

YARRA THEOLOGICAL UNION

A College of

MCD University of Divinity

H A N D B O O K

2014

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2014 ACADEMIC CALENDAR

Semester 1 2014

January	20	Office re-opens	
	27	Australia Day – Office closed	
	28	Tuesday – Enrolments begin	
February	08	GCTRE Intensive Box Hill	
	13	Enrolments end	
	14	Academic Leadership Group Meeting	2.00pm
	15	GCTRE Intensive Sunbury	
	21	Faculty Meeting	2.00pm
	21	Orientation & BBQ	5.00pm
	22	GCTRE Intensive Box Hill	
	24	First Semester Lectures begin – week 1	9.30am
	26	Department Meetings	
March	28	Overseas Students' Orientation	2.00pm
	01	GCTRE Intensive Sunbury	
	01	BA/BN3112Y BA/BN9112Y Intensive	
	05	Ash Wednesday	
	05	Academic Board Meeting	2.00pm
	10-14	Hospitality Week	
	14	Senate & Council Meetings	10.00am
	14	Inaugural Eucharistic Celebration & Supper	7.00pm
	15	GCTRE Intensive Sunbury	
	15	BA/BN3112Y BA/BN9112Y Intensive	
	17	Census Date (for semester units)	
	26	Academic Leadership Group	2.00pm
	28	Spirituality Day	10.30am-3.30pm
	28-29	GCTRE Intensive Mildura (Fri & Sat)	
	29	BA/BN3112Y BA/BN9112Y Intensive	
	29	GCTRE Intensive Sunbury	
April	02	Department Meetings	
	07	GCTRE Intensive Sunbury	
	07-08	GCTRE Intensive Box Hill (Mon & Tues)	
	09	Academic Board Meeting	2.00pm
	12	BA/BN3112Y BA/BN9112Y Intensive	
	12 April – 27 April Non-Instruction Period		
	20	Easter Sunday	
	25	ANZAC Day	
May	30	Faculty Meeting	2.00pm
	02	MCD Conferral of Degrees –St Patrick's Cathedral	7.30pm
	03	BA/BN3112Y BA/BN9112Y Intensive	
	07	Department Meeting	
	09-10	GCTRE Intensive Mildura (Fri & Sat)	
	17	BA/BN3112Y BA/BN9112Y Intensive	
	21	Academic Board Meeting	2.00pm
		2015 New and Revised Units due	
	30	First Semester Lectures end	
	30	Council Meeting	10.00am

2014 ACADEMIC CALENDAR

	30	Faculty Lunch	12.30pm
June	02-06	Study Week	
	04	MCD Faculty Research Day	
	09	2 nd Semester enrolments begin	
	09-13	First Semester Exams (Monday – Thursday)	
	26	2 nd Semester enrolments end	
	27	Academic Leadership Group Meeting	10.00am
	30	Results due to YTU Registrar	
July	11	First Semester Results released to Students	

June 16 – July 25 MID-YEAR VACATION

Semester 2 2014

July	26-27	DP1010Y DP9010YIntensive	9.00-4.00pm
	28	Second Semester lectures begin Week 1	
	30	Faculty Meeting	2.00pm
August	01	Overseas Students' Orientation	2.00pm
	02	GCTRE Intensive Box Hill	
	06	Department Meetings	
	09	GCTRE Intensive Sunbury	
	13	Academic Board Meeting	2.00pm
	16	GCTRE Intensive Box Hill	
	18	Census Date (for semester units)	
	20	Academic Leadership Group Meeting	2.00pm
	22	Senate & Council Meetings	10.00am
	23	GCTRE Intensive Sunbury	
	29	SRC Evening	
September	03	Department Meetings	
	05	Student and Staff Spirituality Day	10.30am-3.30pm
	05-06	GCTRE Intensive Mildura (Fri & Sat)	
	13-14	DP1010Y DP9010YIntensive	9.00-4.00pm
	17	Academic Board Meeting	2.00pm
	22-23	GCTRE Intensive Box Hill (Mon & Tues)	

22 Sept – 3 October Non-Instruction Period

October	02-03	GCTRE Intensive Sunbury (Thurs & Fri)	
	06	Week 9 – Lectures resume	
	08	Department Meetings	
	10-11	GCTRE Intensive Mildura (Fri & Sat)	
	15	Academic Board Meeting	2.00pm
	19	Open Day (Sunday)	2.00pm
	22	Academic Leadership Group Meeting	2.00pm
	31	Second Semester lectures end	

2014 ACADEMIC CALENDAR

November	03 -07	Study Week	
	05	MCD Teaching Day (for all academic staff)	
	10-13	Second Semester Exams (Monday - Thursday)	
	14	Council Meeting	2.00pm
	14	End of Year Eucharist	7.00pm
	21	Faculty Dinner	
	24	Results due to YTU Registrar	
December	01-12	Re-enrolment period for 2015	
	12	Second Semester Results released to students	

MCD UNIVERSITY OF DIVINITY

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

<http://www.mcdcat.edu.au/mcd/zengine?VDXaction=Navigation>

Policies

Regulations for each degree and award

Fees

The Office of the Vice Chancellor

21 Highbury Grove, KEW, 3101

Tel: (03) 9853 3177

Fax: (03) 9853 6695

Web: www.mcd.edu.au

Email: admin@mcd.edu.au

MCD Research Office

29 College Crescent

Parkville Vic 3052

Tel: (03) 9340 8820

COLLEGES OF MCD UNIVERSITY OF DIVINITY

Australian Lutheran College

104 Jeffcott Street
NORTH ADELAIDE
South Australia 5006

Tel: 1800 625 193
Web: www.alc.edu.au

Fax: (08) 8267 7350
Email: alc@alc.edu.au

Catherine Booth College (SABC)

303 Royal Parade,
PARKVILLE 3052.

Tel: (03) 9347 0299
Web: www.salvationarmy.org.au/cbc
Email: sabc@aus.salvationarmy.org

Fax: (03) 9349 1036

Catholic Theological College (CTC)

278 Victoria Parade,
EAST MELBOURNE 3002.

Tel: (03) 9412 3333
Web: www.ctc.edu.au

Fax: (03) 9412 3393
Email: ctc@ctc.edu.au

Morling College

120 Herring Road
Macquarie Park NSW 2113

Tel: (02) 9878 0201
Web: www.morling.nsw.edu.au

Fax: (02) 9878 2175
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.sentir.edu.au

Email: Bernadette Miles
Bernadette.Miles@campion.asn.au

COLLEGES OF MCD UNIVERSITY OF DIVINITY

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

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

On 18th January 1973, YTU was granted formal recognition as an institute of priestly formation by the then Archbishop of Melbourne, James Cardinal Knox. In September 1973, YTU, together with the Catholic Theological College in Clayton and the United Faculty of Theology in Parkville, was approved by 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, Catholic in tradition and ecumenical in spirit, and so we see ourselves as a key resource for the churches' mission 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 as a college 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 a dialogical, 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 world.
2. Faithfulness in interpreting the Catholic Tradition.
3. Dialogue and collaboration.
4. Inclusive hospitality to persons and traditions.
5. Commitment to being a community of scholarship, prayer and pastoral care.

MEMBER COLLEGES (YTU)

Holy Cross Retreat (CP)

207 Serpells Road, Templestowe, 3106.

Tel: (03) 9846 1622. Fax: (03) 9846 6067

Website: www.passionists.com

Redemptorist Seminary (CSsR)

10 Majella Court, Kew, 3101.

Tel: (03) 9816 9342. Fax: (03) 9816 9805

Website: www.cssr.org.au

Carmelite Theological College (OCarm)

75 Wright Street, Middle Park, 3206.

Tel: (03) 9699 1922. Fax: (03) 9699 1944

Library: 214 Richardson St, Middle Park, 3206.

Tel: (03) 9682 8553. Fax: (03) 9699 1944

Website: www.carmelites.org.au

Cuskelly House (MSC)

18 Parkside Street, Blackburn, 3130.

Tel: (03) 9878 0265

Website: www.misacor.org.au

St Paschal College (OFM)

90 Albion Road, Box Hill, 3128.

Tel: (03) 9896 4400

Library: (03) 9896 4450 Fax: (03) 9898 0181

Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)

85 Studley Park Road, Kew, 3101.

Tel: (03) 9853 8506 Fax: (03) 9853 6287

Website: www.pallotine.org.au

Dorish Maru College (SVD)

100 Albion Road, Box Hill, 3128.

Tel: (03) 9890 0065. Fax: (03) 9899 1937

Website: www.divineword.org.au

OTHER MEMBERS OF THE UNION

Congregation of the Blessed Sacrament (SSS)

Website: www.blessedsacrament.com.au

MEMBER COLLEGE FEAST DAYS

The principal feast day of each Member College is:

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

YTU ADMINISTRATION

COUNCIL

Very Rev. Henry Adler SVD
 Very Rev. Denis Andrew OCarm
 Very Rev. Pat Corbett CSsR
 Very Rev. Graeme Duro SSS
 Very Rev. John Mulrooney MSC
 Very Rev. Tom McDonough 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. Dr Christopher Monaghan CP, BTheol, LSS, PhD

ACADEMIC DEAN

Rev. Dr Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol

REGISTRAR

Ms Janette Bredenoord DipEd, BTheol, Dip Mgt

BUSINESS

ADMINISTRATOR

Mr Bernard Barnewall

ADMINISTRATIVE

ASSISTANTS

Mrs Nicole Ross
 Mrs Carolyn Sombekke
 Ms Katrina Sombekke

ACADEMIC BOARD

Christopher Monaghan CP, BTheol, LSS, PhD

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

Janette Bredenoord DipEd, BTheol, Dip Mgt **Registrar)**

(President)
(Academic Dean)

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

– Biblical Studies Department Head

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 2014

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
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

Gavin Brown, BA(Hons), PhD, MTS
Richard Blandford BTheol, PhD
Anna Welch BA(Hons), PhD
Christiaan Mostert BA, BD (Hons), MA, 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)

YTU FACULTY 2014 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 LECTURERS

Emeritus Professor Paul Beirne MA, MDiv, DMin, PhD

Cheryl Bourke PBVM, BA, MPS, Cert Stud in Spir,

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

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

Brian Gallagher MSC, MTh , MSc, BSc

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

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

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

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

Angela Slattery IBVM, MA, Grad Dip Theol, B Theol , Dip T.

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

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

Chaplain

Michael Kelly CSsR, BTheol, STM, MEd, PhD

Pia Pagotto BEd, BTheol, GradCertSD

Finance and Business Development Committee:

Bernard Barnewall

Bill Keenan

Mark O'Brien

Peter Whiting

Dean Bradbury SAC

Christopher Monaghan CP

Brian Rigney

ENROLMENTS

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

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 2014 will be scheduled for the following dates:

In 2013 Monday 2 December – Friday 13 December

In 2014 Tuesday 28 January – Thursday 13 February

Monday 9 June – Thursday 26 June

Enrolments For the 2015 year 1 December 2014–12 December 2014

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

NEW Students need to bring the following to the interview:

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

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

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

INTERNATIONAL STUDENTS

International students should additionally be familiar with The National Code of Practice
for Registration Authorities and Providers of Education and Training to Overseas
Students (The National Code 2007) published by the Australian Federal Government.
<http://www.aei.gov.au/AEI/ESOS/NationalCodeofPractice2007/default.htm>

FEES AND OTHER COSTS

BTheol (and Diploma courses):	\$1235.00 per 15 point unit of study
Postgraduate Courses	\$1920.00 per 15 point unit of study
GCTRE units	\$1280 per 10 point unit of study
GCTRE Integrative unit	\$640 per 5 point unit of study
Audit (unit taken without assessment):	\$500.00 per 15 point unit of study
Not for Credit Units	\$250.00 per unit

Cost for Copies of Certified Academic Transcript & AHEGS (all awards)

Academic Transcripts PRIOR to 1978 (3 Copies) - \$100

Academic Transcripts 1978 onwards (3 Copies) - \$50

AHEGS (1 copy) - \$30

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 2014: **17 March for first semester and 18 August for second semester.**

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

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

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.

FEE – HELP

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: 17th March 2014, Semester Two: 18th August 2014). 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 **\$1235** will incur a tax liability of **\$1544** 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 \$51,309** (in 2014 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% (this is subject to change in January 2014). 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**.

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 Dr. John D'Arcy May is associate director. Its Board consists of Dr Stephen Ames (chair), Dr John Bottomley, Dr. John D'Arcy May, Dr Jim D'Orsa, Dr Therese D'Orsa, Dr Rowan Ireland, Dr Robyn Reynolds and Dr Paul Rule.

Contact: Email: director@yarrainstitute.org.au

Mail: PO Box 505, Box Hill VIC 3128

Phone 9899 4777

LIBRARIES

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

St Paschal Library (Franciscan OFM)

This 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 as well as 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: info.library@franciscans.org.au

St Paschal Library Staff:

Librarians: Thea Roche, BA, Grad Dip Information Services, AALIA

Miranda Fyfield, BA, Grad Dip Librarianship, DipEd., BTheol., AALIA

Shaira Gaytan, BLibSt (Mexico), AALIA

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 by email: fostersiobhan@hotmail.com or 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*:

<http://www.mcdcat.edu.au/mcd/zengine?VDXaction=Navigation>

***MCD University of Divinity library information can be found at
<http://www.mcd.edu.au/libraries>***

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:

February	21	Orientation Programme and BBQ
March	10-14	Hospitality Week
March	14	Inaugural Eucharistic Celebration and Supper
August	29	SRC Evening
November	14	End of Year Eucharist and Supper

The SRC also has responsibility for:

- a) Encouraging students to actively participate as FIRE carrier ambassadors.
- b) Organising the weekly Eucharists.
- c) Arranging and promoting the opening and closing Eucharists.
- d) Providing facilities for the students in the Common Room.
- e) Managing SRC finances.
- f) Organising social functions throughout the year.
- g) Upkeep of the Prayer Room.

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 Grievance Policy

Academic Conduct Policy

Administrative Grievance Policy

Harassment Policy

Academic Conduct Policy

Integrity Statement

In addition to the policies and procedures of MCD University of Divinity, Yarra Theological Union is committed to the code of conduct “Integrity in Ministry”(2004) that outlines the principles and standards for Catholic Clergy and Religious in Australia and “Integrity in the Service of the Church”(2011) for Lay Workers in the Catholic Church in Australia.

For more information see www.catholicreligiousaustralia.org

DISABILITY

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

GENERAL COURSE REQUIREMENTS (DEGREES & DIPLOMAS)

1. STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

International Students pursuing **Undergraduate Studies** at 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 **Postgraduate Studies** at 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 2014. 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 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 Learning & Teaching Committee advises the following regarding assessment:

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

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

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

Postgraduate Level: written work requirement is 6000 words.

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

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

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

Assessment Registration

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

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

Assignments

Assignments must be presented in the format prescribed in the Style Sheet on pages 178-185. 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.

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.

MAKING SURE WHAT YOU SUBMIT IS ACTUALLY YOUR OWN WORK

The online program **Turnitin** was introduced across the University in 2013. Primarily it is a tool to help both student and teacher be sure that what is in an essay is the student's own work, and not copied from another source without referencing. It is thus both a teaching and learning tool and a tool for the detection of plagiarism. Students are required to submit their assignments 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 re-paraphrase, 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 *plagiarius*/kidnapper. Plagiarism is considered serious academic misconduct. No part of the work may be copied in whole or part from another student's work, or from any other source (e.g., published books, periodicals or internet) without due acknowledgement of the source.

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

or

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

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

UNDERGRADUATE ACADEMIC AWARDS

As one of the 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 90 onwards.

REGULATIONS

All of these awards are recognised by legislation of the Parliament of Victoria under terms of the Melbourne College of Divinity Act (1910). The detailed regulations of each award may be found on the 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. 40, 43, 55 & 68)

ASSESSMENT

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

DIPLOMA IN THEOLOGY

In accord with the requirements outlined in 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. Students who complete such specialised diploma 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.

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.

BACHELOR OF THEOLOGY (PASS DEGREE): BTheol

RECOGNITION

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

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

REGULATIONS

This degree was reviewed and a new regulation (No. 4 of MCD Regulations) was approved in 2008. Students who began their degree under the previous regulation will be encouraged to complete the requirements of the new regulation but are not required to do so.

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

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

1. Three sub-major sequences:
 - Biblical Studies (including minor sequences in each Testament)
 - Systematic Theology, and
 - Theology: Mission and Ministry (Field D)
 or One discipline in Humanities (Field A) *

* At least 60 points must be included from Theology: Mission and Ministry (Field D)
2. **Two** of these must articulate to **major sequences**
3. **Two minor sequences** in
 - Church History and
 - Any one discipline
4. **60 points** from one or more of the disciplines of the award.

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

A *major sequence* comprises 90 points, including at least 30 points at Level 3;

A *sub-major sequence* comprises 60 points, including at least 30 points at Level 2;

A *minor sequence* comprises 30 points of study in the same discipline.

CREDIT

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

The Coursework Studies Committee of the MCD normally limits the granting of credit for individual subjects to those which were completed not more than ten years ago.

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

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

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

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

ENROLMENT PROCEDURE

Interested students should consult the Academic Dean of YTU and obtain an enrolment form for submission to MCD. A suitable supervisor must be approved by the Board.

BACHELOR OF ARTS / BACHELOR OF THEOLOGY (Double Degree): BA/BTheol

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.

CH9011Y Foundations of Australian Catholicism

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

DT2340/3340Y Human Sexuality and Marriage

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

On pages 186-193 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.

NOT FOR CREDIT UNITS

NN1000Y Introduction to Tertiary Studies in Theology

NN0310Y Art of the Icon

NR1002Y Reading the Christian Classics, 2

(There is no fee payable for this unit)

PRESCRIPTION

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

CONTENT

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

METHOD

A ninety minute class for nine weeks

BIBLIOGRAPHY

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

Coordinator: MICHAEL KELLY CSsR

1st and 2nd semesters

Thursdays 10am to 12 noon

(Max. No. 10)

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

CONTENT

This class will include direction in the making of an icon: writing/painting of the icon with *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.”

BIBLIOGRAPHY

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

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

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

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

Classes run from 6th March until 27th November and are held at Yarra Theological Union, 98 Albion Road Box Hill (Classroom 3)

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

NR1002Y READING THE CHRISTIAN CLASSICS, II

1st semester Thursday evening

Non-Credit Unit

(Min. No. 4 Max. No. 8)

CONTENT

The unit will focus on four primary sources from the late medieval and early modern periods which are Christian Classics. These will be: *The Imitation of Christ* by Thomas a Kempis, *Showing of Love* by Julian of Norwich, *The Way of Perfection* by St. Teresa of Avila, *Introduction to the Devout Life* by St. Francis de Sales. The class will meet every three weeks for two and a half hours. It is hoped that the student will have time to read the entire work or at least a major portion of it so that all can share in their understanding of the work and its significance for them. The last part of each meeting the lecturer will introduce the following work to be read and put it in its historical context.

PREREQUISITES

None

LEARNING OUTCOMES

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

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

ASSESSMENT

None

BIBLIOGRAPHY

Any edition of the following books is acceptable. There are multiple copies of each in St. Paschal Library.

The Imitation of Christ, Thomas a Kempis

Showing of Love, Julian of Norwich

The Way of Perfection, St. Teresa of Avila

Introduction to the Devout Life, St. Francis de Sales.

Lecturer

LARRY NEMER

FIELD A – HUMANITIES UNDERGRADUATE

LANGUAGES

AL1011Y	New Testament Greek A
AL1012Y	New Testament Greek B

FIELD A UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

AL1001Y	Hebrew A #
AL1002Y	Hebrew B #

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

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

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

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

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

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

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

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

Lecturer ANGELO O'HAGAN OFM

CONTENT

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

PREREQUISITES

AL1011Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

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

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

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

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

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

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

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

Lecturer ANGELO O'HAGAN OFM

FIELD B – BIBLICAL STUDIES UNDERGRADUATE

OLD TESTAMENT

BA1000Y	OT1: Survey and Method
BA2012Y/BA3012Y	Wisdom Literature
BA/BN3110Y	Biblical Justice and the Reign of God
BA/BN3112Y	The Bible and the Land
BA2013Y/BA3013Y	The Book of Isaiah
BA3415Y	Supervised Reading Unit – Old Testament (15 points)
BA3430Y	Supervised Reading Unit – Old Testament (30 points)

NEW TESTAMENT

BN1000Y	NT1: Gospel of Mark and Exegetical Method
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2013Y/BN3013Y	The Gospel of John
BN3015Y	The Biblical Land and the Gospels (Overseas Travel Unit)
BA/BN3110Y	Biblical Justice and the Reign of God
BA/BN3112Y	The Bible and the Land
BN3415Y	Supervised Reading Unit – New Testament (15 points)
BN3430Y	Supervised Reading Unit – New Testament (30 points)

BIBLICAL STUDIES

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

FIELD B UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2014, but normally offered in alternate years

BA2010Y/BA3010Y	Pentateuch #
BA2011/BA3011Y	Psalms #
BA2017/BA3017Y	The Twelve Prophets #
BA3015Y	Exile and Return #
BA2016/BA3016Y	Prophetic Literature – Jeremiah and Hosea
BA3014Y	Prophecy Apocalyptic and the Future
BN2011/BA3011Y	Luke – Acts #
BN2014/BA3014Y	Galatians #

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

Anderson, Arnold Albert. *Psalms 1, 11*. NCB. London: Oliphants, 1972.

Brueggemann, Walter. *An Introduction to the Old Testament*. Louisville, KY: Westminster John Knox Press, 2003.

Coggin, Richard. *Introducing the Old Testament*. Oxford: Oxford University Press, 1990.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress Press, 2004.

Day, John. *Psalms*. OTG. Sheffield: JSOT, 1990.

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

McKenzie Steven L., and M. Patrick Graham, eds. *The Hebrew Bible Today: An Introduction to Critical Issues*. Louisville, KY: Westminster John Knox Press, 1998.

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

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

Anderson, Bernhard. *The Living World of the Old Testament*. 4th ed. London: Longmans, 1988.

Lecturer: MARY REABURN NDS

CONTENT

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

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

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

Brenner, Athalya and Carole R. Fontaine, eds. *Wisdom and Psalms: A Feminist Companion to the Bible*. Sheffield: Sheffield Academic Press, 1998.

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

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

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

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

Perdue, Leo G. *Wisdom and Creation: The Theology of Wisdom*. Nashville, TN: Abingdon, 1994.

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

Lecturer: MARY REABURN NDS

CONTENT

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

PREREQUISITES

Level 2: BA1000Y and BN1000Y

Level 3: Two biblical studies units at level 2

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

*Childs, Brevard S. *Isaiah*. Old Testament Library. Louisville, KY: Westminster John Knox, 2001.

Conrad, Edgar W. *Reading Isaiah*. Overtures to Biblical Theology. Minneapolis, MN: Fortress Press, 1991.

Goldingay, John. *Isaiah*. New International Bible Commentary on the Old Testament 13. Peabody, MA: Paternoster, 2001.

Hoppe, Leslie J. *Isaiah*. New College Bible commentary. Old Testament, 13. Collegeville, MN: Liturgical Press, 2012.

Melugin, Roy, and Marvin A. Sweeney, eds. *New Visions of Isaiah*. JSOTSup 214. Sheffield: Sheffield Academic Press, 1996.

Oswalt, John N. *The Book of Isaiah: Chapters 1-39*. NICOT. Grand Rapids, MI: Eerdmans, 1986.

———. *The Book of Isaiah: Chapters 40-66*. NICOT. Grand Rapids, MI/Cambridge, UK: Eerdmans, 1998.

Watts, John D. W. *Isaiah 1-33*. WBC 24. Waco, TX: Word Books, 1985.

———. *Isaiah 34-66*. WBC 25. Waco, TX: Word Books, 1987.

Wildberger, Hans. *Isaiah: A Commentary*. 3 Vols. Minneapolis, MN: Fortress Press, 1991-2002

Lecturer: MARK O'BRIEN OP

CONTENT

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

PREREQUISITES

BA1000Y and BN1000Y plus two units of Biblical Studies at second level, or the equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

Exegetical presentation of 2000 words (40%); essay of 3500 words (60%)

BIBLIOGRAPHY * = set text recommended for purchase

- Birch, Bruce C. *Let Justice Roll Down: The OT Ethics and Christian Life*. Louisville, KY: Westminster/John Knox, 1991.
- Beasley-Murray, George R. *Jesus and the Kingdom of God*. Grand Rapids, MI: Eerdmans, 1986.
- Grassi, Joseph. *Informing the Future: Social Justice in the New Testament*. New York: Paulist, 2003.
- Green, Joel B. *The Gospel of Luke*. NICNT. Grand Rapids, MI: Eerdmans, 1997.
- Hendricks, Henry. *Social Justice in the Bible*. Quezon City: Claretian, 1985.
- Lindberg, Tod. *Political Teachings of Jesus*. New York: HarperCollins, 2007.
- Malchow, Bruce V. *Social Justice and the Hebrew Bible: What is Old. What is New*. Collegeville, MN: Michael Glazier, 1996.
- Malina, Bruce. *The Social Gospel of Jesus: The Kingdom of God in Mediterranean Perspective*. Minneapolis, MN: Fortress, 2001.
- *Nardoni, Enrique. *Rise up O Judge: A Study of Justice in the Biblical World*. Peabody MA: Hendrickson, 2004.
- Weinfeld, Moshe. *Social Justice in Ancient Israel and the Ancient Near East*. Jerusalem: The Magnes Press, The Hebrew University, 1995.

Lecturer:

GLEND A BOURKE SGS

BA3112Y/BN3112Y THE BIBLE AND THE LAND

This unit may be credited to OT or NT studies

(Min. No.8)

1st semester, Saturdays 9.30 am – 4pm: 1st, 15th & 29th March; 12th April; 3rd & 17th May

CONTENT

This unit is an intertextual study of the themes associated with the land in selected biblical passages, and in texts from Australian literature. It will investigate the extent to which the biblical themes of land and dispossession are of relevance in contemporary Australia. The biblical texts will be taken from the Genesis creation accounts, the Genesis patriarchal narratives, the prophetic literature, and the books of Ezra—Nehemiah. The Australian literature texts will be: Eleanor Dark, *The Timeless Land*; Xavier Herbert, *Capricornia*; Joan Lindsay, *Picnic at Hanging Rock*; David Malouf, *Remembering Babylon* and Katherine Susannah Pritchard, *Coonardoo*.

PREREQUISITES

BA1000Y, BN1000Y, plus one unit of biblical studies at second level in Old Testament

LEARNING OUTCOMES

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

1. demonstrate their skills in contemporary critical methods of interpretation
2. use the standard resources for research such as commentaries, dictionaries and concordance
3. demonstrate an appropriate understanding of the history of Israel/Judah of the first millennium BCE
4. show an understanding of the narrative dynamics of texts, both biblical and non-biblical
5. relate biblical texts to contemporary issues in a critically grounded and responsible manner.

ASSESSMENT

An exegetical presentation of 1500 words (30%); 4000 word essay (70%)

BIBLIOGRAPHY

- Brueggemann, Walter. *The Land: Place as Gift, Promise and Challenge in Biblical Faith*. 2nd ed. OBT. Minneapolis, MA: Fortress, 2002.
- Davies, William D. *The Gospel and the Land*. Los Angeles, CA: University of California, 1974.
- Habel, Norman C. *The Land is Mine*. OBT. Minneapolis, MA: Fortress 1995.
- McGregor, Gaile. *EcCentric Visions: Re Constructing Australia*. Waterloo, NSW: Wilfred Laurier University Press, 1994.
- Turner, Graeme. *National Fictions: Literature, Film and the Construction of Australian Narrative*. Australian Cultural Studies. Sydney: Allen and Unwin, 1986.

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]
Boring, Eugene. *Mark A Commentary*. NTL. Louisville, KY: Westminster John Knox, 2006.
- Brown, Raymond E. *Introduction to the New Testament*. Garden City, NY: Doubleday, 1997.
- Byrne, Brendan. *A Costly Freedom: A Theological Reading of Mark's Gospel*. Strathfield, NSW: St Pauls Publications, 2008.
- Donahue, John R., and Daniel J. Harrington. *The Gospel of Mark*. Sacra Pagina 2. Collegeville, MN: The Liturgical Press, 2002.
- Hooker, Morna D. *The Gospel according to St Mark*. London: A. & C. Black, 1991.
- Moloney, Francis J. *The Gospel of Mark: A Commentary*. Peabody, MA: Hendrickson, 2002.
- Mullins, Michael. *The Gospel of Mark: A Commentary*. Dublin: Columba, 2005.
- Rhoads, David M., Joanna Dewey, and Donald M. Michie. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.
- Throckmorton, Burton H. *Gospel Parallels: A Comparison of the Synoptic Gospels*. 5th ed. Nashville, TN: Thomas Nelson Publishers, 1992.
- Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Tuggerah, NSW: Social Science Press, 2003.
- Witherington III, Ben. *The Gospel of Mark: A Socio-Rhetorical Commentary*. Grand Rapids, MI: Eerdmans, 2001.

BN2010Y/3010Y THE CORINTHIAN CORRESPONDENCE

1st semester Tuesday morning

(Min. No. 8)

CONTENT

This unit will study the foundation of the Corinthian Community by Paul, the history of its relationship with the Apostle, and its pastoral problems as they emerge from the Corinthian Correspondence. It will include an exegetical and thematic study of 1-2 Corinthians.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

Level 3: BA1000Y and 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 ability to engage in the exegesis of specific texts from 1-2 Corinthians, making use of appropriate methodologies
2. demonstrate an understanding of Paul's response to the specific challenges and problems faced by the Corinthian communities
3. show critical awareness of the social, political and religious context of the Corinthian community
4. demonstrate the ability to investigate, analyse, interpret and evaluate relevant secondary literature.

ASSESSMENT

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

Level 3: Two 3000 word essays

BIBLIOGRAPHY

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

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

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

Collins, Raymond F. *1st Corinthians*. Sacra Pagina 7. Collegeville, MN: Glazier, 1999.

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

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

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

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit will undertake a literary, exegetical and theological study of Matthew's Gospel. Special attention will be paid to the manner in which Matthew makes use of his sources (Gospel of Mark, the Q source, and special Matthean material).

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

1. identify and interpret Matthew's redaction of Mark's Gospel and other traditions
2. demonstrate an awareness of the context in which this theology arose
3. demonstrate an understanding of the distinctive theology of Matthew
4. engage in the exegesis of various texts making use of appropriate methodologies
5. evaluate the significance of the material that is unique to Matthew.

ASSESSMENT

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

Level 3: Two 3000 word essays

BIBLIOGRAPHY * = set texts recommended for purchase

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

Davies, William David, and Dale C. Allison. *Matthew*. 3 vols. ICC. Edinburgh: T & T Clark, 1988.

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

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

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

Harrington, Daniel J. *The Gospel of Matthew*. Sacra Pagina 1. Collegeville, MN: Liturgical Press, 1991.

Luz, Ulrich. *Matthew 1-7: A Commentary*. Edinburgh, T & T Clark, 1990.

Nolland, John. *The Gospel of Matthew*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

BN2013Y/3013Y THE GOSPEL OF JOHN

1st semester Wednesday evening

(Min. No. 8)

CONTENT

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

PREREQUISITES

Level 2: 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 Old 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

SET TEXT. Mary L Coloe, *God Dwells with Us: Temple Symbolism in the Fourth Gospel*. Collegeville: Liturgical Press, 2001. (suggest try Amazon for 2nd hand copy).

RECOMMENDED: Mary L Coloe. *A Friendly Guide to John's Gospel*. Mulgrave: Garratt Publishing, 2013. (Lecturer can supply this).

Brown, Raymond E. *The Gospel According to John*. 2 vols. AB 29, 29a. Garden City, NY: Doubleday, 1966, 1970.

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

Culpepper, R. Alan. *Anatomy of the Fourth Gospel: A Study in Literary Design*. Philadelphia, PA: Fortress, 1983.

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

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

———. *Hallowed in Truth and Love: Spirituality in the Johannine Literature*. Preston, VIC: Mosaic, 2011.

Lincoln, Andrew T. *The Gospel according to Saint John*. Black's New Testament Commentaries, 4. London: Continuum, 2005.

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

Schneiders, Sandra M. *Written that You May Believe: Encountering Jesus in the Fourth Gospel*. Rev. & Expanded. New York: Crossroad, 2003.

Lecturer: MARY COLOE PBVM

BN3015Y THE BIBLICAL LAND AND THE GOSPELS

3rd - 30th 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' (Mark in 2014), will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

**For more information see www.biblicalformation.org
It is necessary to enrol with the Program in Jerusalem.**

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
4. critically review: Freyne, Sean. *Jesus, a Jewish Galilean: A New Reading of the Jesus Story*. London: T&T Clark, 2004.

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

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

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

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

The Gospel of Mark

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

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

Yarbo Collins, Adela. *Mark*. Hermeneia. Minneapolis, MN: Fortress Press, 2007.

Supervisors: MARY COLOE PBVM and MARY REABURN NDS

BN3016Y PASSOVER AND EASTER IN THE BIBLICAL LAND

1st- 28th 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

- Coggins, Richard. *The Book of Exodus*. Epworth Commentaries. Peterborough, England: Epworth, 2000.
- Coloe, Mary L. *Dwelling in the Household of God*. Collegeville, MN: Liturgical Press, 2006.
- Cotter, David. *Exodus*. Berit Olam. Collegeville, MN: Liturgical, 2004.
- Goldingay, J. E., *The Message of Isaiah 40-55: A Literary-Theological Commentary*. London: T & T Clark International, 2005.
- Hamilton, Victor P. *Exodus: An Exegetical Commentary*. Grand Rapids, MI: Baker Academic Press, 2011.
- Lee Dorothy. *Flesh and Glory: Symbolism, Gender and Theology in the Gospel of John*. New York, NY: Crossroad, 2002.
- Neyrey, Jerome H. *The Gospel of John*. NCBC New York: Cambridge, 2007.
- Patston, Kirk. *Isaiah: Surprising Salvation*. Sydney, NSW: Aquila Press 2010.
- Paul, S. M. *Isaiah 40-66: A Commentary*. Eerdmans Critical Commentary. Grand Rapids, MI: Eerdmans, 2011.

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)
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2230Y/CH3230Y	Catholic Social Thought in Aust. & O/S (=DT2/3230Y)
CH3415Y	Supervised Reading Unit – Church History (15 points)
CH3430Y	Supervised Reading Unit – Church History (30 points)

SYSTEMATIC THEOLOGY

CT1000Y	Faith, Revelation and Theology
CT1330/CT2330Y**	Introduction to Theology of Mission (=DM1/2330Y)
CT2011Y/CT3011Y	Who is this Christ?
CT2016/CT3016Y	Church: Sign and Sacrament of God's Kingdom
CT2310Y/CT3310Y	Signs & Gifts of God: Sacraments (=DP2/3310Y)
CT2320Y/CT3320Y	Mary in the Christian Tradition
CT2321Y/CT3321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS2/3321)
CT2340/CT3340Y**	Human Sexuality and Marriage (DT2/3340Y)
CT3012Y	The Christian Doctrine of God: the Holy Trinity
CT3019Y	Human Person: Oriented to Communion
CT3415Y	Supervised Reading Unit – Systematic Theology (15 points)
CT33430Y	Supervised Reading Unit – Systematic Theology (30 points)

**See crosslisting for detailed unit description

FIELD C UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

§ units not offered in 2014, but normally offered in a three year cycle

CH2010Y/3010Y	Reformation Histories and Theologies #
CH2012Y/3012Y	Introduction to Early Christian Art and Architecture §
CH2013Y/3013Y	Medieval Popular Religion in the West #
CH2014Y/3014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH2210Y/3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700. (=DS2/3210) §
CH2212Y/3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y) §
CT2010Y/3010Y	Eschatology: Living in Hope #

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

1st semester Thursday 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

- Brooke, Christopher. *The Monastic World: 1080-1300: The Age of the Cloister*. Stroud, UK: Sutton Publishing, 2003.
- Brooke, Rosalind. *The Coming of the Friars*. London: Allen & Unwin, 1975.
- Brown, Peter. *Rise of Western Christendom: Triumph & Diversity A.D. 200-1000*. Oxford: Blackwell, 2003.
- Duffy, Eamon. *Saints and Sinners*. New Haven, CT: Yale UP, 1997.
- Ferguson, Everett, ed. *Encyclopedia of Early Christianity*. 2nd ed. New York: Garland, 1997.
- Irvin, Dale, and Scott Sunquist. *History of the World Christian Movement*, Vol. 1. Maryknoll, NY: Orbis, 2000.
- Lambert, Malcolm. *Medieval Heresy*. 3rd ed. Cambridge, MA: Blackwell, 2002.
- Malone, Mary T. *Women and Christianity*. Vols 1 and 2. Dublin: Columba Press, 2000-2003.
- Moynahan, Brian. *The Faith: A History of Christianity*. London: Aurum Press, 2002.
- Parry, Ken, David J. Melling, Dimitri Brady, Sidney H. Griffith, and John F. Healey. *The Blackwell Dictionary of Eastern Christianity*. Oxford and Malden, MA: Blackwell, 1999.

Lecturer: PETER PRICE

CH1002Y A SURVEY OF EARLY MODERN AND MODERN CHURCH HISTORY (1450 – PRESENT)

2nd semester Thursday 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

- Alberigo, Giuseppe, and Joseph Komonchak. *History of Vatican II*. 5 Vols. Maryknoll, NY: Orbis, 1995-2004.
- Aubert, Roger. *The Church in a Secularized Society*. New York: Paulist, 1978.
- *Bireley, Robert. *The Re-fashioning of Catholicism, 1450-1700: A Reassessment of the Counter-Reformation*. London: Macmillan, 1999.
- Chadwick, Owen. *The Christian Church in the Cold War*. Ringwood, VIC: Penguin Books, 1993.
- Hastings, Adrian, ed. *Modern Catholicism: Vatican II and After*. London: SPCK, 1991.
- MacCulloch, Diarmaid. *The Reformation*. New York: Viking, 2003.
- McLeod, Hugh, and Werner Ustorf, eds. *The Decline of Christendom in Western Europe, 1750-2000*. Cambridge: Cambridge University Press, 2003.
- O'Malley, John. *Trent and all That: Renaming Catholicism in the Early Modern Era*. Cambridge, MA: Harvard University Press, 2002.
- Rouse, Ruth, and Stephen Charles Neill, eds. *A History of the Ecumenical Movement*. Geneva: World Council of Churches, 1986-2004.

Lecturer: PETER PRICE

CH2011Y/3011Y FOUNDATIONS OF AUSTRALIAN CATHOLICISM

2nd semester Wednesday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

One unit of Church History at level one

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY

- Breward, Ian. *A History of the Churches in Australasia*. Oxford: Oxford University Press, 2004.
- Campion, Edmund. *Australian Catholics: The Contribution of Catholics to the Development of Australian Society*. Melbourne, VIC: Viking Press, 1987.
- Duncan, Bruce. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney: University of NSW Press, 2001.
- Hogan, Michael. *The Sectarian Strand: Religion in Australian Society*. Melbourne, VIC: Penguin, 1987.
- Livingston, Kevin. *The Emergence of an Australian Catholic Priesthood, 1835 – 1915*. Sydney, NSW: Catholic Theological Faculty Press, 1977.
- Morgan, Patrick. *Melbourne Before Mannix: Catholics in Public Life 1880 – 1920*. Ballan, VIC: Connor Court Publishers, 2012.
- O'Brien, Anne. *God's Willing Workers: Women and Religion in Australia*. Sydney: University of NSW Press, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community: An Australian History*. (3rd ed.). Sydney: University of NSW Press, 1992.
- O'Sullivan, Dominic. *Faith Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.

Lecturer

PETER PRICE

CH2230Y/3230Y CATHOLIC SOCIAL THOUGHT IN AUSTRALIA AND OVERSEAS

1st semester Thursday evening

Crosslisted as DT2/3230Y

(Min. No. 8)

CONTENT

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

- Boswell, Jonathan S., Francis P. McHugh, and Johan Verstraeten, eds. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. London: T & T Clark, 2007.
- Curran, Charles. *Catholic Social Teaching 1891-Present*. Washington, DC: Georgetown University Press, 2002.
- Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne, VIC: CollinsDove, 1991.
- . *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: UNSW Press, 2001.
- Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown UP, 2004.
- Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne, VIC: Collins Dove, 1993.
- Hornsby-Smith, Michael P. *An Introduction to Catholic Social Thought*. Cambridge, UK: Cambridge University Press, 2006.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSsR

CT1000Y FAITH, REVELATION & THEOLOGY

2nd semester Wednesday morning

(Min. No. 8)

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 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

- Dulles, Avery. *The Assurance of Things Hoped For: A Theology of Christian Faith*. New York: Oxford University Press, 1994.
- Haight, Roger. *Dynamics of Theology*. New York: Paulist, 1990.
- Haught, John F. *Mystery and Promise: A Theology of Revelation*. Collegeville, MN: Liturgical Press, 1993.
- Kennedy, Philip. *A Modern Introduction to Theology: New Questions for Old Beliefs*. London: I.B. Tauris & Co., 2006.
- Lafont, Ghislain. *A Theological Journey: Christian Faith and Human Salvation*. Collegeville, MN: Liturgical Press, 2007.
- Lennan, Richard, ed. *An Introduction to Catholic Theology*. New York: Paulist, 1998.
- McGrath, Alister E. *Christian Theology: An Introduction*. 3rd ed. Oxford: Blackwell, 2001.
- Rahner, Karl. *Foundations of Christian Faith*. New York: Seabury, 1978.

Lecturer: GREG BRETT CM

CONTENT

This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ. It focuses on Jesus' central message: the Reign of God. The unit commences with a reflection on the relationship 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 Jewish 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; Jesus' 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: 1500 word essay on the Reign of God (40%); 2500 word essay (60%)

Level 3: 2000 word essay on the Reign of God (40%); 3000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Raymond. *An Introduction to New Testament Christology*. New York: Paulist Press, 1994.

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

Johnson, Elizabeth. *Consider Jesus: Waves of Renewal in Christology*. Collegeville, MN: Michael Glazier, 1983.

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

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

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

Neufeld, Thomas R. *Recovering Jesus: The Witness of the New Testament*. Grand Rapids, MI: Brazos Press, & London: SPCK, 2007.

O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. Oxford: Oxford University Press, 1995.

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

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

Lecturer: GREG BRETT CM

CT2016Y/3016Y CHURCH: SIGN AND SACRAMENT OF GOD'S KINGDOM

2nd semester Thursday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Level 2: CS1272 Faith Revelation & Theology or equivalent

Level 3: CS1272 and at least one unit in Systematic Theology at level 2

LEARNING OUTCOMES

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

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

ASSESSMENT

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

Level 3: 1500 word short paper (25%); 3000 word essay (50%); 750 word summative reflection and application (25%)

BIBLIOGRAPHY

Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 1991.

Dulles, Avery. *Models of the Church*. New York: Doubleday, 1987.

Fuellenbach, John. *Church, Community for the Kingdom*. Maryknoll, NY: Orbis 2002.

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

Kung, Hans. *The Church*. London: Burns & Oates, 1967.

Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.

McBrien, Richard. *The Church: Evolution of Catholicism*. New York: Harper, 2008.

Moltmann, Jürgen. *The Church in the Power of the Spirit*. London: SCM, 1977.

Robinson, John Arthur Thomas. *The Body*. London: SCM, 1952.

Tillard, Jean-Marie Roger. *Church of Churches: The Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

CT2310Y/3310Y SIGNS AND GIFTS OF GOD: SACRAMENTS OF LIFE AND CHURCH

2nd semester Thursday 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

- Bradshaw, Paul, ed. *The New Westminster Dictionary of Liturgy and Worship*. Louisville, KY: Westminster John Knox Press, and London: SCM Press, 2002.
- Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: The Liturgical Press, 2001.
- Hughes, Kathleen. *A Mystagogy of Sacrament: Saying Amen*. Chicago, IL: Liturgy Training Publications, 1999.
- Martinez, German. *Signs of Freedom: Theology of the Christian Sacraments*. Mahwah, NJ: Paulist Press, 2003.
- Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Ligouri, MO: Triumph, 2001.
- Noll, Ray. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999 (2nd printing 2001).
- Richstatter, Thomas. *The Sacraments: How Catholics Pray*. Cincinnati, OH: St Anthony Messenger Press, 1995.
- Senn, Frank. *Christian Liturgy*. Minneapolis, MN: Fortress Press, 1999.
- Stasiak, Kurt. *Sacramental Theology: Means of Grace, Ways of Life*. Chicago, IL: Loyola, 2001.
- Wainwright, Geoffrey, and Karen Westerfield Tucker, eds. *The Oxford Dictionary of Christian Worship*. Oxford and New York: Oxford University Press, 2006.

Lecturer: GAVIN BROWN

CT2320Y/3320Y MARY IN THE CHRISTIAN TRADITION

1st semester Thursday morning

(Min. No. 8)

Crosslisted as DS2/3320Y Spirituality

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

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

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

Anderson, H. George, J. Francis Stafford, and Joseph A. Burgess, eds. *The One Mediator, the Saints, and Mary*. Minneapolis, MN: Augsburg Press, 1992.

Blancy, Alain, Maurice Jourjon, and the Dombes Group. *Mary: In the Plan of God and in the Communion of the Saints*. New York/ Mahwah: Paulist Press, 2002.

Boss, Sarah Jane, ed. *Mary: The Complete Resource*. New York: Continuum, 2007.

Brown Raymond E., Karl P. Donfried, Joseph A. Fitzmyer, and John Reumann, eds. *Mary in the New Testament*. Philadelphia, PA: Fortress press, 1978.

Coyle, Kathleen. *Mary in the Christian Tradition: From a Contemporary Perspective*. Mystic, CT: Twenty-third Publications, 1996.

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

Shoemaker, Stephen. *The Ancient Tradition of the Virgin Mary's Dormition and Assumption*. Oxford: Oxford University Press, 2004.

*Zimmer, Mary Ann. *Mary 101: Tradition and Influence*. Liguori, MO: Liguori Publications, 2010.

Lecturer:

GREG BRETT CM

CONTENT

This unit will explore the spiritual and theological tradition that originated with St Francis of Assisi. It firstly examines the spiritual writings of Francis and Clare of Assisi and then moves on to see how their experience was reflected upon and developed for a wider audience in the theological and spiritual writings of the early Franciscan writers, Bonaventure, and John Duns Scotus. The unit will finally consider how the Franciscan tradition provides insights for issues of contemporary spirituality, including the Spirituality of Beauty and the Integrity of Creation.

PREREQUISITES

Level 2: CT1000Y or equivalent, or one unit in Christian Spirituality

Level 3: At least one unit at level two in either Christian Thought or Spirituality

LEARNING OUTCOMES

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

1. demonstrate an understanding of the nature of the context in which the early Franciscan spiritual tradition originated
2. demonstrate knowledge and understanding of the ways in which the early Franciscan theologians were inspired by the spirituality of Francis and Clare
3. interact with the early Franciscan writings within a framework of critical reflection
4. critically evaluate the contemporary significance of the early Franciscan tradition.

ASSESSMENT

Level 2: Seminar paper of 1500 words (40%); 3000 word essay (60%)

Level 3: Seminar paper of 1500 words (40%); 3500 word essay (60%)

BIBLIOGRAPHY

Francis of Assisi: Early Documents Vol. I. *The Saint*. Edited by Regis J. Armstrong, J. A. Wayne Hellman, and William J. Short. New York, NY: Franciscan Institute, 1999.

Clare of Assisi: Early Documents. Edited and translated by Regis Armstrong. St Bonaventure, NY: Franciscan Institute, 1993.

Bonaventure, Saint. *The Soul's Journey into God: The Tree of Life – The Life of St Francis*. New York: Paulist Press, 1978.

Armstrong, Regis J. *St Francis of Assisi: Writings for a Gospel Life*. London: St Paul's, 1994.

Carney, Margaret. *The First Franciscan Woman: Clare of Assisi and her Form of Life*. Quincy, IL: Franciscan Press, 1993.

Delio, Ilia. *Simply Bonaventure: An Introduction to His Life, Thought and Writings*. Hyde Park, NY: New City Press, 2001.

Hayes, Zachary. *Bonaventure: Mystical Writings*. New York: Crossroad, 1999.

Ingham, Mary Beth. *Scotus for Dunces: An Introduction to the Subtle Doctor*. St Bonaventure, NY: The Franciscan Institute, 2003.

Le Goff, Jacques. *St Francis of Assisi*. London: Routledge, 2004.

Rout, Paul. *Francis and Bonaventure*. London: Harper Collins, 1996.

Van den Goorbergh, Edith A., and Theodore H. Zweerman. *Light Shining through a Veil: On St Clare's Letters to St Agnes of Prague*. Leuven: Peeters, 2000.

Lecturer: PAUL ROUT OFM

CONTENT

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

PREREQUISITES

CT1000Y and CT2011Y/3011Y and one further unit at level two

LEARNING OUTCOMES

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

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

ASSESSMENT

2500 word essay (50%); 2500 word essay (50%)

BIBLIOGRAPHY

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

Lecturer: CHRISTIAAN MOSTERT

CONTENT

Communion with God defines who we are as human persons, as we respond to God's call, revealed fully in Jesus Christ. This unit explores the dynamic of communion as essential and constitutive in being human persons. It is a theology of communion that permeates any understanding of grace and the activity of the Spirit. Topics investigated within this context of communion include: biblical foundations (including humanity created in the image of God, covenant and reign of God); human freedom; sin; individuality and community; body, soul and grace; nature and grace; spirit and grace; and justification.

PREREQUISITES

CT1000Y, CT2011Y or equivalent and at least one more unit of Systematic Theology at level 2; 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. articulate a theology of communion in relation to the human person
2. identify and describe the theological understanding of grace in relation to persons
3. critically assess the biblical foundations to a communion anthropology
4. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship
5. articulate a theological understanding of the dynamic tension revealed in nature/grace; body/soul; individuality/community
6. demonstrate an understanding of sanctification and justification within a communion anthropology.

ASSESSMENT

Weekly Summary Paper **or** Theological Journal (1000 words) (25%); 1500 word essay (30%); 3000 word essay (45%)

BIBLIOGRAPHY * = set text recommended for purchase

Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang Publishers, 2013.

Daly, Gabriel. *Creation and Redemption*. Wilmington, DE.: Michael Glazier, 1989.

Duffy, Stephen. *The Dynamics of Grace: Perspectives in Theological Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.

Edwards, Denis. *Human Experience of God*. New York: Paulist Press, 1983.

Gonzalez, Michelle A. *Created in God's Image: An Introduction to Feminist Theological Anthropology*. New York: Orbis Books, 2007.

Rahner, Karl. *Foundations of Christian Faith*. New York: Crossroad, 1990 (1978).

Rolnick, Philip. *Person, Grace and God*. Grand Rapids MI: William E. Eerdmans Publishing Company, 2007.

Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.

*Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1991.

Schults, F. LeRon. *Reforming Theological Anthropology: After the Philosophical Turn to Relationality*. Grand Rapids MI: William E. Eerdmans Publishing Company, 2003.

Lecturer: GREGORY BRETT

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

CANON LAW

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

LITURGY

DL1430Y	Doing and Living the Church's Liturgy (=DP1430Y DS1430Y)
DL2010Y/DL3010Y	Celebrational Style
DL3415Y	Supervised Reading Unit – Liturgical Studies (15 points)
DL3430Y	Supervised Reading Unit – Liturgical Studies (30 points)

MORAL THEOLOGY

DT1000Y	Introduction to Moral Theology
DT2011Y/DT3011Y	Major Issues in Moral Theology
DT2340Y/DT3340Y	Human Sexuality and Marriage (CT2/3340Y)
DT3014Y	Can War be Just?
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)

MISSIOLOGY

DM1330Y/DM2330Y	Introduction to Theology of Mission (=CT1/2330Y)
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture
DM2440Y/DM3440Y	A Spirituality for Mission (=DP2/3440Y DS2/3440Y)
DM3014Y	Inter-Religious Dialogue in a Secular Society
DM3415Y	Supervised Reading Unit – Missiology (15 points)
DM3430Y	Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1010Y	Faith, Religion & Spirituality in Contemporary Society
DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y DS1430Y)
DP2011Y/DP3011Y	Counselling: Theory and Practice
DP2310Y/DP3310Y**	Signs & Gifts of God: Sacraments (=CT2/31310Y)
DP2440Y/3440Y**	A Spirituality for Mission (=DM2/3440Y DS2/3440Y)
DP2888Y	Clinical Pastoral Education (CPE)
DP3415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
DP3430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

RELIGIOUS EDUCATION

DR3415Y	Supervised Reading Unit – Religious Education (15 points)
DR3430Y	Supervised Reading Unit – Religious Education (30 points)

SPIRITUALITY

DS1000Y	Introduction to Christian Spirituality
DS1430Y**	Doing and Living the Church's Liturgy (=DP1430Y DL1430Y)
DS2101Y	Spiritual Leaders (Heart of Life)
DS2320Y/DS3320Y**	Mary in the Christian Tradition (=CT2/3320Y)
DS2321Y/DS3321Y**	Franciscan Spirituality: Origins and Contemporary Relevance (=CT2/3321Y)

SENTIR UNITS

DS3112Y	Group Leadership, Organisation and Spirituality
DS3118Y	Ignatian Spirituality Seminar
DS3119Y	Ignatian Discernment and Christian Decision Making

DS3415Y	Supervised Reading Unit – Spirituality (15 points)
DS3430Y	Supervised Reading Unit – Spirituality (30 points)

**See crosslisting for detailed unit description

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2014, but normally offered in alternate years

§ Units not offered in 2014, but normally offered in a three year cycle

LITURGY DL

DL2422Y/3422Y	Ritual and Pastoral Care: From Sick Bed to Resting Place # (=DP2/3422Y)
DL2423Y/3423Y	Proclaiming the Word of God #
DL2433Y/3433Y	Realising the Vision: 150 Years of Liturgical Renewal: Study Tour (=DP2/3433Y) (=DS2/3433Y)

MORAL THEOLOGY DT

DT2012Y/3012Y	Justice and Human Rights #
DT2015Y/3015Y	Christianity, Economics and Social Transformation #
DT2230Y/3230Y**	Catholic Social Thought in Aust.& O/S (=CH2/3230Y)
DT3013Y	Theology and Ethics in Medicine #

MISSIOLOGY DM

DM2011Y/3011Y	A Comparative Study of Religions #
DM2012Y/3012Y	Evangelisation Today: Theory and Praxis #
DM2013Y/3013Y	The Cutting Edge of Mission Today: Missiology Immersion Program
DM2331Y/3331Y	Theology in Asia: A Model of Development in Theology §
DM2470Y/3470Y	Social Teaching and Aboriginal Australians (=DT2/3470Y)#
DM3015Y	Recent approaches to mission §

RELIGIOUS EDUCATION DR

DR2481Y/3481Y	Leadership in a Faith Community (=DP2/3481Y) #
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SPIRITUALITY DS

DS2212Y/3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2433Y/3433Y**	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DP2/3433Y & DL2/3433Y) (Overseas Study Tour)

CONTENT

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

PREREQUISITES

At least one unit in Moral Theology or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

Three pieces of written work are required at both levels:

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

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

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

Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.

Flannery, Austin, ed. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.

Huels, John. *The Pastoral Companion*. Quincy, IL: Franciscan Press, 1995.

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

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA (13 vols. to date).

Lecturer: ROSEMARIE JOYCE CSB

CONTENT

This unit provides further examination of the 1983 Code of Canon Law with emphasis on selected topics relevant to an understanding of the role of law in the life of the Church. Topics to be covered include: the supreme authority of the Catholic Church; Particular Churches and their Groupings; the internal ordering of Particular Churches; governance; Orders; Sacred Ministers or Clerics; the Teaching office of the Church; and temporal goods. Sanctions in the Church and processes will be covered as required.

PREREQUISITES

Canon Law A

LEARNING OUTCOMES

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

1. apply the principles of interpretation of canon law to concrete situations
2. integrate principles of law within the hierarchical structure and general governance of the Catholic Church
3. discuss the laws of the Church relating to the Sacrament of Orders
4. demonstrate understanding of major aspects of the laws relating to governance, particular churches, the teaching office of the Church and temporal goods.

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

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

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

Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.

Flannery, Austin, ed. *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.

Huels, John. *The Pastoral Companion*. 3rd ed. Quincy, IL: Franciscan Press, 2002.

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

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA (13 vols. to date).

Lecturer: ROSEMARIE JOYCE CSB

Wed 5.00pm on following dates: 26/2, 5/3, 12/3, 26/3, then from 30/4 – 28/5;

Sun 9/3 at Cathedral (afternoon) & Sat 5/4 (10am-4pm)

Crosslisted as DP1430Y (Pastoral Theology) and DS1430Y (Spirituality)

CONTENT

This unit is a practicum. A core component of the unit will be 'doing' and reflecting on short rituals from the liturgy of the church, normally elements of the rites of Lent, the Triduum and Easter. Thus the unit will explore a theological and pastoral understanding of the rites, patterns and corporate nature of the liturgy through the lens of the church's liturgical praxis. There will be a practical focus on issues pertinent to the liturgical life of the parish, such as skills for planning, celebrating and evaluating its manifold liturgies.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. identify the components of the principle rites of the Christian liturgy
2. explain the core principles governing liturgical celebration
3. discuss a basic theology of Christian liturgy derived from the Paschal Mystery
4. articulate an understanding of Christian liturgy as a dynamic complex sung and spoken; as well as symbol and ritual
5. assist effectively in the preparation and celebration of the church's liturgy.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

Huck, Gabe. *The Three Days*. 2nd ed. Chicago, IL: Liturgy Training Publications, 1992.

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

Hughes, Kathleen. *Saying Amen: A Mystagogy of Sacraments*. Chicago, IL: Liturgy Training Publications, 1999.

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

*Searle, Mark, Barbara Searle, and Anne Y. Koester, eds. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2005.

*Thiron, Rita Ann. *Preparing Parish Liturgies: A Guide to Resources*. Collegeville, MN: Liturgical Press, 2004.

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

Whalen, Michael. *Seasons and Feasts of the Church Year*. New York: Paulist, 1993.

Lecturer: MARGARET SMITH SGS

DL2010Y/3010Y CELEBRATIONAL STYLE

1st semester Tuesday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Normally, one unit of liturgical studies

LEARNING OUTCOMES

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

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

ASSESSMENT

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

Level 3: 3000 word Journal reflection (40%); practical demonstration of presiding skills (20%); 2500 word written critical reflection on practice (40%)

BIBLIOGRAPHY

Church Documents on Liturgy – as recommended throughout the Course

Foley, Edward, Nathan Mitchell and Joanne Pierce, eds, *A Commentary on the General Instruction of the Roman Missal*. Collegeville, MN: A Pueblo Book, 2007.

Foley, Edward. *From Age to Age: How Christians Have Celebrated Eucharist*. Revised and expanded edition. Collegeville MN: Liturgical Press, 2008.

Hoffmann, Elizabeth, ed. *The Liturgy Documents*. 3rd ed. Chicago, IL: LTP, 1998.

Hovda, Robert. *Strong, Loving and Wise*. Washington, DC: Liturgical Conference, 1976.

Jungmann, Josef A. *The Mass of the Roman Rite: Its Origins and Development*. Revised Single Volume Edition. New York: Benziger Brothers, 1959.

Kavanaugh, Aidan. *Elements of Rite: A Handbook of Liturgical Style*. NY: Pueblo, 1982.

Moore, Gerard. *Why the Mass Matters: A Guide to Praying the Mass*. Sydney, NSW: St Pauls, 2004.

Pecklers, Keith. *The Genius of the Roman Rite: The Reception and Implementation of the New Missal*. London: Burns & Oates, 2009.

Smolarski, Dennis. *How Not to Say Mass*. Rev. ed., New York: Paulist Press, 2003.

White, James. *Introduction to Christian Worship*, Third Edition, Revised and Expanded. Nashville, TN: Abingdon Press, 2000.

Lecturers: PHILIP MALONE MSC AND PETER PRICE

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

- Chan, Yiu Sing Lúcas. *The Ten Commandments and the Beatitudes: Biblical Studies and Ethics for Real Life*. Lanham, MD: Rowman and Littlefiel, 2012.
- Clague, Julie, Gerard Mannion, Bernard Hoose, eds. *Moral Theology For the Twenty-First Century: Essays In Celebration of Kevin Kelly*. London: Continuum International Publishing Group Ltd, 2011.
- Curran, Charles. *The Development of Moral Theology Five Strands*. Washington, DC: Georgetown University Press, 2013.
- Curran, Charles, ed. *Virtue: Readings In Moral Theology: No. 16*. New York: Paulist, 2011.
- Darragh, Neil, ed. *A Thinker's Guide To Sin: Talking About Sin Today*. Auckland NZ: Accent Publications, 2010.
- Keenan, James. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Continuum, 2010.
- Lamoureux, Patricia, and Paul Wadell. *The Christian Moral Life: Faithful Discipleship For a Global Society*. Maryknoll, NY: Orbis Books, 2010.
- McDonagh, Enda, and Vincent MacNamara, eds. *An Irish Reader in Moral Theology: The Legacy of the Last Fifty Years*. Dublin: Columba Press, 2009.
- MacNamara, Vincent. *The Call To Be Human: Making Sense of Morality*. Dublin: Veritas Publications, 2010.
- Patrick, Anne. *Women, Conscience and the Creative Process: 2009 Madeleva Lecture in Spirituality*. New York: Paulist Press, 2011.
- Wadell, Paul. *Happiness and the Christian Moral Life: An Introduction To Christian Ethics*. Lanham, MD: Rowman & Littlefield Publishers Inc., 2012.
- Weaver, Darlene Fozard. *The Acting Person and Christian Moral Life*. Washington, DC: Georgetown University Press, 2011.

Lecturer: PHILIP MALONE MSC

DT2011Y/3011Y MAJOR ISSUES IN MORAL THEOLOGY

2nd semester Monday evening

(Min. No. 8)

CONTENT

This unit aims to build on the introductory unit in Moral Theology by exploring a range of important theories and practical issues in Moral Theology today. The areas to be 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

- Backous, Timothy, and William C. Graham, eds. *Common Good, Uncommon Questions: a Primer in Moral Theology*. Collegeville, MN: The Liturgical Press, 1997.
- Cahill, Lisa Sowle, ed. *Genetics, Theology, and Ethics: An Interdisciplinary Conversation*. New York: Herder & Herder, 2005.
- Curran, Charles E. *History and Contemporary Issues: Studies in Moral Theology*. New York: Continuum, 1996.
- Curran, Charles E., and Richard A. McCormick, eds. *Readings in Moral Theology*. Vols 3, 5, 6, 7, 9, 13. New York: Paulist, 1979 - 2003.
- Ford, Norman M. *The Prenatal Person: Ethics from Conception to Birth*. Oxford: Blackwell Publishers, 2002.
- Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.
- McCormick, Richard A. *The Critical Calling: Reflections on Moral Dilemmas since Vatican II*. Washington, DC: Georgetown University Press, 1989.
- *Meilander, Gilbert, and William Werpehowski, eds. *The Oxford Handbook of Theological Ethics*. Oxford: Oxford University Press, 2005.
- *Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.

Lecturers: CORMAC NAGLE OFM and BERNARD TEO CSsR

DT2340Y/3340Y HUMAN SEXUALITY AND MARRIAGE

1st semester Monday evening

(Min. No. 8)

Crosslisted as CT2340Y/3340Y

CONTENT

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

PREREQUISITES

Level 2: DT1300 or equivalent

Level 3: As above, plus one level two unit in Moral Theology

LEARNING OUTCOMES

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

1. demonstrate understanding of the Scriptural and Church teachings on, sexuality, and its human foundations.
2. discuss the origins and historical development of the moral theology of sexuality, and marriage as a sacrament
3. identify principles and guidelines to evaluate and offer a Christian response to relevant questions on sexuality and marriage, both general and specific
4. demonstrate understanding of the integration of sexuality as a basic area of spiritual life.

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

Cahill, Lisa Sowle. *Sex, Gender and Christian Ethics*. Cambridge: Cambridge UP, 1996.

Collins, Raymond F. *Sexual Ethics and the New Testament: Behaviour and Belief*. New York, NY: Crossroad, 2000.

*Genovesi, Vincent J. *In Pursuit of Love: Catholic Morality and Human Sexuality*. Wilmington, DE: Glazier, 1987.

Guindon, André. *The Sexual Language: An Essay in Moral Theology*. Ottawa: University of Ottawa Press, 1979.

Dominian, Jack. *Living Love: Restoring Hope in the Church*. London: Darton, Longman and Todd, 2004.

Hanigan, J. *Homosexuality: The Test Case for Christian Social Ethics*. New York: Paulist Press, 1988.

Lawler, Michael G. *Marriage and the Catholic Church: Disputed Questions*. Collegeville, MN: Liturgical Press, 2001.

Mackin, Theodore. *What is Marriage?* New York: Paulist Press, 1982.

———. *The Marital Sacrament*. New York: Paulist, 1989.

*Salzman, Todd A., and Michael G. Lawler. *The Sexual Person: Toward a Renewed Catholic Anthropology*. Washington, DC: Georgetown University Press 2008.

Lecturer: CORMAC NAGLE OFM

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

- Astley, Jeff, David Brown, and Anne Loades, eds. *War and Peace: A Reader*. Problems in Theology 3. London: T & T Clark, 2003.
- Coady, Tony, and Michael O'Keefe, eds. *Terrorism and Justice: Moral Argument in a Threatened World*. Carlton South, VIC: Melbourne UP, 2003.
- Cortright, David. *Peace: A History of Movements and Ideas*. Cambridge: Cambridge University Press, 2008.
- Duncan, Bruce. *War on Iraq: Is it Just?* Sydney, NSW: Australian Catholic Social Justice Council, 2003.
- Esposito, Joseph. *Unholy War: Terror in the Name of Islam*. New York: OUP, 2002.
- Jewett, Robert, and John S. Lawrence. *Captain America and the Crusade against Evil: The Dilemmas of Zealous Nationalism*. Grand Rapids, MI: Eerdmans, 2003.
- Johnson, James T. *The Quest for Peace: Three Moral Traditions in Western Cultural History*. Princeton, NJ: Princeton UP, 1987.
- Kleiderer, John. *Just War, Lasting Peace: What Christian Traditions Can Teach Us*. Maryknoll, NY: Orbis, 2006.
- Massaro, Thomas J., and Thomas A. Shannon. *Catholic Perspectives on Peace and War*. Lanham, MD: Rowman & Littlefield, 2003.
- Swift, Louis J. *The early Fathers on War and Military Service*. Wilmington, DE: Michael Glazier, 1983.

Lecturer: BRUCE DUNCAN CSsR

DM1330Y/2330Y 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:

Bevans, Stephen B., and Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.

Further Texts:

A New Way of Being Church-in-Mission in Asia. A FABC Special Report. Hong Kong: Federation of Asian Bishops' Conferences, 2000.

Bosch, David J. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.

Flett, John. *The Witness of God*. Grand Rapids, MI: Eerdmans, 2010.

Irwin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement. Vol. 1: Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2001.

Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.

Kavunkal, Jacob. *Abba Experience of Jesus: Model and Motive for Mission Today*. Indore: Satprakashn, 1995.

Kirk, J. Andrew. *What is Mission? Theological Explorations*. London: Darton Longman and Todd, 1999.

Neely, Alan. *Christian Mission: A Case Study Approach*. Maryknoll, NY: Orbis Books, 1995.

Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis Books, 2006.

Schroeder, Roger. *What is the Mission of the Church?* Maryknoll, NY: Orbis, 2009.

Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis, 1983.

Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel Publication, 2010.

Lecturer: JACOB KAVUNKAL SVD

DM2016Y/3016Y LIBERATING MISSION: WHEN GOSPEL MEETS CULTURE

1st semester, Wednesday morning

(Min. No. 8)

CONTENT

The unit explores understandings and realities of the meeting between cultures and the gospel. Past and more recent examples from Africa, Australia and the South Pacific are examined. By examining Thomas Grenham's writings on theological inculturation, and Kathryn Tanner's work on 'Theories of Culture' the students are challenged to move towards a 'process' rather than static based approach to, and description of, gospel contextualisation, by becoming more attuned to the developing sociological and theological understandings of both 'mission' and 'culture'.

PREREQUISITES

Level two: DT1330Y or equivalent.

Level three: DT1330Y or equivalent, plus one unit of Missiology at level two

LEARNING OUTCOMES

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

1. describe understandings and theories of 'culture' in human life
2. from selected texts, identify and evaluate the contribution of the social sciences to 'mission' and 'culture'
3. identify and describe pre- and post- Vatican II understandings of mission
4. demonstrate understandings of intercultural dialogue and gospel inculturation
5. demonstrate the ability to effectively use relevant primary sources.

ASSESSMENT

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

Level three: 1000 word tutorial report (30%); 4500 word essay (70%)

BIBLIOGRAPHY

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

Lecturer: ROBYN REYNOLDS OLSH

DM2440Y/3440Y A SPIRITUALITY FOR MISSION

2nd semester Wednesday morning

(Min. No. 8)

Cross listed as DP2/3440Y (Pastoral Theology and Ministry Studies) and DS2/3440Y (Spirituality)

CONTENT

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

PREREQUISITES

Level 2: One unit in Systematic Theology, Missiology or Pastoral Theology

Level 3: At least one unit at Level 2 in Missiology or Pastoral Theology

LEARNING OUTCOMES

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

1. explain the linguistic and communication issues that relate to mission
2. demonstrate an ability for personal critical reflection and evaluation
3. identify biblical texts which provide key learning for missionary spirituality
4. outline major shifts in the understanding of mission and the consequences of these for a spirituality in today's world

ASSESSMENT

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

Level 3: 1500 word written tutorial (30%); 4000 word essay (70%)

BIBLIOGRAPHY

Amaladoss, Michael. *Making All Things New: Dialogue, Pluralism and Evangelism in Asia*. Maryknoll, NY: Orbis Books, 1990.

Gittins, Anthony. *Ministry at the Margins: Strategy and Spirituality for Mission*. Maryknoll, NY: Orbis Books, 2002.

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

Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. Delhi: ISPCK, 2008.

Oborji, Francis A. *Concepts of Mission: The Evolution of Contemporary Missiology*. Maryknoll, NY: Orbis. 2006.

Pui-lan, Kwok, ed. *Hope Abundant: Third World and Indigenous Women's Theology*. Maryknoll, NY: Orbis, 2010.

Reilly, Michael. *Spirituality for Mission*. Maryknoll, NY: Orbis, 1978.

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

Smith, Susan. *Women in Mission: From the New Testament to Today*. Maryknoll, NY: Orbis, 2010.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

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

PREREQUISITES

DM1330Y or equivalent and BA1000Y or equivalent

LEARNING OUTCOMES

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

1. articulate the nature of inter-religious dialogue, its role and relevance in contemporary society
2. demonstrate a clear understanding of the link between the Reign of God as preached by Jesus and inter-religious dialogue
3. locate the place of inter-religious dialogue in the theology of evolution
4. identify and analyse inter-religious dialogue occurring in Melbourne.

ASSESSMENT

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

BIBLIOGRAPHY

- D'Costa, Gavin. *The Meeting of Religions and the Trinity*. Maryknoll, NY: Orbis Books, 2000.
- Dupuis, Jacques. *Christianity and the Religions*. Maryknoll, NY: Orbis Books, 2002.
- Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis Books, 2004.
- Fuellenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis Books, 2002.
- Haught, John F. *God After Darwin: A Theology of Evolution*. Oxford: Westview Press, 2000.
- . *Deeper than Darwin: The Prospect for Religion in the Age of Evolution*. Oxford: Westview Press, 2003.
- Horsley, Richard A. *Jesus and Empire: The Kingdom of God and the New World Disorder*. Minneapolis, MN: Fortress Press, 2003.
- Knitter, Paul. *Introducing Theologies of Religion*. Maryknoll, NY: Orbis Books, 2002.
- Maloney, Elliott. *Jesus' Urgent Message for Today: The Kingdom of God in Mark's Gospel*. New York, NY: Continuum, 2004.
- Timmerman, Christiane, and Barbara Segaert, eds. *How to Conquer the Barriers to Intercultural Dialogue*. Brussels: Peter Lang, 2005.

Lecturer: JACOB KAVUNKAL SVD

**2nd semester Intensive: Sat/Sun 26/27 July & Sat/Sun 13/14 Sept (9-4) and 3
Wednesdays: Aug 6 & 20 & Sept 3 (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

- Bouma, Gary D. *Australian Soul: Religion and Spirituality in the 21st Century*. Cambridge: Cambridge University Press, 2006.
- Fowler, James. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. New York: Harper and Row, 1981.
- . *Becoming Adult. Becoming Christian*. New York: Harper & Row, 1984.
- Frame, Tom. *Losing My Religion. Unbelief in Australia*. Sydney, NSW: University of New South Wales Press Ltd, 2009.
- Lane, Dermot. *The Experience of God: An Invitation to Do Theology*. Rev. ed. New York: Paulist, 2003.
- Ranson, David. *Across the Great Divide: Bridging Religion and Spirituality Today*. Strathfield, NSW: St Pauls, 2002.
- Rolheiser, Ronald. *Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.
- Tacey, David. *Re-enchantment: The New Australian Spirituality*. Pymble, NSW: Harper Collins, 2000.
- Webb, Val. *Like Catching Water in a Net: Human Attempts to Describe the Divine*. New York: Continuum, 2007.

Lecturer: ROSE MARIE PROSSER

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 unit.

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

*Egan, Gerard. *The Skilled Helper*. San Francisco, CA: Brooks/Cole, 2010. (purchase 2010 copy if possible)

Egan, Gerard. *Essentials of Skilled Helping*. San Francisco, CA: Brooks/Cole, 1986.

Moran, Frances M. *Listening*. Sydney, NSW: E J Dwyer, 1996.

Nelson-Jones, Richard. *Human Relationships Skills*. New York: Holt, Reinhart and Winston, 1986.

Patton, John. *Pastoral Care in Context*. Louisville, KY: Westminster John Knox Press, 1993.

Rogers, Carl. *On Becoming a Person*. London: Constable, 1961.

Rollnick, Stephen, and William R. Miller. *Motivational Interviewing in Health Care*. New York: The Guildford Press, 2008.

Shaw, Elisabeth, and Jim Crawley, eds. *Couple Therapy In Australia*. Melbourne, VIC: PsychOz Publications, 2007.

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 CPE Programme –
 Monash Clayton, Pastoral Care Office – 9594 2332
 Casey Berwick – 87681583
Uniting CPE - the John Paver Centre – 9251 5489
Email: andy.calder@victus.uca.org.au

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

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education.

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.

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

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

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

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

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

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

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

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

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

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

Lecturer: ROBYN REYNOLDS OLSH

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 residentials

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.

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>

Students undertaking the Spiritual Leaders programme as enrolled students for undergraduate degrees (B Theol or B Min) of the MCD University of Divinity will pay the following: (FEE-HELP is available for MCD tuition fees only)

MCD University of Divinity Tuition fees:	\$2470
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$362
Total:	\$2832

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

Gallagher, Brian. *Taking God to Heart*. Strathfield, NSW: St Pauls Publications, 2008.
Edwards, Denis. *Human Experience of God*. Romsey, NJ: Paulist Press, 1983.
Nouwen, Henri. *Reaching Out*. New York: Doubleday, 1975.
Nouwen, Henri, Donald P. McNeill, and Douglas A. Morrison. *Compassion: A Reflection on the Christian Life*. Rev. ed. New York: Doubleday, 2005.

Coordinator: Sue Richardson PBVM

DS3112Y GROUP LEADERSHIP, ORGANISATION AND SPIRITUALITY

2nd semester 4th – 8th August

(min no 8)

This unit is taught at Campion Ignatian Spirituality Centre Kew

CONTENT

This unit aims to help participants become more aware of the structures and processes at work in the collaborative ministry teams in which they minister. The guiding matrix for this unit will be *The Spiritual Exercises of Saint Ignatius of Loyola*, the spiritual pedagogy and dynamism of which are as valid for groups as for individuals, though the *Spiritual Exercises* for groups uses a different framework.

PREREQUISITES

Each student must be currently working in a collaborative ministry team — such as a parish pastoral council, deanery, vestry, church council or another similar group.

LEARNING OUTCOMES

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

1. articulate a theological and practical understanding of the structures and processes that help collaborative ministry teams work effectively and justly
2. analyse how destructive structures and processes can operate in a collaborative ministry team using the models presented in the unit
3. synthesise an appropriate theoretical framework for helping collaborative ministry teams flourish.

ASSESSMENT

5000 word essay (100%)

BIBLIOGRAPHY

Borbely, James, et al. *Focusing Group Energies*. Scranton, PN: Private Printing, 1992.

———. *Understanding Group Spiritual Life*, Scranton, PN: Private Printing, 1999.

Additional photocopied articles will be given to the class as needed.

Fleming, David L. *Draw Me into your Friendship: The Spiritual Exercises*. St. Louis, MO: Institute of Jesuit Sources, 1996.

Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Mahwah NJ: Paulist Press, 2002.

Sofield, Loughlan, and Carroll Juliano. *Collaborative Ministry: Skills and Guidelines*. Notre Dame, IN: Ave Maria Press, 1992.

Sofield, Loughlan, and Donald H. Kuhn. *The Collaborative Leader: Listening to the Wisdom of God's People*. Notre Dame, IN: Ave Maria Press, 1995.

Tyson, Trevor. *Working with Groups*. 2nd ed. South Melbourne, VIC: MacMillan, 1989.

Lecturers: Michael Smith SJ and Bernadette Miles

DS3118Y IGNATIAN SPIRITUALITY SEMINAR

1st semester Seminar 4th – 6th April and 30th & 31st May & 1st June (Min. No.8)

This unit is taught at Campion Ignatian Spirituality Centre Kew

CONTENT

This seminar aims to help participants deepen their understanding of Ignatian spirituality as described by Saint Ignatius of Loyola in his *Autobiography* and locate it within the general context of Christian Spirituality. The emphases of the seminar will be the life of Ignatius, his spirituality and its connection with his Spiritual Exercises.

PREREQUISITES

None

LEARNING OUTCOMES

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

1. enunciate the lived connection between personal spirituality and theology
2. demonstrate an understanding of Ignatian prayer
3. demonstrate an understanding of Ignatian spirituality and its relevance to life today.

ASSESSMENT

5000 word essay (100%)

BIBLIOGRAPHY

Divarkar, P. *A Pilgrim's Testament: The Memoirs of St Ignatius of Loyola*, (Supplied at Seminar).

Fleming, David L. *Draw me into your Friendship: The Spiritual Exercises*, St. Louis: Institute of Jesuit Sources. 1996.

Tetlow, Joseph A. *Choosing Christ in the World: Directing the Spiritual Exercises of St. Ignatius Loyola*. St. Louis: Institute of Jesuit Sources, 2000.

Reference Texts

Dyckman, Katherine et al. *The Spiritual Exercises Reclaimed: Uncovering Liberating Possibilities for Women*. Manwah, NJ: Paulist Press, 2001.

Fleming, David L. *Draw Me into your Friendship: The Spiritual Exercises*. St. Louis: Institute of Jesuit Sources. 1996.

Silf, Margaret. *Inner Compass: An Invitation to Ignatian Spirituality*. 5th edn, revised, Chicago: Loyola Press, 2007.

Lecturer: Revd Robert Paterson

DS3119Y **IGNATIAN DISCERNMENT AND CHRISTIAN DECISION-MAKING**

2nd semester 22nd – 24th August & 10th – 12th October

(Min. No.8)

This unit is taught at Campion Ignatian Spirituality Centre Kew

CONTENT

This unit aims to help participants deepen their prayer, develop the capacity for identifying the Spirit of God in their lives, and grow in the ability to discriminate between that Spirit and other 'spirits'. Based on (i) the Rules for discernment of spirits, and (ii) the Election in the *Spiritual Exercises* of Saint Ignatius of Loyola, this unit will provide a theoretical framework for personal discernment.

PREREQUISITES

None

LEARNING OUTCOMES

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

1. articulate a detailed theoretical understanding of the Rules for Discernment of Spirits in the *Spiritual Exercises* [313-336]
2. write an essay which demonstrates the application of the Election in the *Spiritual Exercises* [169-189] in their lives
3. identify an appropriated theoretical framework for personal discernment and decision-making.

ASSESSMENT

5000 word essay (100%)

BIBLIOGRAPHY

- Fleming, D. L. *Draw me into your Friendship: The Spiritual Exercises*. St. Louis: Institute of Jesuit Sources, 1996.
- Tetlow, J. *Choosing Christ in the World: Directing the Spiritual Exercises of St. Ignatius Loyola*. St. Louis: Institute of Jesuit Sources, 2000.
- Gallagher, T. M. *The Discernment of Spirits: The Ignatian Rule for Everyday Life*, New York: The Crossroad Publishing Company. 2005.
- . *The Examen Prayer: Ignatian Wisdom for our Lives Today*, New York: The Crossroad Publishing Company. 2006.
- Green, T. H., *Weeds Among the Wheat: Discernment - Where Prayer and Action Meet*. Notre Dame, IN: Ave Maria Press, 1990.
- Ivens, M. *Understanding the Spiritual Exercises*. Surrey: Inigo Enterprises, 1998.
- Lonsdale, D. *Dance to the Music of the Spirit: The Art of Discernment*. London: Dartman, Longman, Todd, 1992.
- Toner, J. J. *A Commentary on Saint Ignatius' Rules for the Discernment of Spirits*. St. Louis, MO: Institute of Jesuit Sources, 1982.
- . *Discerning God's Will*. St. Louis, MO: Institute of Jesuit Sources, 1991.
- . *Spirit of Light or Darkness? A Casebook for Studying the Discernment of Spirits*. St. Louis, MO: Institute of Jesuit Sources, 1995.

Lecturer: Michael Smith SJ

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POSTGRADUATE AWARDS

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.

PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY BTHeOL (ALSO BA/BTHEOL)	
<p>■ BTHeOL (ALSO BA/BTHEOL)</p> <p style="text-align: center;">↓</p> <p>[1] BTHeOL (Hons) consists of 60 points (4 units) and a 12,000 word research essay (30 points). BTHeOL (Hons) may articulate directly to MTHeOL or MPHIL</p> <p>■ GRADUATE DIPLOMA IN THEOLOGY Consists of six units (90 points) of study (four specialised units and two electives). Specialisations include: Biblical Languages, Biblical Studies, Faith Community Care, Church History, Faith Leadership, Liturgy, Ministry Studies, Missiology, Moral Theology, Pastoral Care, Philosophy, Religious Education, Social Justice, Spirituality, Spiritual Direction and Systematic Theology</p> <p>[2] If articulating to a Research Master's (MTHeOL, 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.</p> <p style="text-align: center;">↓</p> <p>■ MTHeOL OR MPHIL</p> <p>[1] A 40,000 word thesis (including a unit on Research Methodology) or</p> <p>[2] 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.</p> <p style="text-align: center;">↓</p> <p>■ DTheOL 100,000 word thesis</p>	<p>■ BTHeOL (ALSO BA/BTHEOL)</p> <p style="text-align: center;">↓ ↓</p> <p>■ MASTER OF THEOLOGICAL STUDIES Ten units (150 points) (There are three types of units available: Foundational, Elective and Capstone units. Candidates may include up to 30 points of Foundational units, and must complete a Capstone unit worth at least 15 points)</p> <p>This may articulate to Research Master's by completion of a 12,000 word research essay (30 points) as part of the award. Confirmation of candidature for a research Master's requires that the research essay be graded to at least 75% and a 75% average across the coursework components of the degree.</p> <p style="text-align: center;">↓</p> <p>■ MTHeOL OR MPHIL</p> <p>[1] A 40,000 word thesis (including a unit on Research Methodology) or</p> <p>[2] 45 points of post-graduate study (including a unit on Research Methodology) plus a 25,000 word thesis.</p>

MCD UNIVERSITY OF DIVINITY
POSTGRADUATE COURSES (CONTINUED)

PATHWAYS FOR GRADUATES IN OTHER DISCIPLINES	
<p>■ GRADUATE CERTIFICATE IN THEOLOGY Consists of 45 points of study in an area of specialisation (e.g., Graduate Certificate in Teaching Religious Education, Graduate Certificate in Liturgy)</p> <p>■ GRADUATE DIPLOMA IN THEOLOGY [GENERAL] 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 ↓ MA(THEOL) Four postgraduate units (60 points) plus a 12,000 word research essay or Six postgraduate units (90 points) including a Capstone unit worth at least 15 points</p> <p>[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.</p> <p>■ MPhil (RESEARCH) [2] A 40,000 word thesis or 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.</p> <p>■ PHD 100,000 word thesis or portfolio of publications or an artefact accompanied by an exegeted research project</p>	<p>■ MASTER OF DIVINITY Consists of eighteen units (270 points)</p> <p>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)</p> <p style="text-align: center;"><i>and</i></p> <p>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)</p> <p style="text-align: center;"><i>and</i></p> <p>A Capstone unit worth at least 15 points</p> <p>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).</p>

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.

MASTER OF DIVINITY (MDiv)

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

Entry Requirements: Bachelor degree in any discipline

Structure: Eighteen (18) semester units of 15 points = 270 points at graduate level

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

Normal Duration: 3 - 9 years

Articulation: On completion of the **MDiv** from the 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%]

MASTER OF THEOLOGY (MTHEOL)

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

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

or

- a Graduate Diploma in Theology from 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)

DOCTOR OF THEOLOGY (DTHEOL)

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

Entry Requirements:

- a 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

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

FIELD A UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

AL8001Y	Hebrew A #
AL8002Y	Hebrew B #

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

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

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

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

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

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

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

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

Lecturer: ANGELO O'HAGAN OFM

CONTENT

This unit continues the introduction to biblical Greek begun in AG3020. Further knowledge of the morphology and syntax of the language will be developed as the student translates more selected passages. Further issues of textual criticism will be explored.

PREREQUISITES

AL8011Y

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

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

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

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

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

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

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

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

Lecturer: ANGELO O'HAGAN OFM

FIELD B – BIBLICAL STUDIES POSTGRADUATE

OLD TESTAMENT

BA8000Y	Biblical Interpretation (OT): History, Background, Critical Methodology (Foundational unit)
BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA/BN9110Y	Biblical Justice and the Reign of God
BA/BN9112Y	The Bible and the Land
BA9415Y	Supervised Reading Unit – Old Testament (15 points)
BA9430Y	Supervised Reading Unit – Old Testament (30 points)

NEW TESTAMENT

BN8000Y	Biblical Interpretation (NT): History, Background, Critical Methodology (Foundational unit)
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9013Y	The Gospel of John
BA/BN9110Y	Biblical Justice and the Reign of God
BA/BN9112Y	The Bible and the Land
BN9015Y	The Biblical Land and the Gospels (Overseas Travel Unit)
BN9415Y	Supervised Reading Unit – New Testament (15 points)
BN9430Y	Supervised Reading Unit – New Testament (30 points)

BIBLICAL STUDIES

BS9500Y**	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y DL/DP9500Y)
BS9415Y	Supervised Reading Unit – Biblical Studies (15 points)
BS9430Y	Supervised Reading Unit – Biblical Studies (30 points)

FIELD B UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

BA9010Y	Pentateuch #
BA9011Y	Psalms #
BA9014Y	Prophecy Apocalyptic and the Future #
BA9015Y	Exile and Return #
BA9016Y	Prophetic Literature - Jeremiah and Hosea
BA9017Y	The Twelve Prophets #
BN9011Y	Luke Acts #
BN9014Y	Galatians #

Foundational Unit

(Min. No. 8)

1st semester Monday evening

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

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

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

Barton, John, ed. *The Cambridge Companion to Biblical Interpretation*. Cambridge/New York/Melbourne: Cambridge UP, 1998.

Collins, John J., and Gregory E. Sterling, eds. *Hellenism in the Land of Israel*. CJAS 13. Notre Dame, MI: University of Notre Dame Press, 2001.

Collins, John J. *Introduction to the Hebrew Bible*. Minneapolis, MN: Fortress Press, 2004.

Miller, J. Maxwell. "Introduction to the History of Ancient Israel." *New Interpreter's Bible*. Vol. 1. Nashville, TN: Abingdon, 1994.

Thompson, Thomas L. *The Mythic Past: Biblical Archaeology and the Myth of Israel*. New York: Basic Books, 1999.

Lecturer: JOHN HILL CSsR

BA9012Y WISDOM LITERATURE

Elective unit

2nd semester Tuesday evening

(Min. No. 8)

CONTENT

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Brown, William P. *Character in Crisis: A Fresh Approach to the Wisdom Literature of the Old Testament*. Grand Rapids, MI: Eerdmans, 1996.
- Brenner, Athalya and Carole R. Fontaine, eds. *Wisdom and Psalms: A Feminist Companion to the Bible*. Sheffield: Sheffield Academic Press, 1998.
- Crenshaw, James L. *Old Testament Wisdom: An Introduction*. Atlanta, GA: John Knox Press, 1998.
- Estes, Daniel J. *Handbook of Wisdom Books and Psalms*. Grand Rapids, MI: Baker Press, 2005.
- Hunter, Alistair G. *Wisdom Literature*. London: SCM 2006.
- Longman III, Tremper, and Peter Enns, eds. *A Dictionary of the Old Testament: Wisdom, Poetry and Writings*. Downers Grove, IL: Intervarsity, 2008.
- Perdue, Leo G. *Wisdom and Creation: The Theology of Wisdom*. Nashville, TN: Abingdon, 1994.
- Perdue, Leo G. *Wisdom Literature: A Theological History*. Louisville, KY: Westminster, John Knox Press, 2007.

Lecturer: MARY REABURN NDS

BA9013Y BOOK OF ISAIAH

Elective unit

1st semester Wednesday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES: BA8000Y and BA8000Y or equivalent

LEARNING OUTCOMES

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

1. demonstrate competence in the methodologies and conventions of advanced research appropriate to Old Testament texts
2. demonstrate a comprehensive understanding of the range of approaches used in critical study of the book of Isaiah
3. raise questions about fundamental concepts and approaches in critical study of the book of Isaiah
4. demonstrate a broad knowledge of relevant background material in the study of the book of Isaiah
5. develop a specific topic of research in a critically rigorous, sustained and self-directed manner.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- *Childs, Brevard S. *Isaiah*. Old Testament Library. Louisville, KY: Westminster John Knox, 2001.
- Conrad, Edgar W. *Reading Isaiah*. Overtures to Biblical Theology. Minneapolis, MN: Fortress Press, 1991.
- . *Reading the Latter Prophets*. London/New York: T & T Clark, 2003.
- Goldingay, John. *Isaiah*. New International Bible Commentary on the Old Testament 13. Peabody, MA: Paternoster, 2001.
- Hoppe, Leslie J. *Isaiah*. New College Bible commentary. Old Testament, 13. Collegeville, MN: Liturgical Press, 2012.
- Melugin, Roy, and Marvin A. Sweeney, eds. *New Visions of Isaiah*. JSOTSup 214. Sheffield: Sheffield Academic Press, 1996.
- Oswalt, John N. *The Book of Isaiah: Chapters 1-39*. NICOT: Grand Rapids, MI: Eerdmans, 1986.
- . *The Book of Isaiah: Chapters 40-66*. NICOT. Grand Rapids, MI/Cambridge, UK: Eerdmans, 1998.
- Seitz, Christopher. *Zion's Final Destiny: The Development of the Book of Isaiah*. Minneapolis, MN: Fortress Press, 1991.
- Watts, John D. W. *Isaiah 1-33*. WBC 24. Waco, TX: Word Books, 1985.
- . *Isaiah 34-66*. WBC 25. Waco, TX: Word Books, 1987.
- Wildberger, Hans. *Isaiah: A Commentary*. 3 Vols. Minneapolis, MN: Fortress Press, 1991- 2002.
- Williamson, H.G.M. *A Critical and Exegetical Commentary on Isaiah 1–27: Volume 1: Commentary on Isaiah 1-5*. London/New York: T & T Clark, 2006.

Lecturer: MARK O'BRIEN OP

Elective unit

2nd semester, Monday evening

(Min. No. 8)

This unit may be credited to OT or NT studies**CONTENT**

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

PREREQUISITES

Successful completion of at least two foundational units in Biblical Studies or the equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

Exegetical presentation of 2000 words (40%); essay of 4000 words (60%)

BIBLIOGRAPHY

*** = set text recommended for purchase**

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

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

Crossan, John Dominic. *God & Empire: Jesus against Rome, Then and Now*. New York: HarperOne 2007.

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

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

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

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

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

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

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

Lecturer: GLENDA BOURKE SGS

BA/BN9112Y THE BIBLE AND THE LAND

Elective unit

1st semester, Saturdays

(Min. No. 8)

9.30 am – 4pm : 1st, 15th & 29th March; 12th April; 3rd & 17th May

CONTENT

The unit is an intertextual study of the themes associated with the land in selected biblical passages, and in texts from Australian literature. It will investigate the extent to which the biblical themes of land and dispossession are of relevance in contemporary Australia. The biblical texts will be taken from the Genesis creation accounts, the Genesis patriarchal narratives, the prophetic literature, and the books of Ezra—Nehemiah. The Australian literature texts will be: Eleanor Dark, *The Timeless Land*; Xavier Herbert, *Capricornia*; Joan Lindsay, *Picnic at Hanging Rock*; David Malouf, *Remembering Babylon* and Katherine Susannah Pritchard, *Coonardoo*.

PREREQUISITES

At least one foundational unit in Biblical Studies

LEARNING OUTCOMES

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

1. write a major essay, using contemporary critical methods of interpretation, which will reflect their ability to address in a systematic manner a particular topic of research, and to express their findings in a clear and coherent manner
2. use the standard resources for research such as commentaries, dictionaries and concordances;
3. demonstrate an appropriate understanding of the contemporary debates about the historicity of the Old Testament;
4. show an understanding of the narrative dynamics of texts, both biblical and non-biblical;
5. relate biblical texts to contemporary issues in a critically grounded and responsible manner.

ASSESSMENT

6000 word essay

BIBLIOGRAPHY

Brueggemann, Walter. *The Land: Place as Gift, Promise and Challenge in Biblical Faith*. 2nd ed. OBT. Minneapolis, MN: Fortress, 2002.

Davies, William D. *The Gospel and the Land*. Los Angeles, CA: University of California, 1974.

Habel, Norman C. *The Land is Mine*. OBT. Minneapolis, MN: Fortress 1995.

McGregor, Gaile. *EcCentric Visions: Re Constructing Australia*. Waterloo, NSW: Wilfred Laurier University Press, 1994.

Turner, Graeme. *National Fictions: Literature, Film and the Construction of Australian Narrative*. Australian Cultural Studies. Sydney: Allen and Unwin, 1986.

Lecturer: JOHN HILL CSsR

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

SET TEXT: PHEME PERKINS, *Reading the New Testament*. 3rd ed. Revised and Updated. New York: Paulist, 2012. (Suggest you try Amazon)

RECOMMENDED: Francis J. Moloney. *A Friendly Guide to the New Testament*.

Mulgrave: Garratt Publishing, 2012.

Raymond E. Brown. *An Introduction to the New Testament*. New York: Doubleday, 1997.

Council of Christians and Jews (Victoria) Inc. *Rightly Explaining the Word of Truth*.

Guidelines for Christian Clergy and Teachers in their Use of the New Testament with Reference to the New Testament's Presentation of Jews and Judaism.

Kew, Australia: The Council of Christians and Jews (Victoria) Inc, 1994.

Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. 3rd ed. New York: Oxford University Press, 2004.

Hayes, John H., and Carl R. Holladay. *Biblical Exegesis: A Beginner's Handbook*. 2nd ed. London, Great Britain: SCM Press, 1988.

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

McKenzie, Steven L., and Stephen R. Haynes, eds, *To Each Its Own Meaning – An Introduction to Biblical Criticisms and their Application*. Geoffrey Chapman, London, 1999.

Perrin, Norman, and Dennis C. Duling. *The New Testament: Proclamation, and Parenthesis, Myth and History*. 3rd ed. Fort Worth, TX: Harcourt Brace, 1994.

Lecturer: MARY COLOE PBVM

BN9010Y THE CORINTHIAN CORRESPONDENCE

Elective unit

1st semester Tuesday morning

(Min. No. 8)

CONTENT

This unit will study the foundation of the Corinthian Community by Paul, the history of its relationship with the Apostle, and its pastoral problems as they emerge from the Corinthian Correspondence. It will include an exegetical and thematic study of 1-2 Corinthians.

PREREQUISITES

Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

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

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

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

Collins, Raymond F. *1st Corinthians*. Sacra Pagina 7. Collegeville, MN: Glazier, 1999.

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

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

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

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

Elective unit

2nd semester Wednesday evening

(Min. No. 8)

CONTENT

This unit will undertake a literary, exegetical and theological study of Matthew's Gospel. Special attention will be paid to the manner in which Matthew makes use of his sources (Gospel of Mark, the Q source, and special Matthean material).

PREREQUISITES

Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

1. identify and interpret Matthew's redaction of Mark's gospel and other traditions
2. demonstrate an understanding of the distinctive theology of Matthew
3. demonstrate an awareness of the context in which this theology arose
4. engage in the exegesis of various texts making use of appropriate methodologies
5. evaluate the significance of the material that is unique to Matthew
6. demonstrate their ability to appraise, critique and synthesise both primary and secondary sources.

ASSESSMENT

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

BIBLIOGRAPHY

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

Davies, W.D., and D.C. Allison. *Matthew*. 3 vols. ICC. Edinburgh: T & T Clark, 1988.

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

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

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

Harrington, Daniel J. *The Gospel of Matthew*. Sacra Pagina 1. Collegeville, MN: Liturgical Press, 1991.

Luz, Ulrich. *Matthew 1-7: A Commentary*. Edinburgh: T & T Clark, 1990.

Nolland, John. *The Gospel of Matthew*. NIGTC. Grand Rapids, MI: Eerdmans, 2005.

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

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

SET TEXT: Mary L Coloe, *God Dwells with Us: Temple Symbolism in the Fourth Gospel*. Collegeville: Liturgical Press, 2001. (suggest try Amazon for 2nd hand copy)

RECOMMENDED: Mary L Coloe, *A Friendly Guide to John's Gospel*. Mulgrave: Garratt Publishing, 2013. (Lecturer can supply this)

Brown, Raymond E. *The Gospel According to John*. 2 vols. AB 29, 29a. Garden City, NY: Doubleday, 1966, 1970.

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

Culpepper, R. Alan. *Anatomy of the Fourth Gospel: A Study in Literary Design*. Philadelphia, PA: Fortress, 1983.

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

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

———. *Hallowed in Truth and Love: Spirituality in the Johannine Literature*. Preston, VIC: Mosaic, 2011.

Lincoln, Andrew T. *The Gospel according to Saint John*. Black's New Testament Commentaries, 4. London: Continuum, 2005.

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

Schneiders, Sandra M. *Written that You May Believe: Encountering Jesus in the Fourth Gospel*. Rev. and Expanded. New York: Crossroad, 2003.

Lecturer: MARY COLOE PBVM

BN9015Y THE BIBLICAL LAND AND THE GOSPELS

Elective unit

3rd - 30th 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' (Mark in 2014), will be accompanied by excursions to many biblical sites in Jerusalem, Bethlehem and especially in the Galilee. Experienced guides will explore the historical and archaeological links with the Gospels. There will be some opportunity to meet with members of several religious traditions in the context of the Land.

**For more information see www.biblicalformation.org
It is necessary to enrol with the Program in Jerusalem.**

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
4. critically review: Freyne, Sean. *Jesus, a Jewish Galilean: A New Reading of the Jesus Story*. London: T & T Clark, 2004.

ASSESSMENT:

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

BIBLIOGRAPHY

The Land

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

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

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

The Gospel of Mark

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

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

Yarbo Collins, Adela. *Mark Hermeneia*. Minneapolis, MN: Fortress Press, 2007.

Supervisors:

MARY COLOE PBVM and MARY REABURN NDS

BS9500Y THE BIBLE AND ART: RE-VISIONING BIBLICAL INTERPRETATION

Elective unit

1st semester Thursday evening

(Min. No. 8)

CONTENT

This unit studies the relationship between biblical text and its portrayal in visual culture over the last two thousand years. Key biblical texts and their visual interpretations will be examined. Special attention will be paid to surveying and evaluating how hermeneutical methods (literary, historical/critical, narrative, art historical, visual exegetical) function in interdisciplinary contexts. Objects in a variety of media including painting, sculpture, print and digital will come from a wide range of periods and cultures. Content will be chosen to explore the following themes: Creation, Sin, Sexuality, Liberation, Pilgrimage, Divinity, Mariology, Christology, Birth and Infancy Narratives, Evil, Gender.

PREREQUISITES

One foundational unit in Biblical Studies and one in Church History

LEARNING OUTCOMES

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

1. demonstrate proficiency in applying research skills
2. identify the various lenses (e.g. historical, literary, theological, spiritual) through which the interpreter perceives biblical text and visual culture
3. display a critical ability to bring biblical text and visual culture into hermeneutical dialogue
4. exhibit the ability to construct, present and defend a critical and original argument, in oral and written formats.

ASSESSMENT

ONE of the following is to be chosen by the student in consultation with the lecturer(s):

- a)** 6,000 word essay; (100%) **OR** **b)** A three-part project consisting of
1). An original artefact relating to an interpretation of a biblical text; 2). 3000 word essay on the biblical text(s) (50%); 3). 3000 word journal (50%)

BIBLIOGRAPHY * = set text recommended for purchase

- Andreopoulos, Andreas, *Art as Theology: From the Postmodern to the Medieval*, London: Equinox Press, 2007.
- Exum, J. Cheryl. *Plotted, Shot, and Painted: Cultural Representations of Biblical Women*, Sheffield: Sheffield Academic Press, 1996.
- , ed. *Beyond the Biblical Horizon: The Bible and the Arts*, Leiden: E.J. Brill, 1999.
- Exum, J.Cheryl., and Ela Nutu, eds. *Between the Text and the Canvas: The Bible and Art in Dialogue*, Sheffield: Sheffield Phoenix Press, 2007.
- Hornik, Heidi J., and Mikeal Carl Parsons. *Illuminating Luke: The Infancy Narrative in Italian Renaissance Painting*, New York: T&T Clark International, 2007.
- , eds. *Interpreting Christian Art*. Macon, GA.: Mercer University Press, 2003.
- Morris, Paul, and Deborah Sawyer, eds. *A Walk in the Garden: Biblical, Iconographical and Literary Images of Eden*. *JSOTSup*, 136. Sheffield: JSOT, 1992.
- O'Kane, Martin, ed. *Borders, Boundaries and the Bible*, Sheffield: Sheffield Academic Press, 2002.
- . *Imaging the Bible; An Introduction to Biblical Art*. London: SPCK, 2008.
- Pongracz, Patricia.C., and Wayne L Roosa, *The Next Generation: Contemporary Expressions of Faith*, New York: Museum of Biblical Art/Wm. B. Eerdmans, 2005.

Lecturers: Claire Renkin, unit co-ordinator with participant faculty from within the MCD University of Divinity.

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

CHURCH HISTORY

CH8100Y	Turning Points in the History of the Western Church (Foundational unit)
CH9011Y	The Foundations of Australian Catholicism
CH9230Y	Catholic Social Thought in Aust. & O/S (= <i>DT9230Y</i>)
CH9500Y**	The Bible and Art Re-Visioning of Biblical Interpretation: (= <i>BS9500Y DL/DP9500Y</i>)
CH9415Y	Supervised Reading Unit – Church History (15 points)
CH9430Y	Supervised Reading Unit – Church History (30 points)

SYSTEMATIC THEOLOGY

CT8001Y	Foundations for Christian Thinking (Foundational unit)
CT8330Y**	Introduction to Theology of Mission (= <i>DM8330Y</i>) (Foundational unit)
CT9011Y	Who is this Christ?
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	Church: Sign and Sacrament of God's Kingdom
CT9019Y	Human Person: Oriented to Communion
CT9310Y	Signs & Gifts of God: Sacraments of Life and Church (= <i>DP9310Y</i>)
CT9320Y	Mary in the Christian Tradition
CT9321Y	Franciscan Spirituality: Origins and Contemporary Relevance (= <i>DS9321Y</i>)
CT9340Y**	Human Sexuality & Marriage (= <i>DT9340Y</i>)
CT9888Y	Mystical Theology: An Approach
CT9415Y	Supervised Reading Unit – Systematic Theology (15 points)
CT9430Y	Supervised Reading Unit – Systematic Theology (30 points)

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2014, but normally offered in alternate years

§ Units not offered in 2014, but normally offered in a three year cycle

CH9010Y	Reformation Histories and Theology #
CH9012Y	Introduction to Early Christian Art and Architecture §
CH9013Y	Medieval Popular Religion in the West #
CH9014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH9210Y	Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700 (<i>DS9210Y</i>) §
CH9211Y	In search of the Foundress: The Painted life of Mary Ward (1585 - 1645) (= <i>DS9211Y</i>)
CH9212Y	Art History and Spirituality in Western Europe (= <i>DS9212Y</i>) §
CT9010Y	Eschatology: Living in hope #

**see crosslisting for detailed description

Foundational unit

2nd semester Monday morning

(Min. No.8)

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

1. articulate the scope and methodology of church history as a specific discipline
2. identify the principal epochs of the history of the Western Church
3. analyse and evaluate the diverse cultural expressions of Western Christianity
4. demonstrate the ability to find, use and interpret a range of historical sources
5. demonstrate advanced proficiency in historical research and writing.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

Bauman, Michael, and Martin I. Klauber, eds. *Historians of the Christian Tradition:*

Their methodology and influence on Western thought. Nashville, TN:

Broadman and Holman, 1995T

Bradley, James, and Richard Muller. *Church History: An Introduction to research,*

Reference Works and Methods. Grand Rapids, MI: Eerdmans, 1995.

Ellingsen, Mark. *Reclaiming our roots: An inclusive introduction to church history.* Vol.

1 – *The late first century to the eve of the Reformation*; vol. 2 – *From Martin Luther to Martin Luther King Jr.* Harrisburg: Trinity Press International, 1999.

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

Hastings, Adrian, ed. *World history of Christianity.* London: Cassell, 1999; Grand Rapids, MI: Eerdmans, 2000.

MacCulloch, Diarmaid. *A history of Christianity: The first three thousand years.*

London: Allen Lane, 2009. U.S. edition (2010): *Christianity: The first three thousand years.*

———. *Christian history: An introduction to the western tradition.* Werrington, Peterborough: Epworth, 2006. First published in 1987 by Epworth Press as *Groundwork of Christian history.*

Malone, Mary T. *Women and Christianity.* Vols. 1 and 2. Dublin: Columba Press, 2000–2003.

Miles, Margaret Ruth. *The Word made Flesh: A history of Christian thought.* Oxford: Blackwell, 2005.

Noll, Mark A. *Turning points: Decisive moments in the history of Christianity.* Grand Rapids, MI: Baker Books, 1997, 2000.

Lecturer: RICHARD BLANDFORD

CONTENT

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

PREREQUISITES

One foundational unit in Church History

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Breward, Ian. *A History of the Churches in Australasia*. Oxford: Oxford University Press, 2004.
- Campion, Edmund. *Australian Catholics: The Contribution of Catholics to the Development of Australian Society*. Melbourne, VIC: Viking Press, 1987.
- Duncan, Bruce. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: University of NSW Press, 2001.
- Hogan, Michael. *The Sectarian Strand: Religion in Australian Society*. Melbourne: Penguin, 1987.
- Livingston, Kevin. *The Emergence of an Australian Catholic Priesthood, 1835 – 1915*. Sydney, NSW: Catholic Theological Faculty Press, 1977.
- Morgan, Patrick. *Melbourne Before Mannix: Catholics in Public Life 1880 – 1920*. Ballan, VIC: Connor Court Publishers, 2012.
- O'Brien, Anne. *God's Willing Workers: Women and Religion in Australia*. Sydney: University of NSW Press, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community: An Australian History*. 3rd ed. Sydney: University of NSW Press, 1992.
- O'Sullivan, Dominic. *Faith Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide: ATF Press, 2005.

Elective Unit

(Min. No. 8)

1st semester Thursday evening

Crosslisted as DT9230Y

CONTENT

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

- Boswell, Jonathan S., Francis P. McHugh, and Johan Verstraeten, eds. *Catholic Social Thought: Twilight or Renaissance*. Leuven: Leuven University Press, 2000.
- Cullen, Philomena, Bernard Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. London: T & T Clark, 2007.
- Curran, Charles. *Catholic Social Teaching 1891-Present*. Washington, DC: Georgetown University Press, 2002.
- Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne, VIC: CollinsDove, 1991.
- . *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: UNSW Press, 2001.
- Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown UP, 2004.
- Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne, VIC: Collins Dove, 1993.
- Hornsby-Smith, Michael P. *An Introduction to Catholic Social Thought*. Cambridge, UK: Cambridge University Press, 2006.
- McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.
- Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSsR

CT8001Y FOUNDATIONS FOR CHRISTIAN THINKING

Foundational Unit

(Min. No. 8)

1st semester Tuesday evening

CONTENT

The unit provides conceptual foundations for the discipline of systematic theology and an overview of the methods and content of that discipline. The unit is divided into three sections:

The sources and methods of systematic theology, exploring: theology as conversation; Scripture & Revelation; Tradition & the Magisterium; Experience; Reason; Culture and the context of theology; the personal element in theology.

Key intellectual and historical contexts which have shaped theological thinking: the Patristic period and the development of scholasticism; the Reformation; the Enlightenment; Post-Modernism.

The tools of theology applied to the examination of some or all of: Creator, creation and new creation; Incarnation & Redemption; the Holy Spirit and the Church; God as Community (the Trinity).

NO PREREQUISITES

LEARNING OUTCOMES

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

1. demonstrate an understanding of the sources of theology and how they relate to each other
2. identify and describe the impact of the intellectual contexts in which theology has been written and received
3. construct a sound theological proposition in relation to one specific theme.

ASSESSMENT

1500 word paper exploring an aspect of the sources of theology (25%); 1,500 word critical study of the theological impact of intellectual context in a specific case (25%); 3,000 word essay on a theological theme (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Allen, Paul L. *Theological Method: a Guide for the Perplexed*. Edinburgh: T & T Clark, 2012.

Bevens, Stephen. *Introduction to Theology From a Global Perspective*. Maryknoll, NY: Orbis, 2009.

Fiorenza, Francis Schussler, and Galvin, John P. *Systematic Theology: Roman Catholic Perspectives*. 2 Vols. Minneapolis MN: Fortress, 1991.

Haight, Roger, *The Dynamics of Theology*, Maryknoll, NY: Orbis, 2001.

Kennedy, Philip. *A Modern Introduction to Theology*. London: I.B.Tauris, 2006.

McGrath, Alistair. *Christian Theology: an Introduction*. Chichester: Wiley-Blackwell, 2010.

McIntosh, Mark. *Divine Teaching: an Introduction to Christian Theology*. Oxford: Blackwell, 2008.

Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Theology* Grand Rapids, MI: Eerdmans, 2004.

Vanhoozer, Kevin. *The Cambridge Companion to Postmodern Theology*, Cambridge: CUP, 2003.

Webster, John B., Kathryn Tanner, and Iain Torrance. *The Oxford Handbook of Systematic Theology*. Oxford: OUP, 2009.

Lecturer: ROSS FISHBURN

CONTENT

This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ. It focuses on Jesus' central message: the Reign of God. The unit commences with a reflection on the relationship 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 Jewish 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; Jesus' 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

BN8000Y and CT8000Y, or CT8001Y

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

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Raymond. *An Introduction to New Testament Christology*. New York: Paulist Press, 1994.

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

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

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

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

Neufeld, Thomas R. *Recovering Jesus: The Witness of the New Testament*. Grand Rapids, MI: Brazos Press, & London: SPCK, 2007.

O'Collins, Gerald. *Christology: A Biblical, Historical, and Systematic Study of Jesus*. Oxford: Oxford University Press, 1995.

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

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

Lecturer: GREG BRETT CM

Elective unit

1st semester Monday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

CT8000Y and CT9011Y

LEARNING OUTCOMES

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

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

ASSESSMENT

6000 word essay (100%)

BIBLIOGRAPHY

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

Lecturer:

CHRISTIAAN MOSTERT

Elective unit

2nd semester Thursday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Three foundational units, including one unit in Systematic Theology

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 1991.
- Dulles, Avery. *Models of the church*. New York: Doubleday, 1987.
- Fuellenbach, John. *Church, Community for the Kingdom*. Maryknoll, NY: Orbis 2002.
- Gaillardetz, Richard. *Ecclesiology for a Global Church: a people called and sent*. Maryknoll, NY: Orbis, 2008.
- Kung, Hans. *The Church*. London: Burns & Oates, 1967.
- Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.
- McBrien, Richard. *The Church: Evolution of Catholicism*. New York: Harper, 2008.
- Moltmann, Jürgen. *The Church in the Power of the Spirit*. London: SCM, 1977.
- Robinson, John Arthur Thomas. *The Body*. London: SCM, 1952.
- Tillard, Jean-Marie Roger. *Church of Churches: the Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

Elective unit

2nd semester Thursday evening

(Min. No. 8)

CONTENT

Communion with God defines who we are as human persons, as we respond to God's call, revealed fully in Jesus Christ. This unit explores the dynamic of communion as essential and constitutive in being human persons. It is a theology of communion that permeates any understanding of grace and the activity of the Spirit. Topics investigated within this context of communion include: humanity created in the image of God; human freedom; sin; individuality and community; body, soul and grace; nature and grace; spirit and grace; and justification.

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. articulate and assess a theology of communion in relation to the human person
2. identify and evaluate the theological understanding of grace in relation to persons
3. critically assess the biblical foundations to a communion anthropology
4. describe and evaluate the shift in the theological tradition from an individualistic concept of person to persons-in-relationship
5. articulate a theological understanding of the dynamic tension revealed in nature/grace; body/soul; individuality/community
6. critically evaluate the theological understanding of sanctification and justification within a communion anthropology
7. demonstrate advanced research skills appropriate to study at graduate level.

ASSESSMENT

Weekly Summary Paper **or** Theological Journal (1000 words) (25%); 2000 word essay (30%); 3000 word essay (45%)

BIBLIOGRAPHY * = set texts recommended for purchase

Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern/New York: Peter Lang Publishers, 2013.

Daly, Gabriel. *Creation and Redemption*. Wilmington, DE: Michael Glazier, 1989.

Duffy, Stephen. *The Dynamics of Grace: Perspectives in Theological Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.

Edwards, Denis. *Human Experience of God*. New York: Paulist Press, 1983.

Gonzalez, Michelle A. *Created in God's Image: An Introduction to Feminist Theological Anthropology*. New York: Orbis Books, 2007.

Rahner, Karl. *Foundations of Christian Faith*. New York: Crossroad, 1990 (1978).

Rolnick, Philip. *Person, Grace and God*. Grand Rapids MI: William E. Eerdmans Publishing Company, 2007.

Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.

*Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1991.

Schults, F. LeRon. *Reforming Theological Anthropology: After the Philosophical Turn to Relationality*. Grand Rapids MI: William E. Eerdmans Publishing Company, 2003.

Lecturer:

GREGORY BRETT CM

Elective Unit

(Min. No. 8)

2nd semester Thursday 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

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

Hughes, Kathleen. *A Mystagogy of Sacrament: Saying Amen*. Chicago, IL: Liturgy Training Publications, 1999.

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

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

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

Richstatter, Thomas. *The Sacraments: How Catholics Pray*. Cincinnati, OH: St Anthony Messenger Press, 1995.

Senn, Frank. *Christian Liturgy*. Minneapolis, MN: Fortress Press, 1999.

Stasiak, Kurt. *Sacramental Theology: Means of Grace, Ways of Life*. Chicago, IL: Loyola, IL 2001.

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

Lecturer: GAVIN BROWN

CONTENT

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 * = set texts recommended for purchase

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

Anderson, H. George, J. Francis Stafford, and Joseph A. Burgess, eds. *The One Mediator, the Saints, and Mary*. Minneapolis, MN: Augsburg Press, 1992.

Blancy, Alain, Maurice Jourjon, and the Dombes Group. *Mary: In the Plan of God and in the Communion of the Saints*. New York/ Mahwah: Paulist Press, 2002.

Boss, Sarah Jane, ed. *Mary: The Complete Resource*. New York: Continuum, 2007.

Brown Raymond E., Karl P. Donfried, Joseph A. Fitzmyer, and John Reumann, eds. *Mary in the New Testament*. Philadelphia, PA: Fortress press, 1978.

Coyle, Kathleen. *Mary in the Christian Tradition: From a Contemporary Perspective*. Mystic, CT: Twenty-third Publications, 1996.

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

Shoemaker, Stephen. *The Ancient Tradition of the Virgin Mary's Dormition and Assumption*. Oxford: Oxford University Press, 2004.

Zimmer, Mary Ann. *Mary 101: Tradition and Influence*. Liguori, MO: Liguori Publications, 2010.

Lecturer:

GREG BRETT CM

Elective unit

2nd semester Tuesday morning

(Min. No. 8)

Crosslisted as DS9321Y

CONTENT

This unit will explore the spiritual and theological tradition that originated with St Francis of Assisi. It firstly examines the spiritual writings of Francis and Clare of Assisi and then moves on to see how their experience was reflected upon and developed for a wider audience in the theological and spiritual writings of the early Franciscan writers, Bonaventure, and John Duns Scotus. The unit will finally consider how the Franciscan tradition provides insights for issues of contemporary spirituality, including the Spirituality of Beauty and the Integrity of Creation.

PREREQUISITES

One foundational unit in Christian Thought or Spirituality

LEARNING OUTCOMES

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

1. demonstrate an understanding of the nature of the context in which the early Franciscan spiritual tradition originated
2. identify and elaborate upon the distinctive features of the writings of Francis and Clare of Assisi
3. interact with the early Franciscan writings within a framework of critical reflection
4. demonstrate knowledge and understanding of the ways in which the early Franciscan theologians were inspired by the spirituality of Francis and Clare
5. critically evaluate the contemporary significance of the early Franciscan tradition.

ASSESSMENT

Seminar paper of 2000 words (40%); 4000 word essay (60%)

BIBLIOGRAPHY

- Francis of Assisi: Early Documents* Vol. I. *The Saint*. Edited by Regis J. Armstrong, J. A. Wayne Hellman, and William J. Short. New York: Franciscan Institute, 1999.
- Clare of Assisi: Early Documents*. Edited and translated by Regis Armstrong. St Bonaventure, NY: Franciscan Institute, 1993.
- Bonaventure, Saint. *The Soul's Journey into God: The Tree of Life – The Life of St Francis*. New York, NY: Paulist Press, 1978.
- Armstrong, Regis J. *St Francis of Assisi: Writings for a Gospel Life*. London: St Pauls, 1994.
- Carney, Margaret. *The First Franciscan Woman: Clare of Assisi and her Form of Life*. Quincy, IL: Franciscan Press, 1993.
- Delio, Ilia. *Simply Bonaventure: An Introduction to His Life, Thought and Writings*. Hyde Park, NY: New City Press, 2001.
- Hayes, Zachary. *Bonaventure: Mystical Writings*. New York: Crossroad, 1999.
- Ingham, Mary Beth. *Scotus for Dunces: An Introduction to the Subtle Doctor*. St Bonaventure, NY: The Franciscan Institute, 2003.
- Le Goff, Jacques. *St Francis of Assisi*. London: Routledge, 2004.
- Rout, Paul. *Francis and Bonaventure*. London: Harper Collins, 1996.
- Van den Goorbergh, Edith A., and Theodore H. Zweerman. *Light Shining through a Veil: On St Clare's Letters to St Agnes of Prague*. Leuven: Peeters, 2000.

Lecturer:

PAUL ROUT OFM

CT9888Y MYSTICAL THEOLOGY: AN APPROACH

Elective unit

1st semester, Tuesday evenings

(Min. No. 8)

Crosslisted as DS9888Y

CONTENT

This seminar explores the relationship between mystical experience and the transformation of all things in Christ. It draws on the works of mystical theology, in particular the writings of William Johnston to throw light on the way in which personal transformative experiences are integral to recentering the person on Christ as God in and for the world. This unit will be run as a seminar with both input and active participation.

PREREQUISITES

Completion of a Bachelor of Theology, Graduate Diploma of Theology, 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 Christian mystical tradition
2. collaborate in the doing of theology, through enhanced communication skills
3. recognise the major symbolic expressions of mystical experience
4. demonstrate sophisticated knowledge of the writings of William Johnston
5. appreciate the value of applying these skills to their own experience.

ASSESSMENT

6000 Word Research Paper or equivalent

BIBLIOGRAPHY

- Johnston, William. *Still Point: Reflections on Zen and Christian Mysticism*. New York: Fordham University Press, 1986.
- . *Mystical Theology: The Science of Love*. London and New York: Harper Collins, 1996.
- . *The Inner Eye of Love: Mysticism and Religion*. New York: Fordham University Press, 1997.
- . *Silent Music: The Science of Meditation*. New York: Fordham University Press, 1997.
- . *The Wounded Stag: Christian Mysticism Today*. New York: Fordham University Press, 1998.
- . *Arise, My Love: Mysticism for a New Era*. Maryknoll, NY: Orbis Books, 2000.
- . *The Mysticism of The Cloud of Unknowing*. Foreword by Thomas Merton. New York: Fordham University Press, 2000.
- John, of the Cross. *The Collected Works of St John of the Cross*. Translated by Kieran Kavanaugh and Otilio Rodriguez. Washington, DC: ICD Publications, 1973.
- Teresa, of Avila. *The Collected Works of St. Teresa of Avila*. Translated by Kieran Kavanaugh, and Otilio Rodriguez. Washington, DC: ICS Publications, 1987-88 [Vol.1, 1987; Vol. 2, 1988]
- The Cloud of Unknowing and The Book of Privy Counseling*. Edited and with an introduction by William Johnston; forward by Huston Smith. New York: Image Books, 1996.

(Latest editions are given here, but any edition is acceptable).

Lecturers:

KATHLEEN WILLIAMS RSM AND MARYANNE CONFOY RSC

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

CANON LAW

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

LITURGY

DL8430Y	Doing and Living the Church's Liturgy (=DP8430Y DS8430Y) (Foundational Unit)
DL9010Y	Celebrational Style
DL9500Y**	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DP9500Y)
DL9415Y	Supervised Reading Unit – Liturgy (15 points)
DL9430Y	Supervised Reading Unit – Liturgy (30 points)

MORAL THEOLOGY

DT9011Y	Major Issues in Moral Theology
DT9014Y	Can War be Just?
DT9340Y	Human Sexuality and Marriage (=CT9340Y)
DT9415Y	Supervised Reading Unit – Moral Theology (15 points)
DT9430Y	Supervised Reading Unit – Moral Theology (30 points)

MISSIOLOGY

DM8330Y	Introduction to Theology of Mission (=CT8330Y) (Foundational unit)
DM9014Y	Interreligious Dialogue in a Secular Society
DM9016Y	Liberating Mission: When Gospel Meets Culture
DM9440Y	A Spirituality for Mission (=DP9440Y DS9440Y)
DM9415Y	Supervised Reading Unit – Missiology (15 points)
DM9430Y	Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP9010Y	Faith, Religion & Spirituality in Contemporary Society
DP9011Y	Counselling: Theory and Practice
DP9310Y**	Signs & Gifts of God: Sacraments (=CT9310Y)
DP9440Y**	A Spirituality for Mission (=DM9440Y DS9440Y)
DP9500Y**	The Bible and Art : Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DL9500Y)
DP9888Y	Clinical Pastoral Education (CPE)
DP9415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
DP9430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

RELIGIOUS EDUCATION

DR9415Y	Supervised Reading Unit – Religious Education (15 points)
DR9430Y	Supervised Reading Unit – Religious Education (30 points)

SPIRITUALITY

DS8000Y	Introduction to Christian Spirituality (Foundational unit)
DS9320Y**	Mary in the Christian Tradition (=CT9320Y)
DS9321Y**	Franciscan Spirituality: Origins and Contemporary Relevance (=CT9321Y)
DS9440Y**	A Spirituality for Mission (=DM9440Y DP9440Y)
DS9415Y	Supervised Reading Unit – Spirituality (15 points)
DS9430Y	Supervised Reading Unit – Spirituality (30 points)

SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 148 -155

CAPSTONE UNITS

XS9992Y	Pastoral Leadership
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UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 166 for schedule at Box Hill & 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
DR8605Y	Integrative Exercise

**See crosslisting for detailed unit description

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

§ units not offered in 2014, but normally offered in a three year cycle

LITURGY DL

DL9422Y	Ritual and Pastoral Care (=DP9422Y) #
DL9423Y	Proclaiming the Word of God (=DP9423Y) #
DL9433Y	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DS9433Y & DP9433Y)

MORAL THEOLOGY DT

DT8000Y	Moral Theology: Principles and Practice #
DT9012Y	Justice and Human Rights #
DT9015Y	Christianity, Economics & Social Transformation #
DT9013Y	Theology and Ethics in Medicine #
DT9470Y**	Social Teaching and Aboriginal Australians (=DM9470Y) #

MISSIOLOGY DM

DM9011Y	A Comparative Study of Religions #
DM9013Y	The Cutting Edge of Mission Today: Missiology Immersion Program
DM9015Y	Recent Approaches to Mission #
DM9470Y	Social Teaching and Aboriginal Australians (=DT9470Y) #
DM9331Y	Theology in Asia: A Model of Development in Theology (=CT9331Y) §

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP9422Y**	Ritual and Pastoral Care (=DL9422Y) #
DP9423Y**	Proclaiming the Word of God (=DL9423Y) #
DP9433Y**	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DS9433Y & DL9433Y)

RELIGIOUS EDUCATION

DR9481Y	Leadership in a Faith Community (=DP9481Y) #
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SPIRITUALITY

DS9212Y**	Art History and Spirituality in Western Europe (= CH9212Y) §
DS9433Y**	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DP9433Y & DL9433Y)

CAPSTONE UNITS

XS9991	A Faith to Live By #
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Elective unit

1st semester Thursday morning

(Min. No. 8)

CONTENT

This unit aims to provide the student with a greater understanding of the role of law in the Catholic Church. Emphasis will be placed on the historical development of the Canon Law and its relationship with theology. The basic content of the unit will be found in the *1983 Code of Canon Law* and it is designed to provide an overview of this document with particular attention being paid to the basic principles of interpretation of the law and their pastoral application in areas of general relevance such as, for example, the People of God and the Sacraments. Topics covered will include General Norms, Persons in the Code of Canon Law and the Sacraments including Orders.

PREREQUISITES

One foundational unit in Systematic Theology or Moral Theology

LEARNING OUTCOMES

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

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

ASSESSMENT

4000 word essay (60%); two tutorial papers of 1000 words each (40%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.

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

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

Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.

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

Huels, John. *The Pastoral Companion*. Quincy, IL: Franciscan Press, 1995.

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

Roman Replies and CLSA Advisory Opinions. Washington, DC: CLSA (13 vols. to date).

Lecturer: ROSEMARIE JOYCE CSB

Elective unit

2nd semester Thursday morning

(Min. No. 8)

CONTENT

This unit comprises further examination of the *1983 Code of Canon Law* with emphasis on selected topics relevant to an understanding of the role of law in the life of the Church. Topics to be covered include: the supreme authority of the Catholic Church; particular churches and their groupings; the Internal ordering of particular churches; governance; Orders; Sacred Ministers or Clerics; the teaching office of the Church; and temporal goods. Sanctions in the Church and processes will be covered as required.

PREREQUISITES

Canon Law A or equivalent

LEARNING OUTCOMES

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

1. critically apply the principles of interpretation of Canon Law to concrete situations
2. describe the hierarchical structure and general governance of the Catholic Church
3. discuss the laws of the Church relating to the Sacrament of Orders
4. discuss major aspects of the laws relating to governance, particular churches, the teaching office of the Church and temporal goods
5. demonstrate competence in discussing points of law involving everyday pastoral situations.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- *Canon Law Society of Great Britain and Ireland. *The Code of Canon Law in English Translation*. New rev. ed. London: Collins, 1997.
- Beal, John P., James A. Coriden, and Thomas J. Green, eds. *New Commentary on the Code of Canon Law*. Mahwah, NJ: Paulist Press, 2000.
- Canon Law Society of Great Britain and Ireland. *The Canon Law: Letter and Spirit*. Collegeville, MN: Liturgical Press, 1995.
- Coriden, James A., Thomas J. Green, and Donald E. Heintschel, eds. *The Code of Canon Law: A Text and Commentary*. New York: Paulist Press, 1985.
- Coriden, James. *An Introduction to Canon Law*. Rev. ed. London: Burns & Oates, 2004.
- Flannery, Austin, ed. *Vatican Council II: The Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.
- . *Vatican Council II: More Conciliar and Post-Conciliar Documents*. Newport, NY: Costello Publishing Company, 1998.
- Huels, John. *The Pastoral Companion*. 3rd ed. Quincy, IL: Franciscan Press, 2002.
- Peters, Edward N. *The 1917 or Pio-Benedictine Code of Canon Law: In English Translation with Extensive Scholarly Apparatus*. San Francisco, CA: Ignatius Press, 2001.
- Roman Replies and CLSA Advisory Opinions*. Washington, DC: CLSA (13 vols. to date).

Lecturer: ROSEMARIE JOYCE CSB

Foundational Unit

(Min. No. 8)

1st semester Intensive

Wed 5.00pm on following dates: 26/2, 5/3, 12/3, 26/3, then from 30/4 – 28/5; Sun 9/3 at Cathedral (afternoon) & Sat 5/4 (10-4)

Crosslisted as DP8430Y (Pastoral Theology) and DS8430Y (Spirituality)

CONTENT

This unit is a practicum. A core component of the unit will be 'doing' and reflecting on short rituals from the liturgy of the church, normally elements of the rites of Lent, the Triduum and Easter. Thus the unit will explore a theological and pastoral understanding of the rites, patterns and corporate nature of the liturgy through the lens of the church's liturgical praxis. There will be a practical focus on issues pertinent to the liturgical life of the parish, such as skills for planning, celebrating and evaluating its manifold liturgies.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. identify the components of the principle rites of the Christian liturgy
2. explain the core principles governing liturgical celebration
3. discuss a basic theology of Christian liturgy deriving from the Paschal Mystery
4. articulate an understanding of Christian liturgy as a dynamic complex of word – sung and spoken; as well as symbol and ritual
5. demonstrate familiarity with sources integral to liturgical celebration
6. engage in informed and constructive evaluation of particular celebrations.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

Huck, Gabe. *The Three Days*. 2nd ed. Chicago, IL: Liturgy Training Publications, 1992.

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

Hughes, Kathleen. *Saying Amen: A Mystagogy of Sacraments*. Chicago, IL: Liturgy Training Publications, 1999.

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

*Searle, Mark, Barbara Searle, and Anne Y. Koester, eds. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2005.

*Thiron, Rita Ann. *Preparing Parish Liturgies: A Guide to Resources*. Collegeville, MN: Liturgical Press, 2004.

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

Whalen, Michael. *Seasons and Feasts of the Church Year*. New York: Paulist, 1993.

Lecturer: MARGARET SMITH SGS,

CONTENT

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

PREREQUISITES

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Church Documents on Liturgy – as recommended throughout the Course

Foley, Edward, Nathan Mitchell and Joanne Pierce, eds, *A Commentary on the General Instruction of the Roman Missal*. Collegeville MN: A Pueblo Book, 2007.

Foley Edward. *From Age to Age: How Christians Have Celebrated Eucharist*. Revised and expanded edition. Collegeville MN: Liturgical Press, 2008.

Hoffmann, Elizabeth, ed. *The Liturgy Documents*. 3rd ed. Chicago, IL: LTP, 1998.

Hovda, Robert. *Strong, Loving and Wise*. Washington, DC: Liturgical Conference, 1976.

Jungmann, Josef A. *The Mass of the Roman Rite: Its Origins and Development*.

Revised Single Volume Edition. New York: Benziger Brothers, 1959.

Kavanaugh, Aidan. *Elements of Rite: A Handbook of Liturgical Style*. New York: Pueblo, 1982.

Moore, Gerard. *Why the Mass Matters: A Guide to Praying the Mass*. Sydney: St Pauls, 2004.

Pecklers, Keith. *The Genius of the Roman Rite: The Reception and Implementation of the New Missal*. London: Burns & Oates, 2009.

Smolarski, Dennis. *How Not to Say Mass*. Rev. ed. New York: Paulist Press, 2003.

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

Lecturers: PHILIP MALONE MSC AND PETER PRICE

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

- Backous, Timothy, and William C. Graham, eds. *Common Good, Uncommon Questions: a Primer in Moral Theology*. Collegeville, MN: The Liturgical Press, 1997.
- Cahill, Lisa Sowle, ed. *Genetics, Theology, and Ethics: An Interdisciplinary Conversation*. New York: Herder & Herder, 2005.
- Curran, Charles E. *History and Contemporary Issues: Studies in Moral Theology*. New York: Continuum, 1996.
- Curran, Charles E., and Richard A. McCormick, eds. *Readings in Moral Theology*. Vols 3, 5, 6, 7, 9, 13. New York: Paulist, 1979 - 2003.
- Ford, Norman M. *The Prenatal Person: Ethics from Conception to Birth*. Oxford: Blackwell Publishers, 2002.
- Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.
- McCormick, Richard A. *The Critical Calling: Reflections on Moral Dilemmas since Vatican II*. Washington, DC: Georgetown University Press, 1989.
- *Meilander, Gilbert, and William Werpehowski, eds. *The Oxford Handbook of Theological Ethics*. Oxford: Oxford Uni. Press, 2005.
- *Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.

Lecturers: CORMAC NAGLE OFM AND BERNARD TEO CSsR

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

- Astley, Jeff, David Brown, and Anne Loades, eds. *War and Peace: A Reader*. Problems in Theology 3. London: T & T Clark, 2003.
- Coady, Tony, and Michael O'Keefe, eds. *Terrorism and Justice: Moral Argument in a Threatened World*. Carlton South, VIC: Melbourne UP, 2003.
- Cortright, David. *Peace: A History of Movements and Ideas*. Cambridge: Cambridge University Press, 2008.
- Duncan, Bruce. *War on Iraq: Is it Just?* Sydney: Australian Catholic Social Justice Council, 2003.
- Esposito, Joseph. *Unholy War: Terror in the Name of Islam*. New York: OUP, 2002.
- Jewett, Robert, and John S. Lawrence. *Captain America and the Crusade against Evil: The Dilemmas of Zealous Nationalism*. Grand Rapids, MI: Eerdmans, 2003.
- Johnson, James T. *The Quest for Peace: Three Moral Traditions in Western Cultural History*. Princeton, NJ: Princeton UP, 1987.
- Kleiderer, John. *Just War, Lasting Peace: What Christian Traditions Can Teach Us*. Maryknoll, NY: Orbis, 2006.
- Massaro, Thomas J., and Thomas A. Shannon. *Catholic Perspectives on Peace and War*. Lanham, MD: Rowman & Littlefield, 2003.
- Swift, Louis J. *The early Fathers on War and Military Service*. Wilmington, DE: Michael Glazier, 1983.

Lecturer: BRUCE DUNCAN CSsR

DT9340Y HUMAN SEXUALITY AND MARRIAGE

Elective unit

1st semester Monday evening

(Min. No. 8)

Crosslisted as CT9340Y

CONTENT

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

PREREQUISITES

DT8000Y or equivalent

LEARNING OUTCOMES

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

1. demonstrate understanding of the Scriptural and Church teachings on, sexuality and its human foundations.
2. discuss the origins and historical development of the moral theology of sexuality, and marriage as a sacrament
3. identify principles and guidelines to evaluate and offer a Christian response to relevant questions on sexuality and marriage, both general and specific
4. demonstrate understanding regarding the integration of sexuality as a basic area of spiritual life
5. identify and explore specific questions arising from current controversies.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

Cahill, Lisa Sowle. *Sex, Gender and Christian Ethics*. Cambridge: Cambridge UP, 1996.
Collins, Raymond F. *Sexual Ethics and the New Testament: Behaviour and Belief*. New York: Crossroad, 2000.

*Genovesi, Vincent J. *In Pursuit of Love: Catholic Morality and Human Sexuality*. Wilmington, DE: Glazier, 1987.

Guindon, André. *The Sexual Language: An Essay in Moral Theology*. Ottawa: University of Ottawa Press, 1979.

Dominian, Jack. *Living Love: Restoring Hope in the Church*. London: Darton, Longman and Todd, 2004.

Hanigan, J. *Homosexuality: The Test Case for Christian Social Ethics*. New York: Paulist Press, 1988.

Lawler, Michael G. *Marriage and the Catholic Church: Disputed Questions*. Collegeville, MN: Liturgical Press, 2001.

Mackin, Theodore. *What is Marriage?* New York: Paulist Press, 1982.

———. *The Marital Sacrament*. New York: Paulist, 1989.

*Salzman, Todd A., and Michael G. Lawler. *The Sexual Person: Toward a Renewed Catholic Anthropology*. Washington, DC: Georgetown University Press 2008.

Lecturer: CORMAC NAGLE OFM

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:

Bevans, Stephen B., and Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.

Further Texts:

A New Way of Being Church-in-Mission in Asia. A FABC Special Report. Hong Kong: Federation of Asian Bishops' Conferences, 2000.

Bosch, David J. *Transforming Mission: Paradigm Shifts in the Theology of Mission*. Maryknoll, NY: Orbis, 1991.

Flett, John. *The Witness of God*. Grand Rapids, MI: Eerdmans, 2010.

Irwin, Dale T., and Scott W. Sunquist. *History of the World Christian Movement. Vol. 1: Earliest Christianity to 1453*. Maryknoll, NY: Orbis Books, 2001.

Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.

———. *Abba Experience of Jesus: Model and Motive for Mission Today*. Indore: Satprakashn, 1995.

Kirk, J. Andrew. *What is Mission? Theological Explorations*. London: Darton Longman and Todd, 1999.

Neely, Alan. *Christian Mission: A Case Study Approach*. Maryknoll, NY: Orbis Books, 1995.

Oborji, Francis A. *Concepts of Mission*. New York: Orbis Books, 2006.

Schroeder, Roger. *What is the Mission of the Church?* New York: Orbis, 2009.

Senior, Donald, and Carroll Stuhlmueller. *The Biblical Foundations for Mission*. Maryknoll, NY: Orbis, 1983.

Tennent, Timothy C. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel Publication, 2010.

Lecturer: JACOB KAVUNKAL SVD

Elective unit

2nd semester Tuesday evening

(Min. No. 8)

CONTENT

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

PREREQUISITES

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

LEARNING OUTCOMES

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

1. articulate the nature of inter-religious dialogue, its role and relevance in contemporary society
2. demonstrate a clear understanding of the link between the Reign of God as preached by Jesus and inter-religious dialogue
3. locate the place of inter-religious dialogue in the theology of evolution
4. identify and analyse inter-religious dialogue occurring in Melbourne
5. discuss the relationship between world peace and inter-religious dialogue.

ASSESSMENT

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

BIBLIOGRAPHY

- D'Costa, Gavin. *The Meeting of Religions and the Trinity*. Maryknoll, NY: Orbis Books, 2000.
- Dupuis, Jacques. *Christianity and the Religions*. Maryknoll, NY: Orbis Books, 2002.
- Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis Books, 2004.
- Fuellenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis Books, 2002.
- Haight, John F. *God After Darwin: A Theology of Evolution*. Oxford: Westview Press, 2000.
- . *Deeper than Darwin: The Prospect for Religion in the Age of Evolution*. Oxford: Westview Press, 2003.
- Horsley, Richard A. *Jesus and Empire: The Kingdom of God and the New World Disorder*. Minneapolis, MN: Fortress Press, 2003.
- Knitter, Paul. *Introducing Theologies of Religion*. Maryknoll, NY: Orbis Books, 2002.
- Maloney, Elliott. *Jesus' Urgent Message for Today: The Kingdom of God in Mark's Gospel*. New York, NY: Continuum, 2004.
- Timmerman, Christiane, and Barbara Segaert, eds. *How to Conquer the Barriers to Intercultural Dialogue*. Brussels: Peter Lang, 2005.

Lecturer: JACOB KAVUNKAL SVD

Elective unit

1st semester Wednesday morning

(Min. No. 8)

CONTENT

The unit explores understandings and realities of the meeting between cultures and the gospel. Past and more recent examples from Africa, Australia and the South Pacific are examined. By examining Thomas Grenham's writings on theological inculturation, and Kathryn Tanner's work on 'Theories of Culture' the students are challenged to move towards a 'process' rather than static based approach to, and description of, gospel contextualisation, by becoming more attuned to the developing sociological and theological understandings of both 'mission' and 'culture'.

PREREQUISITES

One foundational unit in missiology or at least two other foundational units

LEARNING OUTCOMES

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

1. critique understandings of 'culture'
2. from selected texts, identify and evaluate the contribution of the social sciences to 'mission' and 'culture'
3. provide evidence of critical analysis in selected case study projects
4. identify and describe pre- and post- Vatican II understandings of mission
5. evaluate situations and experiences of intercultural dialogue and gospel inculturation
6. demonstrate the ability to effectively use relevant primary sources.

ASSESSMENT

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

BIBLIOGRAPHY

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

Lecturer: ROBYN REYNOLDS OLSH

Elective unit

2nd semester Wednesday morning

(Min. No. 8)

Crosslisted as DP9440Y (Pastoral Theology and Ministry Studies) and DS9440Y (Spirituality)

CONTENT

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

PREREQUISITES

One foundational unit in Field D or in Systematic Theology

LEARNING OUTCOMES

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

1. explain the linguistic and communication issues that relate to mission
2. demonstrate an ability for personal critical reflection and evaluation
3. identify biblical texts which provide key learning for missionary spirituality
4. outline major shifts in the understanding of mission and the consequences of these for a spirituality in today's world
5. describe a missionary spirituality informed by contemporary mission theology.

ASSESSMENT

1000 word written tutorial (20%); 1000 word article review (20%);

4000 word essay (60%)

BIBLIOGRAPHY

Amaladoss, Michael. *Making All Things New: Dialogue, Pluralism and Evangelism in Asia*. Maryknoll, NY: Orbis Books, 1990.

Gittins, Anthony. *Ministry at the Margins: Strategy and Spirituality for Mission*. Maryknoll, NY: Orbis Books, 2002.

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

Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. Delhi: ISPCK, 2008.

Oborji, Francis, A. *Concepts of Mission: The Evolution of Contemporary Missiology*. Maryknoll, NY: Orbis. 2006.

Pui-lan, Kwok, ed. *Hope Abundant: Third World and Indigenous Women's Theology*. Maryknoll, New York: Orbis, 2010.

Reilly, Michael. *Spirituality for Mission*. Maryknoll, NY: Orbis, 1978.

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

Smith, Susan. *Women in Mission: From the New Testament to Today*. Maryknoll, New York: Orbis, 2010.

Lecturer: ROBYN REYNOLDS OLSH

Elective Unit

(Min. No. 8)

**2nd semester Intensive Sat/Sun 26/27 July & Sat/Sun 13/14 Sept (9am-4pm) and
3 Wednesdays: Aug 6 & 20 & Sept 3 (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
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

- Bouma, Gary D. *Australian Soul: Religion and Spirituality in the 21st Century*. Cambridge: Cambridge University Press, 2006.
- Fowler, James. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. New York: Harper and Row, 1981.
- . *Becoming Adult. Becoming Christian*. New York: Harper & Row, 1984.
- Frame, Tom. *Losing My Religion: Unbelief in Australia*. Sydney, NSW: University of New South Wales Press Ltd, 2009
- Lane, Dermot. *The Experience of God: An Invitation to Do Theology*. Rev. ed. New York: Paulist, 2003.
- Ranson, David. *Across the Great Divide: Bridging Religion and Spirituality Today*. Strathfield, NSW: St Pauls, 2002.
- Rolheiser, Ronald. *Seeking Spirituality: Guidelines for a Christian Spirituality for the Twenty-First Century*. London: Hodder & Stoughton, 1998.
- Tacey, David. *Re-enchantment: The New Australian Spirituality*. Pymble, NSW: Harper Collins, 2000.
- Webb, Val. *Like Catching Water in a Net: Human Attempts to Describe the Divine*. New York: Continuum, 2007.

Lecturer:

ROSE MARIE PROSSER

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 unit.

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

*Egan, Gerard: *The Skilled Helper*. San Francisco, CA: Brooks/Cole, 2010. (purchase 2010 copy if possible)

Egan, Gerard. *Essentials of Skilled Helping*. San Francisco, CA: Brooks/Cole, 1986.

Moran, Frances M. *Listening*. Sydney, NSW: E J Dwyer, 1996.

Nelson-Jones, Richard. *Human Relationships Skills*. New York: Holt, Reinhart and Winston, 1986.

Patton, John. *Pastoral Care in Context*. Louisville, KY: Westminster John Knox Press, 1993.

Rogers, Carl. *On Becoming a Person*. London: Constable, 1961.

Rollnick, Stephen, and William R. Miller. *Motivational Interviewing in Health Care*. New York,: The Guildford Press, 2008.

Shaw, Elisabeth, and Jim Crawley, eds. *Couple Therapy In Australia*. Melbourne, VIC: PsychOz Publications, 2007.

Lecturer: PETER CANTWELL OFM

CLINICAL PASTORAL EDUCATION (CPE)

**This unit can be taken as MDiv (DP9630M) 30 points credit or
MTS (DP9615M) 15 points credit
Elective Unit**

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.

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

- Bouma, Gary.D. *Australian Soul: Religion and Spirituality in the 21st century*. Cambridge: Cambridge University Press, 2006.
- Conn, Joann Wolski. "Toward Spirituality Maturity – Spirituality." In *Freeing Theology*, edited by Catherine Mowry LaCugna, 235-259. San Francisco, CA: Harper, 1993.
- Downey, Michael, ed. *The New Dictionary of Catholic Spirituality*. Collegeville, MN: Liturgical Press, 1993.
- Edwards, Denis. *Ecology at the Heart of Faith*. Maryknoll, NY: Orbis Books, 2006.
- Holder, Arthur. *The Blackwell Companion to Christian Spirituality*. Oxford, UK: Blackwell Publishing, 2005.
- Lescher, Bruce, H., and Elizabeth Liebert SNJM eds. *Exploring Christian Spirituality*. New York: Paulist Press, 2006.
- McFague, Sally. *The Body of God: An Ecological Theology*. Minneapolis, MN: Fortress Press, 1993.
- McGinn, Bernard. *The Growth of Mysticism: from Gregory the Great to the twelfth century*. London: SCM Press, 1995.
- Stockton, Eugene. *The Aboriginal Gift: Spirituality for a Nation*. Alexandria, NSW: Millennium Books, 1995.
- Wiseman, James A. *Spirituality and Mysticism*. Maryknoll, NY: Orbis Books, 2006.
- Woods, Richard. *Christian Spirituality: God's Presence through the Ages*. Maryknoll, NY: Orbis Books, 2006.

Lecturer: ROBYN REYNOLDS OLSH

SILOAM: A FORMATION PROGRAM IN SPIRITUAL DIRECTION

Graduate Diploma in Spiritual Direction

Full Time Study Units:

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

OR

Part Time Study Units:

First Year, Semester One:

DS8711Y : **Foundational Concepts in Spiritual Direction I** : part-time
DS8713Y : **Interpersonal Dynamics in Spiritual Direction I** : part-time
DS8715Y : **Spiritual Direction Practicum I** : part-time

First Year, Semester Two:

DS8721Y : **Foundational Concepts in Spiritual Direction I** : part-time
DS8723Y : **Interpersonal Dynamics in Spiritual Direction I** : part-time
DS8725Y : **Spiritual Direction Practicum I** : part-time

Second Year, Semester One:

DS8712Y : **Foundational Concepts in Spiritual Direction II** : part-time
DS8714Y : **Interpersonal Dynamics in Spiritual Direction II** : part-time
DS8716Y : **Spiritual Direction Practicum II** : part-time

Second Year, Semester Two:

DS8722Y : **Foundational Concepts in Spiritual Direction II** : part-time
DS8724Y : **Interpersonal Dynamics in Spiritual Direction II** : part-time
DS8726Y : **Spiritual Direction Practicum II** : part-time

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

Students undertaking the Siloam programme as enrolled students for the Graduate Diploma in Spiritual Direction of the MCD University of Divinity will pay the following:

MCD University of Divinity Tuition fees:	(full time)	\$11520
Costs for Heart of Life Residential weekends (x4) and student amenities:		\$1800
Total:		\$13320

Students undertaking the Siloam programme as not for credit students will pay the following:

Heart of Life Programme fees:	\$8154
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$1800
Total:	\$9954

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: **Professor Paul Beirne**
Heart of Life Centre
96 Albion Road, Box Hill. Vic. 3128
Ph (03)9890 1101
email: holsc@bigpond.com
website: <http://heartoflife.abundance.org.au>

SILOAM CALENDAR 2014

Residential weekend: February 7 -9 (full-time participants)

Orientation: Week beginning February 10

First Semester: February 10 – June 27

Mid -semester break: April 5 – Apr 27

Second Semester: July 21 – November 24

Mid-semester break: September 13 – Oct 5

In addition there are: 3 residential prayer weekends (full-time participants)

2 residential prayer weekends (part-time participants)

End-of-Year Missioning of Graduates: November 24

Applications for the following year close on October 31.

FOUNDATIONAL CONCEPTS IN SPIRITUAL DIRECTION I

This unit can be undertaken as **full time (DS8701Y)** or **part time (DS8711Y)**

CONTENT

The unit explores a theology of religious experience and the experience of grace. Beginning with students' spiritual autobiographies, the unit develops an understanding of the nature of religious experience through appreciation and interpretation of their own personal experience. Students will also reflect on the place of revelation in the theology of religious experience.

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full Time = DS8703Y and DS8705Y

Part Time = DS8713Y and DS8715Y

LEARNING OUTCOMES

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

1. demonstrate a critical understanding of the theological underpinnings of the ministry of spiritual direction
2. interpret the varieties of religious experience they encounter in their ministry as spiritual directors
3. identify the movement of grace in their own personal experience and the experience of those to whom they minister and
4. develop a theology of grace on the basis of their experience.

ASSESSMENT

1500 word paper on Goal Setting (25%); 1500 word reflection paper / Personal Grace (25%); 3000 word assignment / Religious Experience (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Alphonso, Herbert. *The Personal Vocation*. Rome: Centrum Ignatianum, 1993.

*Barry William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Barry, William A. *Spiritual Direction and the Encounter with God: A Theological Enquiry*. Mahwah, NJ: Paulist Press, 2004.

Coutinho, Paul. *How Big is Your God?: The Freedom to Express the Divine*. Chicago, IL: Loyola Press, 2007.

*Edwards, Denis. *Jesus, the Wisdom of God*. Sydney: St. Pauls, 1985.

———. *Ecology at the Heart of Faith*. Maryknoll NY: Orbis, 2006.

Larkin, Ernest. *Silent Presence*. New Jersey: Dimension Books, 1981.

Toner, Jules J. *A Commentary on St. Ignatius' Rules for the Discernment of Spirits*. St. Louis, MO: St. Louis University, 1995.

———. *Discerning God's Will: Ignatius of Loyola's Teaching on Christian Decision Making*. St. Louis, MI: St. Louis University Press, 1991.

Lecturers: SUE RICHARDSON PBVM, ROBYN REYNOLDS OLSH and
CHERYL BOURKE PBVM

FOUNDATIONAL CONCEPTS IN SPIRITUAL DIRECTION II

This unit can be undertaken as **full time (DS8702Y)** or **part time (DS8712Y)**

CONTENT

The unit explores relationships and interdependence as foundational concepts in the practice of spiritual direction. It explores the deep connectedness of all life, drawing on the insights of modern science, Christian theology and biblical scholarship. As well, the influence of the visual and narrative arts, images and imagination, on our religious experience and ministry is explored experientially. The unit also covers the discernment of spirits identifying the workings of God's Spirit and spirits not-of-God, resulting in consolation and desolation. The implications of discernment for Christian decision-making are also explored.

PREREQUISITES

Enrolment and acceptance at Heart of Life Centre

COREQUISITES Full Time = DS8704Y and DS8706Y

Part Time = DS8714Y and DS8716Y

LEARNING OUTCOMES

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

1. demonstrate a critical knowledge of the biblical and theological underpinnings of the ministry of spiritual direction
2. articulate an understanding of the process of discerning the spirits (towards God and away from God) informed by their own and others' experience and the wisdom of the tradition
3. demonstrate an ability to apply this understanding to the actual practice of the ministry of spiritual direction
4. articulate their understanding and their responses to others' story-telling and images, and apply this to their ministry
5. demonstrate awareness of the interconnectedness of all life and the relevance of ecological theology to the contemplative practice of spiritual direction.

ASSESSMENT

Written Assignment/Discernment (3000 words) (50%); Ecological Spirituality Project (1500 words) (25%); Stories and Images Project (1500 words) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

* Barry William A., & William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.

Barry, William A. *Spiritual Direction and the Encounter with God: A Theological Enquiry*. Mahwah, NJ: Paulist Press, 2004.

Coloe, Mary L. *Creation is Groaning: Biblical & Theological Perspectives*. Collegeville, MN: Liturgical Press, 2013.

Edwards, Denis. *Jesus, the Wisdom of God*. Sydney, NSW: St. Pauls, 1985.

———. *Ecology at the Heart of Faith*. Maryknoll NY: Orbis, 2006.

* ———. *Jesus and the Natural World*. Mulgrave VIC: Garratt, 2012

Malone, Peter. *Images and Stories in An Anthology of Spiritual Direction*. Mandurah WA: Equilibrium Books, 2012

———. *Screen Jesus*. Lanham, MD: Scarecrow Press, 2012

Toner, Jules J. *A Commentary on St. Ignatius' Rules for the Discernment of Spirits*. St. Louis, MO: St. Louis University, 1995.

Lecturers: SUE RICHARDSON PBVM, MARY COLOE PBVM and
PETER MALONE MSC

INTERPERSONAL DYNAMICS IN SPIRITUAL DIRECTION I

This unit can be undertaken as **full time (DS8703Y) or part time (DS8713Y)**

CONTENT

The unit covers the experience of conversion – turning points in one's life, true and false self, Lonergan's understanding on conversion – and psychological aspects of spiritual direction – a Christian anthropology of the human person and Luigi Rulla's theory of self-transcendent consistency.

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES

Full Time = DS8701Y and DS8705Y

Part Time = DS8711Y and DS8715Y

LEARNING OUTCOMES

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

1. demonstrate an understanding of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. discuss the various ways of expressing the human encounter with God
3. identify how Lonergan's understanding of the conversion processes can enhance the practice of spiritual direction
4. analyse critically the different theories of anthropology and their impact on approaches to spiritual direction ministry.

ASSESSMENT

2000 word reflection paper / Conversion (33%); A take-home examination of 4000 words / Psychological Aspects of Spiritual Direction (66%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Barry, William A. *Spiritual Direction and the Encounter with God*. New York: Paulist, 1992.

Conn, Walter E., ed. *Conversion*. New York: Alba House, 1978.

_____. *Christian Conversion*. New York: Alba House, 1986.

Ferder, Fran. *Words Made Flesh: Scripture, Psychology & Human Communication*. Notre Dame, IN: Ave Maria Press, 1988.

Ignatius of Loyola. *Spiritual Exercises*. Chicago: Loyola UP, 1952.

* Keating, Thomas. *The Human Condition: Contemplation and Transformation*. New York: Paulist Press, 2007.

Lonergan, Bernard. *Method in Theology*. London: Darton, Longman & Todd, 1994.

Rulla, Luigi M. *Depth Psychology and Vocation*. Rome: Gregorian UP, 1971.

_____. *Anthropology of Christian Vocation*. Rome: Gregorian UP, 1986.

Lecturers: SUE RICHARDSON PBVM and ROBYN REYNOLDS OLSH

INTERPERSONAL DYNAMICS IN SPIRITUAL DIRECTION II

This unit can be undertaken as **full time (DS8704Y)** or **part time (DS8714Y)**

CONTENT

The unit covers both the human experience of God – a detailed study of God's working in personal experience and consequent approaches to prayer -- and ethics and professional standards in ministry, with particular application to the ministry of spiritual direction. Each student will direct a retreat under supervision as part of this unit.

PREREQUISITE

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full time = DS8702Y and DS8706Y
Part time = DS8712Y and DS8716Y

LEARNING OUTCOMES

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

1. demonstrate an understanding of the anthropological, psychological and pastoral underpinnings of the ministry of spiritual direction
2. discuss the various ways of expressing the human encounter with God
3. critically evaluate different traditions of spirituality and their different approaches to the practice of prayer
4. integrate the ethics of spiritual direction in their own practice.

ASSESSMENT

3000 word reflection paper / Human Experience (50%); 1500 word reflection paper/ Ethics (25%); 1500 word critical reflection on the experience of leading a retreat under supervision (based on a journal) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

- * Australian Catholic Bishops' Conference & Australian Conference of Leaders of Religious Institutes. *Integrity in Ministry*. Canberra: ACBC, 2004.
- * ———. *Integrity in the Service of the Church: A Resource Document of Principles and Standards for Lay Workers in the Catholic Church in Australia*. Canberra: National Committee for Professional Standards, 2011.
- * Australian Ecumenical Council for Spiritual Direction. *Code of Ethics for Spiritual Directors*, <http://spiritualdirection.org.au>, 2005.
- * Barry, William A. *Spiritual Direction and the Encounter with God*. New York: Paulist, 1992.
- Burrows, Ruth. *Essence of Prayer*. Mahwah, NJ: Hidden Spring, 2006.
- * Gallagher, Brian. *Taking God to Heart*. Sydney, NSW: St. Pauls, 2008.
- Gula, Richard. *Ethics in Pastoral Ministry*. Mahwah, NJ: Paulist, 1996.
- . *Just Ministry*, New York, NY: Paulist Press, 2010.
- Ignatius of Loyola, *Spiritual Exercise*. Chicago: Loyola UP, 1952.
- * Keating, Thomas. *The Human Condition: Contemplation and Transformation*. New York: Paulist Press, 2007.
- May, Gerald G. *The Dark Night of the Soul*. New York, NY: Harper San Francisco, 2005.
- Matthew, Iain. *The Impact of God: Soundings from St. John of the Cross*. London: Hodder & Stoughton, 1995.

Lecturers: SUE RICHARDSON PBVM, KATHLEEN SPOKES SGS and PHILIP MALONE MSC

SPIRITUAL DIRECTION PRACTICUM I

This unit can be undertaken as **full time (DS8705Y)** or **part time (DS8715Y)**

CONTENT

The unit provides students with the opportunity to undertake spiritual direction under appropriate supervision and to reflect critically on that experience. Students are inducted into the processes and ministry of spiritual direction through focus on:

- the nature and boundaries of the relationship of direction
- confidentiality and appropriate consent
- procedures for referral
- the environment and protocols for spiritual direction
- the nature and boundaries of the supervisory relationship
- the different theories and praxis of spiritual direction and psychological counseling.

The unit includes individual and group supervision, individual and group evaluations, group interaction, and leadership of group prayer.

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES DS8701Y and DS8703Y

LEARNING OUTCOMES

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

1. reflect critically on their relationship with another in spiritual direction
2. articulate clearly the impact of accompaniment on human and spiritual development
3. participate constructively in group supervision processes
4. articulate the integration of their theoretical learning, their ministerial practice, and their personal development.

ASSESSMENT

Ten critical reflections of at least 300 words each on issues of spiritual direction based on verbatim accounts of ministry, (50%); 1500 word case study (25%); 1500 word self-evaluation (at end of unit) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

- * Barry William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.
- Buckley, Suzanna M., ed. *Sacred is the Call*. New York: Crossroads, 2005.
- Bumpus Mary R., and Rebecca B. Langer. *Supervision of Spiritual Directors*. Harrisburg PA: Morehouse, 2005.
- Conroy, Maureen. *Looking into the Well: Supervision of Spiritual Directors*. Chicago, IL: Loyola UP, 1995.
- Coutinho, Paul. *How Big is Your God?: The Freedom to Experience the Divine*. Chicago, IL: Loyola Press, 2007.
- Guenther, Margaret. *Holy Listening: the Art of Spiritual Direction*. Boston, MA: Cowley, 1992.
- Hart, Thomas N. *The Art of Christian Listening*. New York: Paulist, 1980.
- May, Gerald G. *Care of Mind, Care of Spirit*. San Francisco, CA: Harper & Row, 1982.
- . *Will and Spirit: A Contemplative Psychology*. San Francisco, CA: Harper & Row, 1982.

Coordinators: SUE RICHARDSON PBVM, and BRIAN GALLAGHER MSC

SPIRITUAL DIRECTION PRACTICUM II

This unit can be undertaken as **full time (DS8706Y) or part time (DS8716Y)**

CONTENT

This unit extends the student's supervised engagement with the ministry of spiritual direction and its processes and protocols begun in DS8705Y (FT) or DS8715Y (PT) Spiritual Direction Practicum I

PREREQUISITES

Enrolment in Graduate Diploma in Spiritual Direction at Heart of Life Centre

COREQUISITES Full time= DS8702Y and DS8704Y
 Part time = DS8712Y and DS8714Y

LEARNING OUTCOMES

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

1. reflect critically on their relationship with another in spiritual direction
2. articulate the impact of accompaniment on human and spiritual development
3. participate constructively in group supervision processes
4. articulate the integration of their theoretical learning, their ministerial practice, and their personal development.

ASSESSMENT

Ten critical reflections of at least 300 words each on issues of spiritual direction based on verbatim accounts of ministry, (50%); 1500 word case study (25%); 1500 word self-evaluation (at end of unit) (25%)

BIBLIOGRAPHY * = set texts recommended for purchase

- * Barry William A., and William J. Connolly. *The Practice of Spiritual Direction*. New York: Seabury, 1982.
- Buckley, Suzanna M., ed. *Sacred is the Call*. New York: Crossroads, 2005.
- Bumpus Mary R., and Rebecca B. Langer. *Supervision of Spiritual Directors*. Harrisburg PA: Morehouse, 2005.
- Conroy, Maureen. *Looking into the Well: Supervision of Spiritual Directors*. Chicago, IL: Loyola UP, 1995.
- Coutinho, Paul. *How Big is Your God?: The Freedom to Experience the Divine*. Chicago: Loyola Press, 2007.
- Guenther, Margaret. *Holy Listening: the Art of Spiritual Direction*. Boston, MA: Cowley, 1992.
- Hart, Thomas N. *The Art of Christian Listening*. New York: Paulist, 1980.
- May, Gerald G. *Care of Mind, Care of Spirit*. San Francisco, CA: Harper & Row, 1982.
- . *Will and Spirit: a Contemplative Psychology*. San Francisco, CA: Harper & Row, 1982.

Coordinators: SUE RICHARDSON PBVM and BRIAN GALLAGHER MSC

RQ9021C RESEARCH METHODOLOGIES

This unit is taught at Catholic Theological College East Melbourne

1st semester Wednesday 6pm – 9pm

CONTENT

This unit introduces students to contemporary approaches to qualitative and quantitative research methodologies, with a particular focus on those that are most often used in research in areas of theology and ministry. It provides students with tools to select and apply those methodologies in the formulation of a research proposal. The unit outlines the methodological challenges, hermeneutical questions, and new directions for recent theological research, and the responses across various disciplines to those new developments. Students will be introduced to the skills, competencies and technical methods that are needed to conduct and present high quality research, including identifying a research topic, citation and bibliographical protocols, and obtaining ethics clearances.

NO PREREQUISITES

PROHIBITED COMBINATIONS

EDS9119F Spirituality Research Seminar (Sentir)

LEARNING OUTCOMES

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

1. Demonstrate a working knowledge of terms, assumptions and approaches to research that are current in selected theological disciplines
2. Critically evaluate key research methodologies and identify those that are most relevant to their own research topics
3. Demonstrate a familiarity with research methods and protocols
4. Demonstrate an appreciation of the nature, purpose, ethical responsibilities and limitations of research in theological disciplines
5. Critically review scholarly literature relevant to their own research topics.

ASSESSMENT

1000 word review essay (20%); 5000 word research proposal (80%)

BIBLIOGRAPHY

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

Fink, A. *Conducting Research Literature Reviews: from the internet to the paper*. Thousand Oaks: Sage, 2005.

Lonergan, B. *Method in Theology*. Toronto: University of Toronto Press, 2003.

Mueller, J.J. *What are they saying about theological method?* New York: Paulist Press, 1984.

Ricoeur, P. *Hermeneutics and the human sciences: essays on language, action, and interpretation*. Ed. and trans. J.B. Thompson. Cambridge & New York: Cambridge University Press, 1981.

Ruether, R.R. ed. *Feminist Theologies: legacy and prospect*, Minneapolis, MN: Fortress Press, 2007.

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

Whitehead, J., and E. Whitehead. *Method in Ministry: Theological Reflection and Christian Ministry*. Kansas City, MO: Sheed & Ward, 1995.

Yaghjian, L. *Writing Theology Well: A rhetoric for theological and biblical writers*. New York: Continuum, 2006.

Lecturer: MARK LINDSAY

CAPSTONE UNITS

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

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

CAPSTONE UNITS AVAILABLE IN 2014

XR9999Z 12,000 word Research Essay (30 points)

XS9992Y Pastoral Leadership

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

XS9991Y A Faith to Live By

Capstone Unit

2nd semester Tuesday evening

CONTENT

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

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

LEARNING OUTCOMES

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

1. demonstrate an understanding of biblical and theological approaches to leadership
2. evaluate Christian appropriations of contemporary leadership models
3. demonstrate creativity and initiative in the integration of the various disciplines of theology and their application to pastoral situations
4. develop approaches to theological reflection and pastoral planning
5. articulate a comprehensive approach to leadership in a faith community.

ASSESSMENT 6000 word assignment (100%)

BIBLIOGRAPHY

- Benefiel, Margaret. *Soul at Work: Spiritual Leadership in Organizations*. New York: Seabury Books, 2005.
- Davies, Mervyn, and Graham Dodds. *Leadership in the Church for a People of Hope*. London: T & T Clark, 2011.
- Day, David, and John Antonakis, eds. *The Nature of Leadership*. 2nd ed. Thousand Oaks, CA: Sage Publications, 2012.
- Doohan, Leonard. *Courageous Hope: The Call of Leadership*. New York/Mahwah, NJ: Paulist Press, 2011.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: a People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Groome, Thomas H. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. Allen, TX: Thomas Moore, 1998.
- Gula, Richard M. *The Way of Goodness and Holiness: A Spirituality for Pastoral Ministers*. Collegeville, MN: Liturgical Press, 2011.
- Kinast, Robert L. *What are they saying about Theological Reflection?* New York/Mahwah, NJ: Paulist Press, 2000.
- Massaro, Thomas. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman and Littlefield Publishers, 2008.
- Northouse, Peter G. *Leadership: Theory and Practice*. 5th ed. Thousand Oaks, CA: SAGE Publications Inc., 2010.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing, 1989.
- Sofield, Loughlan, and Carol Juliano. *Collaboration: Uniting our Gifts in Ministry*. Notre Dame, IN: Ave Maria Press, 2000.
- Sullivan, John, ed. *Communicating Faith*. Washington, DC: Catholic University of America Press, 2011.

Lecturer: MICHAEL A KELLY CSsR

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.

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.

FEES

GCTRE units	\$1280 per 10 point unit of study
GCTRE Integrative unit	\$640 per 5 point unit of study

FUNDING

Many students are sponsored by the relevant Catholic Education Office. Enquiries related to funding should initially be directed to the Accreditation Officer at CEO Melbourne or the teacher's principal in the Ballarat Diocese.

DR8601Y INTRODUCTION TO SCRIPTURE FOR RELIGIOUS EDUCATORS

DR8601Y Box Hill; DR8611 Sunbury; DR8621Y Mildura

(Min. No. 8)

Course: GCTRE

Unit Value: 10 points

See page 166 for schedule of dates

CONTENT

This unit introduces teachers to the Scriptures by focussing on particular sections of the First (Old) and Second (New) Testaments and the manner in which these are interpreted within the Catholic Christian tradition. It provides an overview of: the nature of the Scriptures within a Catholic understanding of Divine revelation, principles and methods of biblical interpretation, the significance of the exodus and Sinai covenant for the Hebrew people, the social, political and religious context of first century CE Judaism, and the formation of the Gospels. Passages will be chosen from Genesis 1-11, Exodus 1-14, Gospel of Mark, Matthew 1-2, Luke 1-2.

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

Boadt, Lawrence. *Reading the Old Testament. An Introduction*. New York: Paulist, 1984.

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

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

Ehrman, Bart D. *The New Testament: A Historical Introduction to the Early Christian Writings*. 3rd ed. New York: Oxford University Press, 2004.

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

Goosen, Gideon, and Margaret Tomlinson. *Studying the Gospels: An Introduction*. Newtown, NSW: E.J. Dwyer, 1994.

Green, Joel B., Scot McKnight, and I. Howard Marshall, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity Press, 1992.

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

Stead, Barbara. *A Time of Jubilee: Using Luke's Gospel with Children*. Northcote, VIC: Des Books, 1994.

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

Bausch, William. *A New Look at the Sacraments*. West Mystic, CT: Twenty-Third Publications, 1977, 1983.

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

*DeGidio, Sandra. *Sacraments Alive: Their History, Celebration, and Significance*. Mystic, CT: Twenty-Third Publications, 1991.

Dulles, Avery. *Models of the Church*. 2nd ed. Dublin: Gill & Macmillan, 1988.

Fuellenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis Books, 2002.

Guzie, Tad. *The Book of Sacramental Basics*. New York/Ramsey, NJ: Paulist Press, 1981.

Hughes, Kathleen. *A Mystagogy of Sacrament: Saying Amen*. Chicago, IL: Liturgy Training Publications, 1999.

*Martos, Joseph. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Tarrytown, NY: Triumph Books, 1981, 1982, 1991, 2001.

Lecturer: ROBYN REYNOLDS OLSH

DR8603Y FOUNDATIONS OF RELIGIOUS EDUCATION

DR8603Y Box Hill; DR8613 Sunbury; DR8623Y Mildura
Course GCTRE See page 166 for schedule of dates

(Min. No. 8)
Unit Value: 10 points

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*.

Mulgrave, VIC: John Garratt Publishing, 2008.

Congregation for Catholic Education. *The Catholic School on the Threshold of the Third Millennium*. Boston, MA: Pauline Books and Media, 1998.

D’Orsa, Jim, and Therese. *A Mission to the Heart of Young People: Catholic Curriculum*. Mulgrave, Vic: Vaughan Publishing, 2012.

Groome, Thomas H. *Christian Religious Education: Sharing Our Vision and Story*. Blackburn, VIC: Dove Communications, 1980.

———. *Will there be Faith? A New Vision for Educating and Growing Disciples*. New York: Harper One, 2011.

Hyde, Brendan, and Richard Rymarz. *Religious Education in Catholic Primary Schools: Contemporary Issues and Perspectives for RE Teachers*. Terrigal, NSW: David Barlow, 2009.

Lovat, Terence J. *What is This Thing Called Religious Education: A Decade On?* Katoomba, NSW: Social Science Press, 2002.

Ryan, Maurice. *A Common Search: The History and Forms of Religious Education in Catholic Schools*. Hamilton, QLD: Lumino Press, 2007.

Synott, John P. *Quality Education: Global Perspectives for Australian Schools*. Terrigal, NSW: David Barlow Publishing, 2009.

Lecturer: MICHAEL A. KELLY CSsR

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

- Curran, Charles, ed. *Conscience: Readings in Moral Theology*. No. 14. New York: Paulist Press, 2004.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney, NSW: EJ Dwyer, 1993.
- Groome, Thomas. *What Makes Us Catholics: Eight Gifts for Life*. San Francisco, CA: Harper San Francisco, 2003.
- Gula, Richard. *Call To Holiness: Moral Discernment*. New York: Paulist Press, 2003.
- Keenan, James F. *Commandments of Compassion*. Franklin, WI: Sheed & Ward, 1999.
- Kilpatrick, William. *Why Johnny Can't Tell Right from Wrong: And What We Can Do About It*. New York: Simon & Schuster, 1993.
- Mordini, Tony. *Ethics for Today: Analyzing Values and Beliefs*. Melbourne, VIC: John Garratt Publishing, 2002.
- Nichols, Aidan. *The Service of Glory: 'The Catechism of the Catholic Church' on Worship, Ethics, Spirituality*. Edinburgh: T & T Clark, 1997.
- Nichols, Alan. *Street called Choice: Ethical Choices for Ordinary People*. Melbourne, VIC: Acorn Press, 2005.
- Pinckaers, Servais. *Morality: The Catholic View*. South Bend, IN: St. Augustine Press, 2001.
- Shelton, Charles. *Achieving Moral Health: An Exercise Plan for Your Conscience*. New York: Crossroad Publishing, 2000.

Lecturers: PHILIP MALONE MSC (Mildura); BERNARD TEO CSsR (BoxHill)

DR8605Y INTEGRATIVE EXERCISE

DR8605Y Box Hill; **DR8615** Sunbury; **DR8625Y** Mildura

(Min. No. 8)

Course: GCTRE

Unit value: 5 points

Unscheduled

CONTENT

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

COREQUISITES

DR8601Y, DR8602Y, DR8603Y, DR8604Y

LEARNING OUTCOMES

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

1. articulate the personal and professional learning that has occurred
2. discuss the implications for this learning in their delivery of religious education in a Catholic school.

ASSESSMENT

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

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

SCHEDULE FOR 2014

Box Hill (YTU) Classes: 9am – 4pm

Semester one

DR8601Y 1st year	Introduction to Scripture for Religious Educators (RMP) Sat 8 Feb; Sat 22 Feb; Mon 7 April; Tue 8 April
DR8603Y 2nd year	Foundations of Religious Education (MAK) Sat 8 Feb; Sat 22 Feb; Mon 7 April; Tue 8 April

Semester two

DR8602Y 1st year	Jesus Christ Today: Church, Mission and Sacraments (RR) Sat 2 Aug; Sat 16 Aug; Mon 22 Sept; Tues 23 Sept
DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (BT) Sat 2 Aug; Sat 16 Aug; Mon 22 Sept; Tues 23 Sept
2nd year	Integrative Exercise

Mildura Classes: Friday 9.30am – 4pm; Saturday 9am – 4pm

Semester one

DR8621Y 1st year	Introduction to Scripture for Religious Educators (MC) Fri 28 Mar; Sat 29 Mar; Fri 9 May; Sat 10 May
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Semester two

DR8622Y 1st year	Jesus Christ Today: Church, Mission and Sacraments (RR) Fri 5 Sep; Sat 6 Sep; Fri 10 Oct; Sat 11 Oct
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Sunbury Classes

Semester one

DR8611Y 1st year	Introduction to Scripture for Religious Educators (MR/RP/CM) Sat 15 Feb, Sat 1 Mar, Sat 29 Mar, Mon 7 Apr
DR8612Y 1 st year:	Jesus Christ Today: In Church, Mission and Sacraments (MAK) Sat 9 Aug, Sat 23 Aug, Thu 2 Oct, Fri 3 Oct

Lecturers:

RP Rose Marie Prosser
PM Philip Malone
MR Mary Reaburn
MAK Michael Kelly

RR Robyn Reynolds
CM Chris Monaghan
BT Bernard Teo
MC Mary Coloe

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

BA3415Y	OLD TESTAMENT
BN3415Y	NEW TESTAMENT
BS3415Y	BIBLICAL STUDIES
CH3415Y	CHURCH HISTORY
CT3415Y	SYSTEMATIC THEOLOGY
DA3415Y	MISSION AND MINISTRY
DC3415Y	CANON LAW
DD3415Y	SPIRITUAL DIRECTION
DL3415Y	LITURGICAL STUDIES
DM3415Y	MISSIOLOGY
DP3415Y	PASTORAL THEOLOGY and MINISTRY STUDIES
DR3415Y	RELIGIOUS EDUCATION
DS3415Y	SPIRITUALITY
DT3415Y	MORAL THEOLOGY

POSTGRADUATE

BA9415Y	OLD TESTAMENT
BN9415Y	NEW TESTAMENT
BS9415Y	BIBLICAL STUDIES
CH9415Y	CHURCH HISTORY
CT9415Y	SYSTEMATIC THEOLOGY
DA9415Y	MISSION AND MINISTRY
DC9415Y	CANON LAW
DD9415Y	SPIRITUAL DIRECTION
DL9415Y	LITURGICAL STUDIES
DM9415Y	MISSIOLOGY
DP9415Y	PASTORAL THEOLOGY and MINISTRY STUDIES
DR9415Y	RELIGIOUS EDUCATION
DS9415Y	SPIRITUALITY
DT9415Y	MORAL THEOLOGY

RECENT PUBLICATIONS OF FACULTY

John Collins

- "Reader Response: 'Witherup and Dunn on Ministry'." *The Pastoral Review* 5, no.1 (January 2009): 47-48.
- "Deacons – Marginal or Central?" *The Furrow* 59, no. 6 (June, 2008): 323-330. Review of *The Deacon Reader*, edited by James Keating. New York: Paulist Press, 2006. *Bijdragen, International Journal in Philosophy and Theology* 69, no. 2 (2008): 214-19.
- "Deacons – Searching for an identity." *The Pastoral Review* 4, no.4 (July 2008): 49-54.
- "Learning about Diaconate from reflections of T. F. Torrance on the Eldership." *New Diaconal Review* no. 1 (November 2008): 18-21.
- Diakonia: Re-interpreting the Ancient Sources*. Reprint. New York: OUP, 2009.
- "A German Catholic view of Diaconate and Diakonia: Herbert Haslinger, *Diakonie: Grundlagen für soziale Arbeit der Kirche* (2009)." *New Diaconal Review* no. 2 (May 2009): 41-46.
- "From διακονία to diaconia Today. Historical Aspects of Interpretation." *Diakonian tutkimus* no. 2 (2009): 134-48; online www.dts.fi.
- "Is the diaconal ministry based on a misunderstanding?" *Diakonian tutkimus* no. 2 (2009): 149-56; online www.dts.fi
- "What did Luke's 'eyewitnesses' see? Once more, Richard Bauckham's *Jesus and the Eyewitnesses*." *Journal of Religious Education* 58, no. 2 (2010): 49-57.
- "Re-thinking 'eyewitnesses' in the light of 'servants of the word' (Luke 1:2)." *Expository Times* 121, no.9 (June 2010): 447-52.
- Review of *The Emerging Diaconate: Servant Leaders in a Servant Church*, by William T. Ditewig. New York: Paulist Press, 2007. *Worship* 82, no. 2 (March 2008): 183-87.
- Review of *The Hidden History of Women's Ordination*, by Gary Macy. New York: OUP, 2007. *Worship* 82, no. 5 (September 2008): 463-67.
- Review of *Ecclesiology for a Global Church: A People Called and Sent*, by Richard R. Gaillardetz. Maryknoll, NY: Orbis Books, 2008. *Worship* 83, no.2 (March 2009): 173-76.
- Review of *The Church: The Evolution of Catholicism*, by Richard P. McBrien. New York: HarperCollins, 2008. *Worship* 83, no.3 (May 2009): 267-72.
- "For deacons it's not a matter of 'either-or' or 'both-and'." *New Diaconal Review* no. 4 (November, 2010): 38-43.
- [co-author Kjell Nordstokke] "Diakonia – Theory and Practice." In *Liberating Diako*, by Kjell Nordstokke, 41-47. Trondheim: Tapir, 2011.
- Diakonia: Re-interpreting the Ancient Sources*. Oxford Scholarship Online eISBN:9780199852383, 2011.
- "A Monocultural Usage: διακον- words in Classical, Hellenistic, and Patristic Sources." *Vigiliae Christianae* 66, no.3 (2012): 287-309.
- "Theology of Ministry in the Twentieth Century: Ongoing Problems or New Orientations?" *Ecclesiology* 8, no.1 (2012): 11-32.

Mary Coloe

Books

- A Friendly Guide to John's Gospel*. Mulgrave: John Garratt. 2013.
- John, Qumran and the Dead Sea Scrolls: Sixty Years of Discovery and Debate*. Edited by Mary L. Coloe and Tom Thatcher. Early Judaism and Its Literature 32. Atlanta, GA: SBL, 2011.
- ### Chapters in Books
- "The Gospel according to John: Introduction." In *Anselm Academic Study Bible. New American Bible Revised Edition*. General Editor Carolyn Osiek, 1716-1722. Winona, MN: Anselm Academic, 2013.

Mary Coloe continued

"The Samaritan Woman." In *Characterisation in John*, edited by Christopher Skinner, 180-94. London: T & T Clark, 2013.

"Nicodemus: Discovering possibilities in a time of crisis." In *Ancient Jewish and Christian Texts as Crisis Management Literature*, edited by D. Sim and P. Allen, 95-111. Thematic Studies from the Centre for Early Christian Studies. London: T&T Clark [Continuum] 2012.)

"John's Portrait of Jesus." In *The Blackwell Companion to Jesus*, edited by Delbert Burkett, 64-80. Oxford: Wiley-Blackwell, 2011.

"John as Witness and Friend." In *John, Jesus, and History, Volume 2: Aspects of Historicity in the Fourth Gospel*, edited by Paul N. Anderson, Felix Just and Tom Thatcher, 44-61. Atlanta, GA: Society of Biblical Literature, 2009.

Articles in Refereed Journals.

"Theological Reflections on Creation in the Gospel of John." *Pacifica* 24 (2011): 1-12.

"A matter of Justice and Necessity': Women's Participation in the Catholic Church." *Compass: A Journal of Topical Theology* 45 (2011): 13-18. *

"Imágenes Del Templo En Juan." *Selecciones De Teología* 194 (2010): 255-279

"Temple Imagery in the Gospel of John." *Interpretation* 63 (2009): 368-81.

"The Missing Feast of Pentecost: John 1,19–2,12." *Studien zum Neuen Testament und seiner Umwelt* 34 (2009): 97-113.

Dictionaries

"Booths." "Nazarene." "Pentecost." "Temple Cleansing." "The Bridegroom's Friend." In *Dictionary of the Bible and Western Culture: A Handbook for Students*, edited by Mary Ann Beavis and Michael J. Gilmour. Waco TX: Baylor University Press, 2012.

"My Father's House." In *Encyclopedia of the Bible and Its Reception*, edited by Dale C. Allison, Jr., Volker Leppin, Choon-Leong Seow, Hermann Spieckermann, Barry Dov Walfish and Eric Ziolkowski. Berlin: De Gruyter, 2012- (On-line database)

Forthcoming:

Coloe, ed. *Creation is Groaning: Biblical and Theological Perspectives*.

Collegeville, MN: Liturgical Press, due 2013.

"Creation in the Gospel of John." In *Creation is Groaning: Biblical and Theological Perspectives*, edited by Mary L. Coloe. Collegeville, MN: Liturgical Press, 2013.

"The Mother of Jesus: A Woman Possessed." A major essay to be published in *Character Studies in the Gospel of John*, edited by Steven A. Hunt, D. Francois Tolmie, and Ruben Zimmermann. (Eerdmans, MI: – due for publication in 2013).

"Gentiles in the Gospel of John: Narrative Possibilities. John 12:12- 43." In *Attitudes to Gentiles in Ancient Judaism and Early Christianity*, edited by David C. Sim and James S. McLaren, LNTS; London: Continuum).

"Behold the Lamb of God': John 1:29 and the Tamid Service." Festschrift in honour of Prof. Frédéric Manns. Jerusalem, Studium Biblicum Franciscanum, due 2013.

Helen Delaney

Book Review of *Historians of Women Religious of Britain and Ireland* (H-WRBI) website, June 2008. <http://www.rhul.ac.uk/Bedford-Centre/history-women-religious>.

Bruce Duncan

Review of *B. A. Santamaria Running the Show: Selected Documents 1939-1996*, edited by Patrick Morgan. In *Labour History* 96 (May 2009): 254-56.

"The puzzle of *Caritas in Veritate*." *Australian Journal of Mission Studies* 4, no. 1 (June 2010): 42-54.

Bruce Duncan continued

"The Context of *Caritas in Veritate*' in Catholic Social Teaching." In *Globalisation and the Church: Reflections on Caritas in Veritate*, edited by Neil Ormerod and Paul Oslington, 109-24. Sydney: St Pauls, 2011.

With Sandie Cornish. "The Council's Call to Renewed Social Engagement." In *Vatican II: Reception and Implementation in the Australian Church*, edited by Neil Ormerod et al., 97-116. Melbourne: Garratt Publishing, 2012.

Review of *Catholic Social Teaching in Global Perspective*, edited by D. McDonald SJ. Gregorian University Studies in Catholic Social Teaching. Maryknoll: Orbis, 2010. *Champagnat: An International Marist Journal of Charism in Education* 14, no.1 (Autumn 2012): 101-105.

Social Justice: Fuller Life in a Fairer World. Friendly Guide Series. Melbourne: Garratt Publishing, 2012.

Review of *Pope Pius XII on the Economic Order*, by Rupert J. Ederer. Lanham, MD: Scarecrow Press, 2011, pp.xiv + 275. In *Journal of Religious History* 37, no.1 (March, 2013): 144-46.

"Human Rights Imperilled by the Global Financial Crisis." *Compass*, 47, no. 1 (Autumn 2013): 21-28.

"Tackling Capitalism: What Vatican II achieved and what still needs to be done", *Pacifica*, 26, 2 (2013), 199-214.

Brian Gleeson

"Images, Understandings, and Models of the Church in History: An Update." *Australian E-Journal of Theology* no. 12 (July, 2008)
http://www.acu.edu.au/acu_national/schools/theology/ejournal/aejt_12

"The Resurrection of Jesus and the Jesus Movement." *Australasian Catholic Record* 86, no. 1 (January 2009): 3-17.

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STYLE SHEET

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:

Gen	Hos	Ps (<i>pl.</i> Pss)	1-2-3-4 Kgdms	Sus	Eph
Exod	Joel	Job	Add Esth	Tob	Phil
Lev	Amos	Prov	Bar	Wis	Col
Num	Obad	Ruth	Bel		1-2 Thess
Deut	Jonah	Cant	1-2 Esdr	Matt	1-2 Tim
Josh	Mic	Eccl / Qoh	4 Ezra	Mark	Titus
Judg	Nah	Lam	Jdt	Luke	Phlm
1-2 Sam	Hab	Esth	Ep Jer	John	Heb
1-2 Kgs	Zeph	Dan	1-2-3-4 Macc	Acts	Jas
Isa	Hag	Ezra	Pr Azar	Rom	1-2 Pet
Jer	Zech	Neh	Pr Man	1-2 Cor	1-2-3 John
Ezek	Mal	1-2 Chr	Sir	Gal	Jude
					Rev

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

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

Denis Edwards, *Breath of Life: A Theology of the Creator Spirit* (Maryknoll, NY: Orbis Books, 2004), 92.

Bibliography

Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis Books, 2004.

Two or Three Authors

Footnote

Evelyn E. Whitehead and James D. Whitehead, *Wisdom of the Body: Making Sense of our Sexuality* (New York: The Crossroad Publishing Company, 2001), 111.

Bibliography

Whitehead, Evelyn E., and James D. Whitehead. *Wisdom of the Body: Making Sense of our Sexuality*. New York: The Crossroad Publishing Company, 2001.

Four or More Authors

Footnote

A.K.M. Adam, S.E. Fowl, K. Vanhoozer, and F. Watson, *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* (Grand Rapids, MI: Baker Academic, 2006), 132.

Bibliography

Adam, A.K.M., Stephen E. Fowl, Kevin Vanhoozer, and Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. Grand Rapids, MI: Baker Academic, 2006.

Editor Only

Footnote

Maurice Ryan, ed., *Reading the Bible: An Introduction for Students* (Tuggerah, NSW: Social Science Press, 2003), 85.

Bibliography

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

Particular Edition

Footnote

Gary Yukl, *Leadership in Organisations*, 6th ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2006), 273.

Bibliography

Yukl, Gary. *Leadership in Organisations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Single Chapter in an Edited Book

Footnote

John Hill, "The Threat from the North – Reflections on a Theme both Ancient and Modern," in *Wisdom for Life*, ed. Michael A. Kelly and Mark A. O'Brien (Adelaide: ATF Press, 2006), 37.

Bibliography

Hill, John. "The Threat from the North – Reflections on a Theme both Ancient and Modern." In *Wisdom for Life*, edited by Michael A. Kelly and Mark A. O'Brien, 35-44. Adelaide: ATF Press, 2006.

Article or Chapter in a Multivolume Work

Footnote

Gail O'Day, "The Gospel of John: Introduction, Commentary and Reflections," vol. 9 of *The New Interpreter's Bible*, ed. Leander E. Keck (Nashville, TN: Abingdon Press, 1995), 498.

Bibliography

O'Day, Gail. "The Gospel of John: Introduction, Commentary and Reflections." Vol. 9 of *The New Interpreter's Bible*, edited by Leander E. Keck, 493-865. Nashville, TN: Abingdon Press, 1995.

Abbreviated citation in a footnote

- The first time you cite a text you must give the full reference e.g.,
Footnote
Stephen B. Bevans and Roger P. Schroeder, *Constants in Context: A Theology of Mission for Today* (Maryknoll, NY: Orbis, 2004), 32.

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

Julia Upton, "Baptism," *The New Dictionary of Theology* (1989), 78.

Bibliography

Upton, Julia. "Baptism." In *The New Dictionary of Theology* (1989), 77-80.

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

In Journals

Footnote

Robert J. Daly, "Images of God and the Imitation of God," *Theological Studies* 68, no. 1 (March 2007): 45.

Bibliography

Daly, Robert J. "Images of God and the Imitation of God." *Theological Studies* 68, no. 1 (March 2007): 36-51.

Newspapers

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

Footnote

Katie McGhie, "Basque in the Glory," *Herald Sun*, 25 July, 2008.

ONE SOURCE QUOTED IN ANOTHER

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

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

Footnote

Dominique Barthélemy, *Les Devanciers d'Aquila* (Leiden: Brill, 1963), 146-147, quoted in John J. Collins, *Daniel*, Hermeneia (Minneapolis, MN: Fortress Press, 1993), 10.

Bibliography

Barthélemy, Dominique. *Les Devanciers d'Aquila*. Leiden: Brill, 1963. 146-147. Quoted in John J. Collins, *Daniel*. Hermeneia. Minneapolis, MN: Fortress Press, 1993.

VATICAN DOCUMENTS

Footnote

Vatican II, *Dei Verbum* (Dogmatic Constitution on Divine Revelation), in *Vatican Council II: The Conciliar and Post Conciliar Documents*, ed. Austin Flannery, vol. I, new rev. ed. (Northport, NY: Costello Publishing Company, 1998), # 24.

Bibliography

Vatican II. *Dei Verbum* (Dogmatic Constitution on Divine Revelation). In *Vatican Council II: The Conciliar and Post Conciliar Documents*. Edited by Austin Flannery. Vol. I. New rev. ed. Northport, NY: Costello Publishing Company, 1998.

Footnote

John Paul II, *Veritatis Splendor*, Encyclical Letter (Homebush: St. Pauls, 1993), # 3.

Bibliography

John Paul II. *Veritatis Splendor*. Encyclical Letter. Homebush: St. Pauls, 1993.

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

Brian Gleeson, “Images, Understandings, and Models of the Church in History: An Update,” *Australian EJournal of Theology* 12 (July 2008), http://www.acu.edu.au/ACU_National/schools/theology/ejournal/aejt_12/ (accessed 21 July 2008).

Bibliography

Gleeson, Brian. “Images, Understandings, and Models of the Church in History: An Update.” *Australian EJournal of Theology* 12 (July 2008), http://www.acu.edu.au/ACU_National/schools/theology/ejournal/aejt_12/ (accessed 21 July 2008).

INDEX OF UNITS – UNDERGRADUATE

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NN1000Y	Introduction to Tertiary Studies in Theology	1 & 2 morn	37
NN0310Y	Art of the Icon	1 & 2 morn	38
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AL1011Y	New Testament Greek A	1 eve	41
AL1012Y	New Testament Greek B	2 eve	42

FIELD A UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

AL1001Y Hebrew A #

AL1002Y Hebrew B #

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BA1000Y	OT1: Survey and Method	2 eve	44
BA2012Y/BA3012Y	Wisdom Literature	2 eve	45
BA2013Y/BA3013Y	The Book of Isaiah	1 morn	46
BA/BN3110Y	Biblical Justice and the Reign of God	2 eve	47
BA/BN3112Y	The Bible and the Land	1 Sat	48
BA3415Y	Supervised Reading Unit – Old Testament (15 points)		
BA3430Y	Supervised Reading Unit – Old Testament (30 points)		

NEW TESTAMENT

BN1000Y	NT1: Gospel of Mark and Exegetical Method	1 eve	49
BN2010Y/BN3010Y	The Corinthian Correspondence	1 morn	50
BN2012Y/BN3012Y	Matthew	2 eve	51
BN2013Y/3013Y	The Gospel of John	1 eve	52
BA/BN3110Y	Biblical Justice and the Reign of God	2 eve	47
BA/BN3112Y	The Bible and the Land	1 Sat	48
BN3015Y	The Biblical Land and the Gospels	June	53
	(Intensive in Jerusalem)		
BN3016Y	Passover & Easter in the Biblical Land	April	54
	(Intensive in Jerusalem)		
BN3415Y	Supervised Reading Unit – New Testament (15 points)		
BN3430Y	Supervised Reading Unit – New Testament (30 points)		

OVERSEAS STUDY UNITS

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BIBLICAL STUDIES

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

FIELD B UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

BA2010Y/3010Y	Pentateuch #		
BA2011Y/3011Y	Psalms #		
BA2016Y/3016Y	Prophetic Literature -Jeremiah and Hosea		
BA2017Y/3017Y	The Twelve Prophets #		
BA3014Y	Prophecy Apocalyptic and the Future		
BA3015Y	Exile and Return #		
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CH2011Y/3011Y	Foundations of Australian Catholicism	2 morn	58
CH2230Y/3230Y	Catholic Social Thought in Aust. & O/S (=DT2/3230Y)	1 eve	59
CH3415Y	Supervised Reading Unit – Church History (15 points)		
CH3430Y	Supervised Reading Unit – Church History (30 points)		
SYSTEMATIC THEOLOGY			
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CT1/2330Y**	Intro. to Theology of Mission (=DM1/2330Y)	1 eve	78
CT2011Y/3011Y	Who is this Christ?	1 eve	61
CT2016/3016Y	Church: Sign & Sacrament of God's Kingdom	2 morn	62
CT2310Y/3310Y	Signs & Gifts of God: Sacraments (=DP2/3310Y)	2 eve	63
CT2320Y/3320Y	Mary in the Christian Tradition (=DS2/3320Y)	1 morn	64
CT2321Y/3321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS2/3321Y)	2 morn	65
CT2340/3340**	Human Sexuality and Marriage (=DT2/3340Y)	1 eve	76
CT3012Y	The Christian Doctrine of God: The Holy Trinity	1 morn	66
CT3019Y	Human Person: Oriented to Communion	2 eve	67
CT3415Y	Supervised Reading Unit – Systematic Theology (15 points)		
CT3430Y	Supervised Reading Unit – Systematic Theology (30 points)		

FIELD C UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

§ units not offered in 2014, but normally offered in a three year cycle

CH2010Y/3010Y	Reformation Histories and Theologies #
CH2012Y/3012Y	Introduction to Early Christian Art and Architecture §
CH2013Y/3013Y	Medieval Popular Religion in the West #
CH2014Y/3014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH/2210Y/3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/310Y)
CH2212Y/3212Y	Art History and Spirituality in Western Europe (=DS2/3121Y) §
CT2010Y/3010Y	Eschatology: Living in Hope #

FIELD D – THEOLOGY: MISSION AND MINISTRY

CANON LAW DC			
DC2011Y/3011Y	Canon Law A	1 morn	70
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DL2010Y/3010Y	Celebrational Style	1 morn	73
DL3415Y	Supervised Reading Unit – Liturgical Studies (15 points)		
DL3430Y	Supervised Reading Unit – Liturgical Studies (30 points)		
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DT2011Y/3011Y	Major Issues in Moral Theology	2 eve	75
DT2340Y/3340Y	Human Sexuality and Marriage (=CT2/3340Y)	1 eve	76
DT3014Y	Can War be Just?	2 eve	77
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)		
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**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY

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DM2016Y/3016Y	Liberating Mission: Gospel meets Culture	1 morn	79
DM2440Y/3440Y	A Spirituality for Mission (=DP2/3440Y DS2/3440Y)	2 morn	80
DM3014Y	Inter-Religious Dialogue in a Secular Society	2 eve	81
DM3415Y	Supervised Reading Unit – Missiology (15 points)		
DM3430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP1010Y	Faith, Religion & Spirituality in Contemporary Society	2 int	82
DP1430Y**	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)	1 eve	72
DP2011Y/3011Y	Counselling: Theory and Practice	1 morn	83
DP2310Y/3310Y**	Signs & Gifts of God: Sacraments (=CT2/3310Y)	2 eve	63
DP2440Y/3440Y**	A Spirituality for Mission (=DM2/3440Y DS2/3440Y)	2 morn	80
DP2888Y	Clinical Pastoral Education (CPE)	1 & 2	84
DP3415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP3430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION DR			
DR3415Y	Supervised Reading Unit – Religious Education (15 points)		
DR3430Y	Supervised Reading Unit – Religious Education (30 points)		
SPIRITUALITY DS			
DS1000Y	Introduction to Christian Spirituality	2 morn	85
DS2101Y	Spiritual Leaders (Heart of Life)	1 & 2	86
DS2320Y/3320Y**	Mary in the Christian Tradition (=CT2/3320Y)	1 morn	64
DS2321Y/3321Y**	Franciscan Spirituality: Origins and Contemporary Relevance (=CT2/3321Y)	2 morn	65
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DS3118Y	Ignatian Spirituality Seminar		88
DS3119Y	Ignatian Discernment and Christian Decision Making		89
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DS3430Y	Supervised Reading Unit – Spirituality (30 points)		

FIELD D UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014 but normally offered in alternate years

§ units not offered in 2014 but normally offered in a three year cycle

CANON LAW DC

LITURGY DL

DL2422Y/3422Y Ritual and Pastoral Care (=DP2/3422Y) #

DL2423Y/3423Y Proclaiming the Word of God #

MORAL THEOLOGY DT

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DT2230Y/3230Y** Catholic Social Thought in Aust.& O/S (=CH2/3230Y)

DT2470Y/3470Y** Social Teaching & Aboriginal Australians (=DM2/3470Y) #

DT3013Y Theology and Ethics in Medicine #

DT3015Y Christianity, Economics & Social Transformation #

MISSIOLOGY DM

DM2011Y/3011Y A Comparative Study of Religions #

DM2012Y/3012Y Evangelisation Today: Theory and Praxis #

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

DM2013Y/3013Y The Cutting Edge of Mission Today: Missiology Immersion Program

DM2331Y/3331Y Theology in Asia: A Model of Development in Theology §

DM3015Y Recent approaches to mission §

RELIGIOUS EDUCATION

DR2481/3481Y Leadership in a Faith Community (=DP2/3481Y) #

SPIRITUALITY DS

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DS2433Y/3433Y** Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal
(=DP2/3433Y & DL2/3433Y) (**Overseas Study Tour**)

**See crosslisting for detailed unit description

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NR1002Y	Reading the Christian Classics, 2	1 eve	39

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AL8002Y	Hebrew B (Foundational unit) #

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BA9012Y	Wisdom Literature	2 eve	107
BA9013Y	The Book of Isaiah	1 morn	108
BA/BN9110Y	Biblical Justice and the Reign of God	2 eve	109
BA/BN9112Y	The Bible and the Land	1 int.	110
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BA9430Y	Supervised Reading Unit – Old Testament (30 points)		

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BN8000Y	Biblical Interpretation (NT): History, Background, Critical Methodology (Foundational unit)	2 eve	111
BN9010Y	The Corinthian Correspondence	1 morn	112
BN9012Y	Matthew	2 eve	113
BN9013Y	The Gospel of John	1 eve	114
BA/BN9110Y	Biblical Justice and the Reign of God	2 eve	109
BA/BN9112Y	The Bible and the Land	1 int.	110
BN9015Y	The Biblical Land and the Gospels (Intensive in Jerusalem)	June int.	115
BN9415Y	Supervised Reading Unit – New Testament (15 points)		
BN9430Y	Supervised Reading Unit – New Testament (30 points)		

BIBLICAL STUDIES

BS9500Y**	The Bible & Art: Re-Visioning of Biblical Interpretation. (<i>CH9500Y DL/DP9500Y</i>)	1 eve	116
BS9415Y	Supervised Reading Unit – Biblical Studies (15 points)		
BS9430Y	Supervised Reading Unit – Biblical Studies (30 points)		

FIELD B UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

BA9010Y	Pentateuch#
BA9011Y	Psalms #
BA9014Y	Prophecy Apocalyptic and the Future #
BA9015Y	Exile and Return #
BA9016Y	Prophetic Literature -Jeremiah and Hosea
BA9017Y	The Twelve Prophets #
BN9011Y	Luke Acts #
BN9014Y	Galatians #

**See crosslisting for detailed unit description

FIELD C – CHRISTIAN THOUGHT AND HISTORY

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CH9500Y**	The Bible & Art: Re-Visioning of Biblical Interpretation. (=BS9500Y DL/DP9500Y)	1 eve	116
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CH9430Y	Supervised Reading Unit – Church History (30 points)		
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CT9011Y	Who is this Christ?	1 eve	122
CT9012Y	The Christian Doctrine of God: The Holy Trinity	1 morn	123
CT9016Y	Church: Sign & Sacrament of God's Kingdom	2 morn	124
CT9019Y	Human Person: Oriented to Communion	2 eve	125
CT9310Y	Signs & Gifts of God: Sacraments (=DP9310Y)	2 eve	126
CT9320Y	Mary in the Christian Tradition	1 morn	127
CT9321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS9321Y)	2 morn	128
CT9340Y**	Human Sexuality & Marriage (=DT9340Y)	1 eve	139
CT9888Y	Mystical Theology: An Approach	1 eve	129
CT9415Y	Supervised Reading Unit – Systematic Theology (15 points)		
CT9430Y	Supervised Reading Unit – Systematic Theology (30 points)		

FIELD C UNITS AVAILABLE IN OTHER YEARS

§ units not offered in 2014, but normally offered in a three year cycle

units not offered in 2014, but normally offered in alternate years

CH9010Y	Reformation Histories and Theology #
CH9012Y	Introduction to Early Christian Art and Architecture §
CH9013Y	Medieval Popular Religion in the West #
CH9014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH9210Y	Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c.1300-1700 (DS9210Y) §
CH9211Y	In search of the Foundress: The painted life of Mary Ward (1585 - 1645) (=DS9211Y)
CH9212Y	Art History and Spirituality in Western Europe (= DS9212Y) §
CT8000Y	Faith, Revelation and Theology (Foundational unit) #
CT9010Y	Eschatology: Living in hope #

**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	page
CANON LAW DC			
DC9011Y	Canon Law A	1 morn	133
DC9012Y	Canon Law B	2 morn	134
DC9415Y	Supervised Reading Unit –Canon Law (15 points)		
DC9430Y	Supervised Reading Unit –Canon Law (30 points)		
LITURGY DL			
DL8430Y	Doing and Living the Church's Liturgy	1 eve	135
DL9010Y	Celebrational Style	1 morn	136
DL9500Y*	The Bible and Art: Re-Visioning Biblical Interpretation	1 eve	116
DL9415Y	Supervised Reading Unit – Liturgy (15 points)		
DL9430Y	Supervised Reading Unit – Liturgy (30 points)		
MORAL THEOLOGY DT			
DT9011Y	Major Issues in Moral Theology	2 eve	137
DT9014Y	Can War be Just?	2 eve	138
DT9340Y	Human Sexuality and Marriage	1 eve	139
DT9415Y	Supervised Reading Unit – Moral Theology (15 points)		
DT9430Y	Supervised Reading Unit – Moral Theology (30 points)		
MISSIOLOGY DM			
DM8330Y	Introduction to Theology of Mission (=CT8330Y) (Foundational unit)	1 eve	140
DM9014Y	Interreligious Dialogue in a Secular Society	2 eve	141
DM9016Y	Liberating Mission: When Gospel Meets Culture	1 morn	142
DM9440Y	A Spirituality for Mission (=DP9440Y DS9440Y)	2 morn	143
DM9415Y	Supervised Reading Unit – Missiology (15 points)		
DM9430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP9010Y	Faith, Religion & Spirituality in Contemporary Society	2 wed/int	144
DP9011Y	Counselling: Theory and Practice	1 morn	145
DP9310Y**	Signs & Gifts of God: Sacraments (=CT9310Y)	2 eve	126
DP9440Y**	A Spirituality for Mission (=DM9440Y DS9440Y)	2 morn	143
DP9500Y**	The Bible & Art: Re-Visioning of Biblical Interpretation. (BS9500Y DL9500Y CH9500Y)	1 eve	116
DP9888Y	Clinical Pastoral Education (CPE)		146
DP9415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP9430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30points)		
RELIGIOUS EDUCATION DR			
DR9415Y	Supervised Reading Unit – Religious Education (15 points)		
DR9430Y	Supervised Reading Unit – Religious Education (30 points)		
SPIRITUALITY DS			
DS8000Y	Introduction to Christian Spirituality (Foundational unit)	2 morn	147
DS9320Y**	Mary in the Christian Tradition	1 morn	127
DS9321Y**	Franciscan Spirituality: Origins and Contemporary Relevance (=CT9321Y)	2 morn	128
DS9440Y**	A Spirituality for Mission (=DP9440Y DM9440Y)	2 morn	143
DS9415Y	Supervised Reading Unit – Spirituality (15 points)		
DS9430Y	Supervised Reading Unit – Spirituality (30 points)		
SILOAM PROGRAM (HEART OF LIFE)			
Program and Contact Details see pages 148-155.			
CAPSTONE UNIT			
XS9992Y	Pastoral Leadership	2 eve	158
XS9999Z	12,000 Word Research Essay (30 points)		159

**See crosslisting for detailed unit description

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 166 for schedule at Box Hill, Mildura & Sunbury)

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments
DR8603Y	Foundations of Religious Education
DR8604Y	Making (Christian) Choices in Life: Value Added Approach
DR8605Y	Integrative Exercise

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

units not offered in 2014, but normally offered in alternate years

\$ units not offered in 2014, but normally offered in a three year cycle

LITURGY DL

DL9422Y	Ritual and Pastoral Care (=DP9422Y) #
DL9423Y	Proclaiming the Word of God (=DP9423Y) #
DL9433Y	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DS9433Y & DP9433Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9422Y**	Ritual and Pastoral Care (=DL9422Y) #
DP9423Y**	Proclaiming the Word of God (=DL9423Y) #
DP9433Y**	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DS9433Y & DL9433Y)
DP9481Y**	Leadership in a Faith Community (=DR9481Y)

MORAL THEOLOGY DT

DT8000Y	Moral Theology Principles and Practice # (Foundational unit)
DT9012Y	Justice and Human Rights #
DT9013Y	Theology and Ethics in Medicine #
DT9015Y	Christianity, Economics & Social Transformation #
DT9230Y	Catholic Social Thought in Aust. & O/S (=CH9230Y)
DT9470Y**	Social Teaching and Aboriginal Australians # (=DM9470Y)

MISSIOLOGY DM

DM9013Y	The Cutting Edge of Mission Today: Missiology Immersion Program
DM9015Y	Recent approaches to mission #
DM9011Y	A Comparative Study of Religions #
DM9015Y	Recent Approaches to Mission #
DM9331Y	Theology in Asia: A Model of Development in Theology (=CT9331Y) \$
DM9470Y	Social Teaching and Aboriginal Australians (=DT9470Y) #

RELIGIOUS EDUCATION DR

DR9481Y	Leadership in a Faith Community (=DP9481Y) #
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SPIRITUALITY DS

DS9212Y**	Art History and Spirituality in Western Europe (= CH9212Y) \$
DS9433Y**	Study Tour 'Realising the Vision': 150 Years of Liturgical Renewal (=DP9433Y & DL9433Y)

CAPSTONE UNIT

XS9992Y	Integrative Leadership Seminar
XS9991Y	A Faith to Live By

Undergraduate First Semester 2014

Monday

9.30	CT3012Y C Mos The Christian Doctrine of God: the Holy Trinity		
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology		
5.00	DM1/2330Y CT1/2330Y JK Introduction to Theology of Mission	DT2/3340Y CT2/3340Y CN Human Sexuality and Marriage	CT2/3011Y G Brett Who Is This Christ?

Tuesday

9.30	DP 2/3011Y PC Counselling: Theory & Practice	BN2/3010Y C Mon The Corinthian Correspondence	DL2/3010Y PM & PP Celebrational Style
5.00	BN1000Y G Bourke NTI: Gospel of Mark & Exegetical Method		

Wednesday

9.30	BA2/3013Y MO'B Book of Isaiah	DM2/3016Y RR Liberating Mission: Where Gospel Meets Culture	
5.00	DL1430Y / DP1430Y / DS1430Y MS Doing and Living the Church's Liturgy #	BN2/3013Y MC The Gospel of John	

Thursday

9.30	CT2/3320Y DS2/3320Y G Brett Mary in the Christian Tradition		DC2/3011Y RJ Canon Law A	
5.00	CH1001Y PP A Survey of Early and Medieval Church History (100-1450)	AL1011Y AO'H New Testament Greek A	CH2/3230Y DT 2/3230Y BD Catholic Social Thought in Australia and Overseas	NR1002Y LN Reading the Christian Classics 2

Units with special arrangements:

Intensive BA3112Y BN3112Y JH The Bible and the Land Sat 9.30 am – 4pm : 1 st , 15 th & 29 th March; 12 th April; 3 rd & 17 th May	
#DL1430Y / DP1430Y / DS 1430Y MS Doing and Living the Church's Liturgy:	
<i>Wed 5.00 on following dates: 26/2, 5/3, 12/3, 26/3, then from 30/4 – 28/5 ; Sun 9/3 at Cathedral (afternoon) & Sat 5/4 (10-4)</i>	
BS3016Y MC & MR Passover and Easter in the Biblical Land Overseas Intensive Study Unit in Jerusalem April 1-28	

Undergraduate Second Semester 2014

Monday

9.30	DS1000Y RR Introduction to Christian Spirituality		
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology		
5.00	BA/BN3110Y G Bourke Biblical Justice and the Reign of God	BA1000Y MR Old Testament 1: Survey and Method	DT2/3011Y CN & BT Major Issues in Moral Theology

Tuesday

9.30	CT2/3321Y / DS2/3321Y PR Franciscan Spirituality: Origins and Contemporary Relevance		
5.00	DT1000Y PM Introduction to Moral Theology	BA2/3012Y MR Wisdom Literature	DM3014Y JK Inter-Religious Dialogue in a Secular Society

Wednesday

9.30	CT1000Y G Brett Faith, Revelation and Theology	DM2/3440Y / DP2/3440Y / DS2/3440Y RR A Spirituality for Mission	CH2/3011Y PP Foundations of Australian Catholicism
5.00	BN2/3012Y CM Matthew		
5.30	DP1010Y RP Faith, Religion and Spirituality in Contemporary Society ##		

Thursday

9.30	CT2/3016Y RF Church: Sign and Sacrament of God’s Kingdom			DC2/3012Y RJ Canon Law B	
5.00	CH1002Y PP A Survey of Early Modern and Modern Church History (1450-Present)	CT3019Y G Brett The Human Person: Oriented to Communion	AL1012Y AO’H New Testament Greek B	CT/DP2/3310Y G Brown Signs and Gifts of God: Sacraments of Life and Church	DT3014Y BD Can War Be Just?

Units with special arrangements:

BN3015Y MR	The Biblical Land and the Gospels : Overseas Intensive study unit in Jerusalem June 3- 30
## DP1010Y RP	Faith, Religion and Spirituality in Contemporary Society Sat/Sun 26/27 July & 13/14 Sept (9am-4pm) and 3 Wednesdays: Aug 6 & 20 & Sept 3 (5.30-8.30)

Postgraduate First Semester 2014

Monday

9.30	CT9012Y C Mos	The Christian Doctrine of God: the Holy Trinity		
1.30	NN1000Y MK	Introduction to Tertiary Studies in Theology		
5.00	BA8000Y JH Biblical Interpretation (OT) History, Background, critical methodology	CT9011Y G Brett Who Is This Christ?	DT9340Y / CT9340Y CN Human Sexuality and Marriage	DM8330Y / CT8330Y JK Introduction to Theology of Mission

Tuesday

9.30	DP9011Y PC Counselling: Theory & Practice	BN9010Y C Mon The Corinthian Correspondence	DL9010Y PM & PP Celebrational Style
5.00	CT8001Y RF Foundations for Christian Thinking	CT9888Y MC & KW Mystical Theology - An Approach	

Wednesday

9.30	BA9013Y MO'B	Book of Isaiah	DM9016Y RR	Liberating Mission: Where Gospel Meets Culture
5.00	DL8430Y / DP8430Y / DS8430Y MS Doing and Living the Church's Liturgy #	BN9013Y MC The Gospel of John		
6.00	RQ9021C	Research Methodologies ML (taught at CTC East Melbourne)		

Thursday

9.30	DC9011Y RJ	Canon Law A	CT9320Y / DS9320Y G Brett	Mary in the Christian Tradition
5.00	AL8011Y AO'H New Testament Greek A	CH9230Y / DT9230Y BD Catholic Social Thought in Australia and Overseas	BS9500Y / CH9500Y / DL9500Y / DP9500Y The Bible and Art: Re-Visioning of Biblical Interpretation:	NR1002Y LN Reading the Christian Classics 2

Units with special arrangements:

Intensive

BA9112Y BN9112Y JH The Bible and the Land **Saturdays 9.30 am – 4pm : 1st, 15th & 29th March; 12th April; 3rd & 17th May**
#DL8430Y / DP8430Y / DS8430Y MS Doing and Living the Church's Liturgy: *Wed 5.00 on following dates: 26/2, 5/3, 12/3, 26/3, then from 30/4 – 28/5 ; Sun 9/3 at Cathedral (afternoon) & Sat 5/4 (10-4)*

Postgraduate Second Semester 2014

Monday

9.30	CH8100Y RB Turning Points in the History of the Western Church	DS8000Y RR Introduction to Christian Spirituality
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology	
5.00	BA/BN9110Y G Bourke Biblical Justice and the Reign of God	DT9011Y CN & BT Major Issues in Moral Theology

Tuesday

9.30	CT9321Y / DS9321Y PR Franciscan Spirituality: Origins and Contemporary Relevance		
5.00	BA9012Y MR Wisdom Literature	XS9992Y MAK Pastoral Leadership	DM9014Y JK Inter-Religious Dialogue in a Secular Society

Wednesday

9.30	CH9011Y PP Foundations of Australian Catholicism	DM9440Y / DP9440Y / DS9440Y RR A Spirituality for Mission	
5.00	BN8000Y MC Biblical Interpretation (NT) History, Background, critical methodology		BN9012Y C Mon Matthew
5.30	DP9010Y RP Faith, Religion and Spirituality in Contemporary Society ##		

Thursday

9.30	CT9016Y RF Church: Sign and Sacrament of God’s Kingdom		DC9012Y RJ Canon Law B	
5.00	AL8012Y AO’H New Testament Greek B	CT9310Y /DP9310Y G Brown Signs and Gifts of God: Sacraments of Life and Church	CT9019Y G Brett Human Person: Oriented to Communion	DT9014Y BD Can War Be Just?

Units with special arrangements:

## DP9010Y RP Faith, Religion and Spirituality in Contemporary Society Sat/Sun 26/27 July & Sat/Sun 13/14 Sept (9am-4pm) and 3 Wednesdays: Aug 6 & 20 & Sept 3 (5.30-8.30)	
BN9015Y MR The Biblical Land and the Gospels : Overseas Intensive study unit in Jerusalem June 3-30	

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