Systematic Theology or Liturgy, or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different “texts” involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community
6. describe the difference between at least two cultural contexts and their impact on preaching.

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

BIBLIOGRAPHY

Lecturer: MICHAEL A. KELLY CSsR
REALISING THE VISION: 150 YEARS OF LITURGICAL RENEWAL: STUDY TOUR

2nd semester November  This unit is an intensive study tour  (30 Point Unit)
Crosslisted as DP9433y (Pastoral Theology and Ministry Studies), and DS9433Y (Spirituality)
email: studytour@ytu.edu.au

CONTENT
This unit aims to engage students with the on-going challenge of liturgical renewal in the Catholic tradition in the light of the vision that inspired key figures in the liturgical movement of the past 150 years. Over a period of four weeks, students will visit select centres of liturgical life in France, Belgium, Germany and Italy that are either currently contributing to liturgical renewal or that played a critical role in paving the way for the Constitution on the Sacred Liturgy of the Second Vatican Council. Integral to the unit will be participation in a variety of liturgical celebrations to enable students to deepen their experience of the spirit of the liturgy.

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe significant persons, places and issues in the Roman Catholic liturgical movement of the 19th and 20th centuries
2. explain the role played by the movement in the genesis of the Vatican II Constitution on the Sacred Liturgy
3. demonstrate familiarity with the Constitution and its post-conciliar implementation
4. engage in critical reflection on their liturgical experience
5. identify and discuss current issues in liturgical renewal
6. articulate elements of a contemporary liturgical spirituality
7. outline a program of liturgical catechesis for the local church that would realise the liturgical vision of Vatican II.

ASSESSMENT:  Two 3000 word assignments 50%; 6,000 word journal 50%

BIBLIOGRAPHY

Lecturers:  MARGARET SMITH SGS and PAUL TAYLOR
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. discourse critically on the development of ethics in societies and cultures, in western philosophy, and in the Judeo-Christian tradition
2. demonstrate understanding of the sources, tradition and principles of Catholic Moral Theology
3. demonstrate understanding of the key concepts of conscience, conversion, discipleship and reconciliation, and other fundamental elements of moral theology
4. integrate understandings of discipleship of Jesus with Christian living today
5. demonstrate ability to apply Catholic moral principles to life situations.

ASSESSMENT
short papers totalling 2000 words (30%); 2000 word seminar presentation (30%); 2000 word case study report (40%)

BIBLIOGRAPHY

Lecturer: PHILIP MALONE MSC
DT9011Y MAJOR ISSUES IN MORAL THEOLOGY

Elective Unit
(Min. No. 8)
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
DT9012Y JUSTICE AND HUMAN RIGHTS
Elective Unit (Min. No. 8)
2nd semester Monday evening

CONTENT
This unit will trace the historical development and diverse understandings of human rights and their relationship to justice. It will also explore how they have found expression and consensual agreement in internationally ratified documents. These documents will be studied in detail. Particular attention will be given to a Catholic understanding of justice and rights in official documents, in Scripture, and in Catholic theological literature. Finally, some current issues such as the importance of non-governmental organisations, free speech, immigration, torture, and women’s rights will be addressed.

PREREQUISITES
DT8000Y or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and articulate the philosophical and theological foundations of various conflicting justice and human rights positions in current public discourse
2. engage in critical dialogue with groups involved in justice and human rights issues in the public domain, both local and international
3. conduct a critical analysis of the conflicting rights and duties that politicians and citizens have to face in the formulation of public policy
4. use and critique primary sources to support or counter arguments for positions taken
5. pursue personal interests in justice and rights through research, critical reading, and writing.

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

BIBLIOGRAPHY *= set texts recommended for purchase

Lecturer: BERNARD TEO CSsR
THEOLOGY AND ETHICS IN MEDICINE

Elective Unit (Min. No. 8)
1st semester Tuesday evening

CONTENT
This unit will focus on the implications of theological ethics for modern medicine. The theological perspective employed will be primarily Catholic, but it will also dialogue with the perspectives of other ethical traditions, both secular and religious. Consideration will be given to the meaning and purpose of medicine, modern advances in medical biotechnology and the meaning and experience of human bodily existence in all its phases, in the light of the Christian faith. Access to health care and justice issues related to macro resource allocations will also be explored.

PREREQUISITES
BTheol and at least one unit or equivalent in Moral Theology

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and articulate the complexities surrounding difficult moral questions about human embodiment in the field of theological bioethics
2. identify and analyse conflicting ethical assumptions about human embodiment, rights, and freedom that are driving the public agenda and debates
3. appreciate the history, methods, and assumptions of Catholic Moral Theology in dealing with these issues
4. use, analyse, and critique prime sources in bioethical discourses, and draw sound conclusions for their positions
5. integrate the complexities inherent in bioethical questions to enable sound Gospel-based decisions for themselves and for those whom they are helping
6. advance their own personal interest in the subject and policy making through active participation in ethical committees, in research, in public discourse, and in writing.

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

BIBLIOGRAPHY

Lecturer: BERNARD TEO CSsR
CAN WAR BE JUST?

Elective Unit
1st semester Monday evening

CONTENT
This unit will explore Catholic and other Christian traditions on questions of war and peace, and their relevance for international relations and conflict resolution, especially in the context of weapons of mass destruction, terrorism and religious fundamentalism. Attention will be given to the comparable just war tradition within Islam.

PREREQUISITES
One Foundational unit in Moral Theology or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. demonstrate their skills in reading texts and interpreting contexts for the development of various theories within just war traditions
2. describe and evaluate interpretations of the just war tradition
3. present in written assignments a critical appreciation of key debates about moral dilemmas in the face of violence and war
4. demonstrate the role of pacifist traditions
5. articulate how the churches and Christian thought can advance peace, and constrain outbreaks of violence and war
6. demonstrate how religious traditions might better sustain peacemaking and reconciliation among peoples.

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

BIBLIOGRAPHY

Lecturer: BRUCE DUNCAN CSsR
DT9015Y CHRISTIANITY, ECONOMICS AND SOCIAL TRANSFORMATION

Elective Unit (Min. No. 8)
2nd semester Thursday evening

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 light of the Global Financial Crisis. The unit will also outline alternative policies in global economic development, evaluating them from a moral perspective.

PREREQUISITES
DT8000Y 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
DM8330Y  INTRODUCTION TO THEOLOGY OF MISSION  

Foundational Unit  
1st semester Monday evening  
Crosslisted as CT8330Y  

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:  

Lecturer: JACOB KAVUNKAL SVD
A COMPARATIVE STUDY
OF RELIGIONS
Elective Unit
1st semester Thursday morning

CONTENT
The four questions that will guide this comparative survey are: (1) What were the historical and socio-cultural settings within which the major religions arose, developed and/or declined? (2) Who were their founders and what functions have they had? (3) What are the main points of contact and contrast between these religions, in particular between each and Christianity? (4) What are the modern day causes of and responses to the growth of New Religious Movements and Fundamentalism across the religions?

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the main tenets of at least three of the major religions of the world
2. describe the common aspects of their religious world-views
3. demonstrate the contrast between the primal and world religions
4. analyse the claims of uniqueness by any religion
5. debate the need for understanding between religions.

ASSESSMENT
Tutorial paper 2000 words (40%); 4000 word essay (60%).

BIBLIOGRAPHY *= set texts recommended for purchase

Lecturer: JACOB KAVUNKAL SVD
CONTENT
The unit will examine the multiple historical developments that have shaped the present understanding and praxis of mission, in order to articulate the challenges facing the task of mission today. Based on a brief survey of post-Vatican II missionary methods the unit will help the students to reflect on recent trends in mission theology.

PREREQUISITES
One foundational unit in Missiology or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. list the major trends in mission today
2. contrast recent against the traditional approach to mission
3. analyse the changed context of mission in the world today
4. discuss the need to adopt new theory and praxis in mission
5. recommend new methods of mission for contemporary times.

ASSESSMENT
Tutorial of 2000 words (40%); Essay of 4000 words (60%)

BIBLIOGRAPHY

Lecturer: JACOB KAVUNKAL SVD
DM9470Y
SOCIAL TEACHING AND
ABORIGINAL AUSTRALIANS

Elective Unit (Min. No. 8)
1st semester Wednesday evening Crosslisted as DT9470Y

CONTENT
The unit will provide students with a comprehensive exposure to the Church’s Social Teaching in relation to Indigenous Peoples. Special attention will be given to the Australian context and to the issues relating to Aboriginal Australians. Relevant papal decrees and declarations, as well as bishops’ statements addressing indigenous social issues will be considered. Topics under discussion include: the human person, history, land and inculturation. A key resource is Dominic O’Sullivan’s ‘Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity’.

PREREQUISITES
One foundational unit in Moral Theology or equivalent

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. identify and discuss selected major issues addressed in the church’s social teaching regarding indigenous (especially Aboriginal Australian) peoples
2. trace developments of the church’s teaching in selected themes
3. engage in critical analysis of the relevance and impact of the church’s social teaching for the Australian community today
4. show evidence of competence and discernment in the use of resource material
5. examine key biblical texts and discuss implications for the church’s teaching and practice
6. present in a clear and engaging manner, the topic chosen for research.

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

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
DP9010Y  FAITH, RELIGION AND SPIRITUALITY IN CONTEMPORARY SOCIETY

Elective Unit  (Min. No. 8)
2nd semester Wednesday evening

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
Essay of 2000 words (30%); Essay of 4000 words (70%)

BIBLIOGRAPHY

Lecturer:  ROSE MARIE PROSSER
DP9011Y  COUNSELLING: THEORY AND PRACTICE

Elective Unit (Min. No. 8)
1st semester Tuesday morning

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
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 Health & Community CPE Centre – 9076 3138;
  Austin Hospital CPE Centre –
      based at Heidelberg Repatriation Hospital – 9496 2895;
  Epworth Community Centre – 9426 6146
  Barwon Health, Geelong Hospital – 5222 4212 or 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
  Uniting CPE - the John Paver Centre – 9251 5489

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.
LEADERSHIP IN A FAITH COMMUNITY

Elective Unit 
2nd semester Monday evening
Crosslisted as DR9481Y (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
INTRODUCTION TO CHRISTIAN SPIRITUALITY

Foundational Unit  
2nd semester Tuesday evening

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

NO PREREQUISITES

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the fundamental nature of spirituality and various methods in its study
2. discourse on the development of spirituality over time
3. give a critical reflection on a selected aspect of Christian spirituality
4. analyse traditional and contemporary approaches to spirituality
5. make a critical personal response to selected aspects of the unit.

ASSESSMENT
1500 word tutorial presentation (20%); 1500 word integrative assignment (20%); 3000 word essay (60%)

BIBLIOGRAPHY

Lecturer: ROBYN REYNOLDS OLSH
SILOA: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

Graduate Diploma in Spiritual Direction

DS8701Y : Foundational Concepts in Spiritual Direction I : full-time
DS8702Y : Foundational Concepts in Spiritual Direction II : full-time
DS8703Y : Interpersonal Dynamics in Spiritual Direction I : full-time
DS8704Y : Interpersonal Dynamics in Spiritual Direction II : full-time
DS8705Y : Spiritual Direction Practicum I : full-time
DS8706Y : Spiritual Direction Practicum II : full-time

OR

DS8711Y : Foundational Concepts in Spiritual Direction I : part-time
DS8712Y : Foundational Concepts in Spiritual Direction II : part-time
DS8713Y : Interpersonal Dynamics in Spiritual Direction I : part-time
DS8714Y : Interpersonal Dynamics in Spiritual Direction II : part-time
DS8715Y : Spiritual Direction Practicum I : part-time
DS8716Y : Spiritual Direction Practicum II : part-time

These units have been recently revised, and the approved form is not available at the time of the Handbook going to press. Details are available from the Heart of Life Centre or the YTU Office.

Application for this program is made directly to Heart of Life Centre, followed by application through Yarra Theological Union to MCD.

The cost of the program is $12728, comprising MCD University of Divinity Tuition fees: $10764 (full time) and costs for Heart of Life residential weekends (x4):$1964. (Fee-help is available for the MCD tuition fee component only)

In addition to the programme, students are expected to undertake spiritual direction at their own expense.

The program is taken over 2 semesters full-time or 4 semesters part-time. Siloam is an integrated program. Three units are studied concurrently in each semester (full-time students) or in each year (part-time students).

CONTENT:

The Siloam program is recognised by the Australian Ecumenical Council for Spiritual Direction (www.spiritualdirection.org.au), as meeting its guidelines for the formation of spiritual directors. Siloam is committed to the standards for formation set by AECSD and to the norms for ethical practice set by AECSD. Initial issues in spiritual direction formation and practice are outlined in the documents of AECSD – for example, the nature of the relationship between director and directee, confidentiality, protocol for spiritual direction meetings, ethical practice, the place of supervision. These issues are basic to the Siloam program.

Siloam is an integrated program. The 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, then, includes modules on the human person, personal vocation, personal dynamics and the
dynamics of ministerial relationships, the interconnectedness of relationships, ethics and professional standards in ministry, grace and conversion, religious experience (including religious experience as the focus of spiritual direction), prayer and the human experience of God, the discernment of spirits, and spiritual direction practice.

The transformative process of integrating one’s ministry as a spiritual director and one’s personal development is facilitated further by Siloam’s ongoing individual supervision and group interaction.

**Contact:**

Sue Richardson pbvm  
Heart of Life Centre  
96 Albion Road, Box Hill. Vic. 3128

email: holsc@bigpond.com
website: http://heartoflife.abundance.org.au
CAPSTONE UNITS

Under the new regulations for the Master of Arts, the Master of Theological Studies, and the Master of Divinity, students must complete a capstone unit of at least 15 points value.

Capstone units are designed to be undertaken in the final stages of the degree program, and prompt the student to gather together the learning achieved in the degree. This may be focused in a research essay, an integrative seminar, a ministry project, or a theological synthesis.

CAPSTONE UNITS AVAILABLE IN 2013

XR9999Z 12,000 word Research Essay (30 points)
XS9991Y A Faith to Live By

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

# units not offered in 2013, but normally offered in alternate years

XS9992Y Integrative Leadership Seminar #
Capstone Unit

Unit value 30 points

Curriculum Objective

This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these in a substantial focussed research project. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the research topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master’s programme, the student’s work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

Procedures for 12,000 Word Research Essays

Admissions and approvals

- Students indicate their intention to enrol in the 12,000 word research essay by including the unit ‘Research Essay’ on the standard MCD admission or re-enrolment form for the relevant year. Students may elect to take the 12,000 word research essay in a single semester, or across two consecutive semesters.
- Students should discuss their proposed research topic with the Coursework Coordinator at their RTI, who can assist the student in finding a suitable supervisor.
- Students must complete an ‘Application for the 12,000 word research essay’ form, which must be signed by the student, the RTI Coursework Coordinator, and the nominated supervisor. Completed applications are submitted to the MCD Director of Research, and must be lodged no later than the first day of the semester in which the essay will be written. Incomplete applications will be returned and will not be processed. The MCD Director of Research will assess each application and, where the application is satisfactory, confirm the enrolment.
- Students must also complete a ‘12,000 word research essay outline’ form, including an outline of the topic to be researched, learning outcomes and the assessment schedule. This must be lodged with the MCD Director of Research no later than the census date of the semester in which the essay will be written.
- The MCD Director of Research will forward each completed ‘12,000 word research essay outline’ form to the appropriate Chair of Examiners for approval or amendment. Once an essay outline is approved, the MCD Director of Research shall appoint examiners, in consultation with the supervisor and appropriate Chair of Examiners.

Ethics Clearance

Where the approved topic requires human subject research, or material not in the public domain, or for any other reason requires an ethics clearance, the student shall submit an application to the MCD Human Research Ethics Committee, which shall exercise an expedited review process, in which the MCD Director of Research and no more than two other members of HREC are involved.
CONTENT
This unit reflects in depth on the basic components of Christian belief, with the Church's affirmation of faith as found in the Apostles' and Nicene Creeds providing the framework. Consideration is given to how the various components of these articulations of faith arise from the biblical witness and are shaped by the experience of Christian communities. Conclusions will be drawn about how our believing informs responsible living in the present and hope for the future.

PREREQUISITES
At least 75 points of elective units (i.e. 5 units)

CURRICULUM OBJECTIVE
This capstone unit provides an opportunity for a student to integrate the knowledge and skills in the various disciplines of theology acquired during their course of study, and to apply these through a seminar based study of a selected theme or area. The student will be expected to demonstrate advanced skills in exegesis, historical and theological methodologies as appropriate to the topic, and skilled use of electronic databases, journals and other scholarly literature. As the capstone of a master's programme, the student's work will display a critical awareness of issues pertaining to the study of theology as an academic discipline.

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. describe the biblical foundations of the creedal affirmations
2. evaluate how issues in the early church influenced these beliefs
3. explore the ongoing significance of at least two creedal articles
4. integrate the biblical, historical and theological sources in understanding and articulating faith
5. evaluate the implications for Christian life of one creedal article.

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

BIBLIOGRAPHY

Lecturer: ROSS FISHBURN
GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION (GCTRE)

The Graduate Certificate in Teaching Religious Education is principally, although not exclusively, designed to enable teachers to gain accreditation to teach Religious Education in a Catholic school. It is designed to fulfil the requirements of the Catholic Education Commission of Victoria Policy 1.7 Accreditation to Teach Religious Education in a Catholic School.

The Graduate Certificate allows those who have an undergraduate, or higher, qualification in another discipline to pursue theological and educational units that will enhance their ability to reflect on and communicate the Catholic faith. It introduces students to contemporary scholarship in scripture, theology and religious education, so as to assist them in the planning, implementation and evaluation of programs of religious education.

STRUCTURE:

Four (4) units of study (each worth 10 points) are taken normally over a two year period. These units are usually taught intensively over four days: either two Saturdays and two days in the school term holidays; or 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:

- DR8601Y Introduction to Scripture for Religious Educators
- DR8602Y Jesus Christ Today: In Church, Mission and Sacraments
- DR8603Y Foundations of Religious Education
- DR8604Y Making (Christian) Choices in Life: Value Added Approach

In addition one 5 point unit (DR8605Y Integrative Exercise) is taken concurrently over the duration of the course.

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 introduces teachers to the Scriptures by focusing 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.

PREREQUISITES
Undergraduate degree or equivalent

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

Lecturer: ROSE MARIE PROSSER
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
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.

PREREQUISITES:
Normally, first year of GCTRE sequence

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
Archdiocesan Texts: Box Hill: To Know, Worship and Love: Mildura: Awakenings
Benjamin, Anne, and Dan Riley, eds. Catholic Schools: Hope in Uncertain Times.
Lovat, Terence J. What is This Thing Called Religious Education: A Decade On?
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, first year of GCTRE sequence

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

COREQUISITES
DR8601Y, DR8602Y, DR8603Y, DR8604Y

LEARNING OUTCOMES
Upon successful completion of this unit, it is expected that students will be able to:
1. articulate the personal and professional learning that has occurred
2. discuss the implications for this learning in their delivery of religious education in a Catholic school.

ASSESSMENT
Each of the four integrative exercises will require the student to write a 500 word reflection paper (25% each) which will be graded as Pass/Fail. When the four integrative exercises have been successfully completed the student will have earned the final five points required for the award of the Graduate Certificate in Teaching Religious Education.
## Graduate Certificate in Teaching Religious Education

### Schedule for 2013

#### Box Hill (YTU) Classes: 9am – 4pm

**Semester one**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Year</th>
<th>Dates</th>
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<tbody>
<tr>
<td>DR8601Y</td>
<td>Introduction to Scripture for Religious Educators (RMP)</td>
<td>1st year</td>
<td>Sat 9 Feb; Sat 23 Feb; Thur 11 April; Fri 12 April</td>
</tr>
<tr>
<td>DR8603Y</td>
<td>Foundations of Religious Education (MAK)</td>
<td>2nd year</td>
<td>Sat 9 Feb; Sat 23 Feb; Thur 11 April; Fri 12 April</td>
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**Semester two**

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<tbody>
<tr>
<td>DR8602Y</td>
<td>Jesus Christ Today: Church, Mission and Sacraments (RR)</td>
<td>1st year</td>
<td>Sat 3 Aug; Sat 17 Aug; Mon 23 Sept; Tues 24 Sept</td>
</tr>
<tr>
<td>DR8604Y</td>
<td>Making our (Christian) Choices in Life: A Value Added Approach (BT)</td>
<td>2nd year</td>
<td>Sat 3 Aug; Sat 17 Aug; Mon 23 Sept; Tues 24 Sept</td>
</tr>
</tbody>
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#### Mildura Classes: Friday 9.30am – 4pm; Saturday 9am – 4pm

**Semester one**

<table>
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<tr>
<td>DR8624Y</td>
<td>Making our (Christian) Choices in Life: A Value Added Approach (PM)</td>
<td>2nd year</td>
<td>Fri 15 Mar; Sat 16 Mar; Fri 26 April; Sat 27 April</td>
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**Semester two**

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<tr>
<td>DR8623Y</td>
<td>Foundations of Religious Education (MAK)</td>
<td>2nd year</td>
<td>Fri 30 Aug; Sat 31 Aug; Fri 18 Oct; Sat 19 Oct</td>
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#### Hamilton Classes

**Semester two**

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<th>Year</th>
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<tr>
<td>1st year</td>
<td>Introduction to Scripture for Religious Educators</td>
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<tr>
<td></td>
<td>Dates to be advised</td>
</tr>
</tbody>
</table>

### Lecturers

- **RMP** Rose Marie Prosser  
- **RR** Robyn Reynolds  
- **MAK** Michael A Kelly  
- **BT** Bernard Teo  
- **PM** Philip Malone
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.
SUPERVISED READING UNITS

The unit should be in some area of the discipline not already covered by the unit offerings at YTU, or, if covered, not being offered in the year the reading unit is done.

In consultation with her/his supervisor, the student shall prepare a bibliography for the Reading Unit and complete the required application form. These will be forwarded by the Academic Dean, or the Postgraduate Coordinator of YTU, who will in each case approve the supervisor, the program of study and the assessment task(s). The student is to maintain regular (weekly or fortnightly) contact with the supervisor.

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

UNDERGRADUATE

BA3777Y  OLD TESTAMENT
BN3777Y  NEW TESTAMENT
BS3777Y  BIBLICAL STUDIES
CH3777Y  CHURCH HISTORY
CS3777Y  SYSTEMATIC THEOLOGY
DC3777Y  CANON LAW
DL3777Y  LITURGICAL STUDIES
DT3777Y  MORAL THEOLOGY
DM3777Y  MISSIOLOGY
DP3777Y  PASTORAL THEOLOGY and MINISTRY STUDIES
DR3777Y  RELIGIOUS EDUCATION
DS3777Y  SPIRITUALITY

POSTGRADUATE

BA9777Y  OLD TESTAMENT
BN9777Y  NEW TESTAMENT
BS9777Y  BIBLICAL STUDIES
CH9777Y  CHURCH HISTORY
CS9777Y  SYSTEMATIC THEOLOGY
DC9777Y  CANON LAW
DL9777Y  LITURGICAL STUDIES
DT9777Y  MORAL THEOLOGY
DM9777Y  MISSIOLOGY
DP9777Y  PASTORAL THEOLOGY and MINISTRY STUDIES
DR9777Y  RELIGIOUS EDUCATION
DS9777Y  SPIRITUALITY
RECENT PUBLICATIONS OF FACULTY

John Collins


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.


“Dining with Jesus: Celebrating his Active Presence in the Eucharist.”


“Journeying to Easter.” *The Summit* 39, no.1 (February 2012): 4-6.

John Hill


Jacob Kavunkal


Rosemarie Joyce


Michael A. Kelly


“Kepemimpinan Gereja Dalam Zaman Penuh Tantangan” (Church Leadership in Challenging Times). Di Menerobos Batas: Merobohkan Prasangka (Breaking Through Boundaries, Breaking Down Prejudice). Jilid 1; Pendasaran dan
Michael A. Kelly (continued)

Ke-65 Dr John M. Prior, edited by Paul Budi Kleden and Robert Mirlsel, 195-

Tom Knowles

Review of Worship as Meaning. A Liturgical Theology for Late Modernity.

Ennio Mantovani

"Dema as Religious Symbol in Papua New Guinea." In Religion and Retributive
Logic: Essays in Honour of Professor Garry W. Trompf, edited by Carole M.
Mission: Collision or Dialogical Encounter? Chronicle of St. Paul’s Parish, Yobai,
According to the Diaries and Correspondence of Her Founder, Fr. Ennio
Verlag, 2011. (pending)
Sent to Baptise or What? Letters from Papua New Guinea 1962-1977. Ballan,
VIC: Connor Court Publishing. pending – late 2011 or early 2012.
"Mission: Collision or Dialogical Encounter? Reflections on my missiological

Hilary Martin

“The New Cathedral of Oakland, California: How Does it Pray?” New
Review of Holding Men, Kanyirninpa and the Health of Aboriginal Men. Brian
119-121.
Review of Materializing Religion: Expression, Performance and Ritual, edited by
Review of Beyond Humbug: Transforming Government Engagement with
Indigenous Australia. Michael C. Dillon, and Neil D. Westbury. West Lakes, SA:

Christopher J. Monaghan

“St Paul: Personal and Communal Conversion.” The Summit 36, no.1 (February
Reflections and prayers, (various). In The Catholic Youth Diary. Mulgrave, VIC:
A Source Critical Edition of the Gospels of Matthew and Luke in Greek and
“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:

Mark O’Brien
Graeme Pender

Peter Price

John Prior
Book

Articles & Book Chapters
John Prior (continued)


Claire Renkin


Robyn Reynolds


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.

MCD University of Divinity has adopted the following as its preferred style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 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>
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<td>Hab</td>
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<td>1-2 Kgs</td>
<td>Zeph</td>
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<td>1-2 Chr</td>
<td>Mal</td>
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<td>Ps (pl. Pss)</td>
<td>1-2-3-4 Kgdms</td>
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<td>Add Esth</td>
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<td>4 Ezra</td>
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<td>Jdt</td>
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<td>Esth</td>
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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
  (a paraphrase is your own rendition of essential information and ideas expressed by someone else)

Information taken from the internet or an electronic source must be acknowledged in a properly formatted note (See style in ONLINE PUBLICATIONS below).
All word processing software allows you to insert references into your text. A footnote is marked by a superscript number at the end of a sentence or quotation to which the note refers. At the bottom of the page, the number is repeated, followed by the citation.

Footnotes are single-spaced and numbered consecutively throughout the essay. Normally, they are in the same font as the remainder of the essay and they are not italicised (except for book titles etc.) unless there are italics in the original. They may be in a smaller font size than that which is used in the body of your assignment.

Footnotes/Endnotes. Order: initial(s) [full stop] or given name(s), surname [comma], book title (italicised) followed by publishing details in parentheses (place of publication [colon]: publisher [comma], date), followed by page reference [full stop]. Other information – name of series, editor, number of particular volume used, edition – is included between title and publishing details, each followed by a comma. (See examples given below).

Basic Format: Note number. Author's First and Last Names, Title of Book: Subtitle of Book (Place of Publication: Publisher's Name, Date of Publication), XX-XX.

BIBLIOGRAPHY

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

The bibliography is single-spaced and arranged alphabetically by the surname of the author. A blank line is left between each entry.

If your bibliography contains two or more works written, edited, or translated by the same individual arrange the entries chronologically by publication date. For all entries after the first, replace the individual’s name with a long dash called a 3-em dash (six dashes) (e.g., ———, or ———).)

Bibliography. Books are listed alphabetically, according to authors’ surnames. Order: surname of author, given name(s) or initials if the full name(s) is not available [full stop]. Book title (italicised) [full stop]. Place of publication [colon]: publisher [comma], date [full stop]. Other information - name of series in which work is found, editor, total number of volumes, edition - is included between title and place of publication, each followed by a full stop. (See examples given below).

Basic Format: Author’s Last Name, Author’s First Name. Title of Book: Subtitle of Book. Place of Publication: Publisher’s Name, Date of Publication.
BOOKS

One Author

Footnote

Bibliography

Two or Three Authors

Footnote

Bibliography

Four or More Authors

Footnote

Bibliography

Editor Only

Footnote

Bibliography

Particular Edition

Footnote

Bibliography

Single Chapter in an Edited Book

Footnote
**Bibliography**


**Article or Chapter in a Multivolume Work**

Footnote


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


Bibliography


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

**In Journals**

Footnote


Bibliography


**Newspapers**

In most cases, cite articles and other pieces from daily newspapers only in notes. You do not need to include them in your bibliography unless a specific article is critical for your paper. Page numbers are usually not necessary as a paper may have several editions and items can appear on a different page or be dropped altogether.

Footnote

ONE SOURCE QUOTED IN ANOTHER

Researchers normally avoid repeating quotations that they have not actually seen in the original. If one source includes a useful quotation from another text, you are expected to obtain the original to verify not only that the quotation is accurate, but also that it fairly represents what the original meant.

If the original is unavailable, however, cite it as “quoted in” the secondary source in your note.

Footnote

Bibliography

VATICAN DOCUMENTS

Footnote

Bibliography

Footnote

Bibliography

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

ONLINE PUBLICATIONS

Information taken from the internet or an electronic source must also be acknowledged in a properly formatted note. In addition note the URL (Universal Resource Locator) and the date you accessed the material.

Footnote

Bibliography
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### FIELD A UNITS AVAILABLE IN OTHER YEARS

- # units not offered in 2013, but normally offered in alternate years
- AL1011Y New Testament Greek A #
- AL1012Y New Testament Greek B #

### FIELD B – BIBLICAL STUDIES

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#### NEW TESTAMENT

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#### BIBLICAL STUDIES

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### FIELD B UNITS AVAILABLE IN OTHER YEARS

- # units not offered in 2013, but normally offered in alternate years
- BA2012Y/3012Y Wisdom Literature #
- BA2013Y/3013Y The Book of Isaiah #
- BA2016Y/3016Y Prophetic Literature -Jeremiah and Hosea
- BA3014Y Prophecy Apocalyptic and the Future
- BN2010Y/3010Y The Corinthian Correspondence #
- BN2012Y/3012Y Matthew #
- BA/BN3110Y Biblical Justice and the Reign of God #
- BA/BN3112Y The Bible and the Land
## FIELD C – CHRISTIAN THOUGHT AND HISTORY

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<td>CT1330Y**</td>
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### FIELD C UNITS AVAILABLE IN OTHER YEARS

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## FIELD D – THEOLOGY: MISSION AND MINISTRY

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### LITURGY   DL

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<td>Ritual and Pastoral Care (DP2/3422Y)</td>
<td>1 eve</td>
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<tr>
<td>DL2423Y/3423Y</td>
<td>Proclaiming the Word of God</td>
<td>1 morn</td>
<td>74</td>
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<tr>
<td>DL2433Y/3433Y</td>
<td>Realising the Vision: 150 Years of Liturgical Renewal: Nov Study Tour (DP2/3433Y) and (DS2/3433Y)</td>
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<td>DL3777Y</td>
<td>Supervised Reading Unit – Liturgical Studies</td>
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<td>Justice and Human Rights</td>
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<td>DT2230Y/3230Y**</td>
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<td>Can War be Just?</td>
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<td>DT3015Y</td>
<td>Christianity, Economics &amp; Social Transformation</td>
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**See crosslisting for detailed unit description**
## FIELD D – THEOLOGY: MISSION AND MINISTRY

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<td>Social Teaching and Aboriginal Australians (=DT2/3470Y)</td>
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<td>Recent Approaches to Mission</td>
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<td>DS2101Y</td>
<td>Spiritual Leaders (Heart of Life)</td>
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### FIELD D UNITS AVAILABLE IN OTHER YEARS

- # units not offered in 2013, but normally offered in alternate years
- § units not offered in 2013, but normally offered in a three year cycle

#### CANON LAW DC

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#### LITURGY DL

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<td>The Cutting Edge of Mission Today: Missiology Immersion Program</td>
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<td>DM/CT 2331Y/3331Y</td>
<td>Theology in Asia: A Model of Development in Theology §</td>
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<td>Recent approaches to mission §</td>
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### FIELD A UNITS AVAILABLE IN OTHER YEARS

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<tr>
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<td>New Testament Greek B #</td>
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### FIELD B – BIBLICAL STUDIES

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#### NEW TESTAMENT

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<td>Biblical Interpretation (NT): History, Background, Critical Methodology <em>(Foundational unit)</em></td>
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### FIELD B UNITS AVAILABLE IN OTHER YEARS

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<td>Wisdom Literature #</td>
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<td>BA/BN 9110Y</td>
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<td>BA/BN 9112Y</td>
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<td>BA9013Y</td>
<td>The Book of Isaiah #</td>
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<td>CH9012Y</td>
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<td>CH9013Y</td>
<td>Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts</td>
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<tr>
<td>CH/DS9210Y</td>
<td>Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700</td>
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<tr>
<td>CH/DS9212Y</td>
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<td>CT9320Y</td>
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### FIELD D – THEOLOGY: MISSION AND MINISTRY

#### MISSIOLOGY DM

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<tr>
<td>DM8330Y</td>
<td>Introduction to Theology of Mission ( (=CT8330Y) )</td>
<td>1 eve</td>
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<tr>
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<td>( (\text{Foundational unit}) )</td>
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<td>DM9011Y</td>
<td>A Comparative Study of Religions</td>
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<tr>
<td>DM9015Y</td>
<td>Recent Approaches to Mission</td>
<td>2 morn</td>
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<td>DM9470Y</td>
<td>Social Teaching and Aboriginal Australians</td>
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<td></td>
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#### PASTORAL THEOLOGY AND MINISTRY STUDIES DP

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<tr>
<td>DP9010Y</td>
<td>Faith, Religion &amp; Spirituality in Contemporary Society</td>
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<tr>
<td>DP9011Y</td>
<td>Counselling: Theory and Practice</td>
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<td>DP9310Y**</td>
<td>Signs &amp; Gifts of God: Sacraments ( (=CT9310Y) )</td>
<td>2 eve</td>
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<td>DP9422Y**</td>
<td>Ritual and Pastoral Care ( (=DL9422Y) )</td>
<td>1 eve</td>
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<tr>
<td>DP9423Y**</td>
<td>Proclaiming the Word of God ( (=DL9423Y) )</td>
<td>1 morn</td>
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<td>DP9433Y**</td>
<td>Study Tour ‘Realising the Vision’: 150 Years of Liturgical Renewal ( (=DS9433Y &amp; DL9433Y) )</td>
<td>Nov</td>
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<tr>
<td>DP9481Y**</td>
<td>Leadership in a Faith Community ( (=DR9481Y) )</td>
<td>2 eve</td>
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<tr>
<td>DP9888Y</td>
<td>Clinical Pastoral Education (CPE)</td>
<td>1 &amp; 2</td>
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<td>DP9777Y</td>
<td>Supervised Reading Unit – Pastoral Theology &amp; Ministry Studies</td>
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#### RELIGIOUS EDUCATION DR

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#### SPIRITUALITY DS

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<tr>
<td>DS8000Y</td>
<td>Introduction to Christian Spirituality ( (\text{Foundational unit}) )</td>
<td>2 eve</td>
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<tr>
<td>DS9212Y**</td>
<td>Art History and Spirituality in Western Europe ( (=CH9212Y) )</td>
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<td>Study Tour ‘Realising the Vision’: 150 Years of November Liturgical Renewal ( (=DP9433Y &amp; DL9433Y) )</td>
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### SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see pages 150-151.

### CAPSTONE UNIT

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<tr>
<td>XS9991</td>
<td>A Faith to Live By</td>
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</table>

**See crosslisting for detailed unit description**
# UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 161 for schedule at Box Hill & Mildura)

The required units are usually taken in the following order:

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<td>Introduction to Scripture for Religious Educators</td>
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<tr>
<td>DR8602Y</td>
<td>Jesus Christ Today: In Church, Mission and Sacraments</td>
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<tr>
<td>DR8603Y</td>
<td>Foundations of Religious Education</td>
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<tr>
<td>DR8604Y</td>
<td>Making (Christian) Choices in Life: Value Added Approach</td>
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<tr>
<td>DR8605Y</td>
<td>Integrative Exercise</td>
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# POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

# units not offered in 2013, but normally offered in alternate years

§ units not offered in 2013, but normally offered in a three year cycle

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## Undergraduate First Semester 2013

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**Units with special arrangements:**

- **BA3015Y JH**  Exile and Return  **6 Saturdays:** March 2,16; April 13,27; May 11,25
- **BS3016Y**  Passover and Easter in The Biblical Land  **13th March till 9th April in Jerusalem**
# Undergraduate Second Semester 2013

## Monday

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<td>The Gospel of John</td>
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<td>DR/DP2/3481Y MK</td>
<td>Leadership in a Faith Community</td>
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<td>CT/DP2/3310Y GBr</td>
<td>Signs &amp; Gifts of God: Sacraments</td>
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<td>Justice &amp; Human Rights</td>
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## Tuesday

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<td>DS1000Y RR</td>
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<td>BA1000Y MR</td>
<td>OT1 Survey &amp; Method</td>
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## Wednesday

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<td>CH1002Y PP</td>
<td>A Survey of Early Modern &amp; Modern Church History (1400-present)</td>
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<td>**DP1010Y RP</td>
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## Units with special arrangements:

** **DP1010Y RP Faith Religion & Spirituality in Contemporary Society
Sat/Sun 20/21 July & Sat/Sun 7/8 Sept 9am -4pm; & Wed 31st July; 14th & 28th Aug 5.30-8.30

BN3015Y The Biblical Land and the Gospels  **June intensive Study in Jerusalem**

DL/DTP/DS 2433Y/3433Y Study Tour "Realising the Vision": 150 Years of Liturgical Renewal  **Intensive Study Tour in November**
# Postgraduate First Semester 2013

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# Postgraduate Second Semester 2013

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<td>The Gospel of John</td>
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<td>CT9013Y KW</td>
<td>Grace in our Time</td>
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## Thursday

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