

YARRA THEOLOGICAL UNION

A College of

University of Divinity

H A N D B O O K

2015

98 Albion Road, Box Hill, Vic. 3128.

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

Telephone: (03) 9890 3771

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

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

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

2015 ACADEMIC CALENDAR

Semester 1 2015

January	20	Office re-opens	
	26	Australia Day Holiday – Office closed	
	27	Tuesday – Enrolments begin	
February	12	Enrolments end	
	13	Academic Leadership Group Meeting	2.00pm
	14	GCTRE Intensive Box Hill	
	18	Ash Wednesday	
	19	Overseas Students' Orientation	2.00pm
	20	Faculty Meeting	2.00pm
	20	Orientation & BBQ	5.00pm
	20-21	GCTRE Intensive Mildura	
	23	First Semester Lectures begin – week 1	9.30am
	25	Department Meetings	
	28	GCTRE Intensive Box Hill	
March	04	Education Board Meeting	2.00pm
	09-13	Hospitality Week	
	11	UD Council meeting	5.00pm
	13	Senate & Council Meetings	10.00am
	13	Inaugural Eucharistic Celebration & Supper	7.00pm
	17	Census Date (for semester units)	
	19-20	GCTRE Intensive Ballarat	
	20	UD Conferral of Degrees – St Michael's Church	7.30pm
	25	Academic Leadership Group	2.00pm
	27	Spirituality Day	10.30am-3.30pm
30 March – 10 April Non-Instruction Period			
April	05	Easter Sunday	
	09-10	GCTRE Intensive Box Hill (Thurs & Fri)	
	15	Department Meetings	
	22	Education Board Meeting	2.00pm
	25	ANZAC Day	
	29	Faculty Meeting	2.00pm
May	01-02	GCTRE Intensive Mildura (Fri & Sat)	
	06	Department Meeting	
	07-08	GCTRE Intensive Ballarat (Thurs & Fri)	
	20	Education Board Meeting	2.00pm
		2015 New and Revised Units due	
	29	First Semester Lectures end	
	29	Council Meeting	10.00am
June	29	Faculty Lunch	12.30pm
	01-05	Study Week	
	03	University of Divinity Faculty Research Day	
	08	2 nd Semester enrolments begin	
	08-12	First Semester Exams (Monday – Thursday)	
	25	2 nd Semester enrolments end	

2015 ACADEMIC CALENDAR

June	26	Academic Leadership Group Meeting	10.00am
	29	Results due to YTU Registrar	
July	10	First Semester Results released to Students	

June 15 – July 24 MID-YEAR VACATION

Semester 2 2015

July	24	Overseas Students' Orientation	2.00pm
	25	GCTRE Intensive Box Hill	
	27	Second Semester lectures begin Week 1	
	29	Faculty Meeting	2.00pm
August	01	GCTRE Intensive Ballarat (Sat)	
	01	CH2/3010Y CH9010Y Intensive (Sat)	9.00-4.00pm
	05	Department Meetings	
	08	GCTRE Intensive Box Hill	
	12	Education Board Meeting	2.00pm
	15	CH2/3010Y CH9010Y Intensive (Sat)	9.00-4.00pm
	18	Census Date (for semester units)	
	19	Academic Leadership Group Meeting	2.00pm
	20-21	GCTRE Intensive Ballarat (Thurs & Fri)	
	21	Senate & Council Meetings	10.00am
	22	GCTRE Intensive Sale (Sat)	
	28	SRC Evening	
	29	CH2/3010Y CH9010Y Intensive (Sat)	9.00-4.00pm
September	02	Department Meetings	
	04	Spirituality Day	10.30-3.30pm
	04-05	GCTRE Intensive Mildura (Fri & Sat)	
	11	Faculty Day	10.00am
	12	CH2/3010Y CH9010Y Intensive (Sat)	9.00-4.00pm
	16	Education Board Meeting	2.00pm
	21-22	GCTRE Intensive Box Hill (Mon & Tues)	
	21-22	GCTRE Intensive Sale (Mon & Tues)	
21 Sept – 2 October Non-Instruction Period			
October	05	Week 9 – Lectures resume	
	07	Department Meetings	
	10	CH2/3010Y CH9010Y Intensive (Sat)	9.00-4.00pm
	14	Education Board Meeting	2.00pm
	16-17	GCTRE Intensive Mildura (Fri & Sat)	
	18	Open Day (Sunday)	2.00pm
	21	Academic Leadership Group Meeting	2.00pm
	22-23	GCTRE Intensive Ballarat (Thurs & Fri)	
	24	CH2/3010Y CH9010Y Intensive (Sat)	9.00-4.00pm
	30	Second Semester lectures end	

2015 ACADEMIC CALENDAR

November	02 -06	Study Week	
	04	UD Teaching Day (for all academic staff)	
	09-12	Second Semester Exams (Monday - Thursday)	
	13	Council Meeting	2.00pm
	13	End of Year Eucharist	7.00pm
	20	Faculty Dinner	
	30	Results due to YTU Registrar	
	30 Nov- Dec 11	Re-enrolment period for 2016	
December	11	Second Semester Results released to students	

UNIVERSITY OF DIVINITY

Founded by an Act of the Victorian State Parliament on December 17, 1910, University of Divinity is the oldest ecumenical institution in the world offering academic degrees and awards in theology and divinity. At its founding as Melbourne College of Divinity (MCD), the college represented the Church of England, the Baptist, Congregational, Methodist, and Presbyterian churches, and by co-optation the Churches of Christ. It was later enlarged to include the Roman Catholic Church and the Salvation Army. From 1993 to 2011 MCD, while retaining its autonomy and degree conferring status, was affiliated with the University of Melbourne; academic programs are also available in conjunction with Monash University. At the beginning of 2012 the Melbourne College of Divinity was inaugurated as the first university of specialisation in Australia as MCD University of Divinity. Since 2014 it has been called simply University of Divinity.

Today University of Divinity includes nine denominational Colleges representing the Anglican, Baptist, Churches of Christ, Lutheran, Roman Catholic and Uniting churches, and the Salvation Army, and has one specialist institute, Sentir Graduate College of Spiritual Formation, and one research-only college (Morling College). By its very nature University of Divinity is fundamentally committed to ecumenical co-operation in theological education. Each College of the University, while encouraged to be true to its own heritage and commitments, is enriched by membership in a theologically diverse community of scholars and scholarship. Students, faculty, alumni and friends of the University are proud participants in a collaborative effort that seeks to achieve collectively what member institutions could not accomplish individually.

Further information can be obtained from the University website: www.divinity.edu.au

Information for students (including various forms)

International students

Libraries

Policies

Regulations for each degree and award

Fees

The Office of the Vice Chancellor

21 Highbury Grove, KEW, 3101

Tel: (03) 9853 3177

Fax: (03) 9853 6695

Web: www.divinity.edu.au

Email: enquiries@divinity.edu.au

University of Divinity Research Office

29 College Crescent

Parkville Vic 3052

Tel: (03) 9340 8820

STATEMENT OF RIGHTS, RESPONSIBILITIES, AND CONDUCT OF MEMBERS OF THE UNIVERSITY

1. All members of the University must adhere to the highest standards of academic learning, integrity, fairness and honesty. All forms of cheating, plagiarism, or other academic fraud are strictly forbidden.
2. All members of the University are entitled to be treated fairly in all academic and administrative matters. All members of the University are entitled to appeal a decision made by the University or its Colleges or to seek resolution of a grievance in accordance with University policies without disadvantage. No decision of the University in regard to academic or administrative matters may discriminate against a member of the University or an applicant for admission to the University on the grounds of age, gender, marital status, sexual orientation, religion, colour, race, ethnicity or country of origin.
3. All members of the University have the right to be safe and to feel safe in University and College environments. Bullying or harassment in any form - spiritual, sexual, or discriminatory - is wrong and not permitted.
4. Academic staff and examiners are to grade all assessment in a timely manner and without regard to any personal knowledge of, or relationship with, any student or group of students.
5. Students are expected to participate actively in all classes and to have consideration for staff and other students and their learning.
6. Students are expected to comply with reasonable and lawful directions from University and College staff.
7. Students must not behave in a way that disrupts or interferes with any teaching or academic activity of the University.
8. All officers of the University undertake to treat personal information given to the University or its Colleges in confidence and to use it only for the purpose for which it was given. Personal information may only be accessed by people or agencies entitled to do so.
9. Each student who has been admitted to a University award is assured that educational and financial resources are in place to ensure the award may be completed. In the highly unlikely event that the University cannot deliver a course for which a student has paid fees, these will be refunded, or a place at another higher education provider arranged by the University.

Australian Lutheran College

104 Jeffcott Street
NORTH ADELAIDE
South Australia 5006
Tel: 1800 625 193
Web: www.alc.edu.au
Email: alc@alc.edu.au

Catherine Booth College (SABC)

100 Maidstone Street,
RINGWOOD, 3134.
Tel: (03) 9847 5400
Web: www.catherineboothcollege.edu.au
Email: sabc@aus.salvationarmy.org

Catholic Theological College (CTC)

278 Victoria Parade,
EAST MELBOURNE 3002.
Tel: (03) 9412 3333
Web: www.ctc.edu.au
Email: ctc@ctc.edu.au

Morling College

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

Pilgrim Theological College

Centre for Theology and Ministry
29 College Crescent,
PARKVILLE 3052.
Tel: (03) 9340 8800
Web: www.pilgrim.edu.au
Email: study@pilgrim.edu.au

COLLEGES OF UNIVERSITY OF DIVINITY

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: registrar@sentir.edu.au

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
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
Web: www.stirling.edu.au
Email: admin@stirling.edu.au

Trinity College Theological School

Royal Parade
PARKVILLE 3052
Tel: (03) 9348 7127
Web: <http://www.trinity.unimelb.edu.au/learning/theological-school.html>
E-mail: tcts@trinity.unimelb.edu.au

Whitley College

271 Royal Parade,
PARKVILLE 3052.
Tel: (03) 9340 8017
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 the then 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, our neighbouring countries and beyond.

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 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 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.

Website: www.passionists.com

Redemptorist Seminary (CSsR)

10 Majella Court, Kew, 3101.

Tel: (03) 9816 9342.

Website: www.cssr.org.au

Carmelite Theological College (OCarm)

75 Wright Street, Middle Park, 3206.

Tel: (03) 9699 1922.

Library: 214 Richardson St, Middle Park, 3206.

Tel: (03) 9682 8553.

Website: www.carmelites.org.au

Cuskelly House (MSC)

18 Parkside 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

Website: www.franciscans.org.au

St Vincent Pallotti College (SAC)

85 Studley Park Road, Kew, 3101.

Tel: (03) 9853 8506

Website: www.pallotine.org.au

Dorish Maru College (SVD)

100 Albion Road, Box Hill, 3128.

Tel: (03) 9890 0065.

Website: www.divineword.org.au

OTHER MEMBERS OF THE UNION

Congregation of the Blessed Sacrament (SSS)

Website: www.blessedsacrament.com.au

MEMBER COLLEGE FEAST DAYS

The principal feast day of each Member College is:

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

YTU ADMINISTRATION

COUNCIL

Very Rev. Henry Adler SVD
 Very Rev. Denis Andrew OCarm
 Very Rev. Pat Corbett CSsR
 Very Rev. Graeme Duro SSS
 Very Rev. John Mulrooney MSC (Chair)
 Very Rev. Tom McDonough CP
 Rev. Eugene San SAC
 Very Rev. Paul Smith OFM
 President and Academic Dean

SENATE

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

PRESIDENT

Rev. Dr Christopher Monaghan CP, BTheol, LSS, PhD

ACADEMIC DEAN

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

REGISTRAR

Ms Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt

BUSINESS

ADMINISTRATOR

Mr Bernard Barnewall

ADMINISTRATIVE

ASSISTANTS

Mrs Nicole Ross
 Mrs Carolyn Sombekke B.Theol
 Ms Hayley Alexander

EDUCATION BOARD

Christopher Monaghan CP, BTheol, LSS, PhD
 Ross Fishburn BA(Hons), BD(Hons), TheolM, DTheol
 Janette Bredenoord DipEd, BTheol, MTS, Dip Mgt

(President)
(Academic Dean)
(Registrar)

Mary Coloe PBVM, BA, BTheol(Hons), DTheol
 – Biblical Studies Department Head
 Claire Renkin BA, DipEd, AMusA, MA, PhD
 – Christian Thought and History Department Head
 Jacob Kavunkal SVD, MA, MPh, DMiss
 – Theology: Mission and Ministry Department Head
 Michael Kelly CSsR, BTheol, STM, MEd, PhD
 – Postgraduate Coordinator
 Gregory Brett CM, STL, MEd, PhD
 Peter Price MMin, PhD
 President, Student Representative Council
 Secretary, Student Representative Council

- Faculty Rep.
 - Faculty Rep.

Co-Opted

Shane Mackinlay BTheol, BA, MPhil, PhD
 – Master, Catholic Theological College

HUMANITIES DEPARTMENT

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

Visiting Lecturers

Paul Rout OFM, BA, DipEd, BPhilSt, PhD

DEPARTMENT OF BIBLICAL STUDIES

Glenda Bourke SGS, BA, BTheol, TheolM
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
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
Janette Gray RSM, BA, DipEd, BTheol, TheolM, PhD
Peter Price MMin, PhD
Claire Renkin BA, DipEd, AMusA, MA, PhD
Robyn Reynolds OLSH, BA(Hons), MA, PhD

(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 Lecturer

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
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 2015 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

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

PRACTICUM SUPERVISORS

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

Tim Moloney B Theol, B Ed, M Ed, Grad Dip SD

Lis Teggelove RSM, Cert RE

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

Cormac Nagle OFM, DCL

Lawrence Nemer SVD, LMiss, MA, PhD

Mary Scarfe BA, DipSocStud

Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol

Norman Young BA(Hons), BD(Hons), PhD

SPECIAL OFFICES

Postgraduate Studies

Michael Kelly CSsR, BTheol, STM, MEd, PhD

Chaplain

Pia Pagotto BEd, BTheol, GradCertSD

Finance and Business Development Committee:

Bernard Barnewall

Dean Bradbury SAC

Bill Keenan

Christopher Monaghan CP

Mark O'Brien

Brian Rigney

Peter Whiting

ENROLMENTS

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

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

Enrolment appointments for 2015 will be scheduled for the following dates:

In 2014 Monday 1 December – Friday 12 December

In 2015 Tuesday 27 January – Thursday 12 February

Monday 8 June – Thursday 25 June

Enrolments For the 2016 year 1 December 2015–12 December 2015

***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):	\$1320.00 per 15 point unit of study
Postgraduate Courses	\$2052.00 per 15 point unit of study
GCTRE units	\$1368.00 per 10 point unit of study
GCTRE Integrative unit	\$684.00 per 5 point unit of study
Audit (unit taken without assessment):	\$500.00 per 15 point unit of study
Not for Credit Units	\$250.00 per unit

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 2015: **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 University of Divinity (UD) which will issue an itemised invoice when the enrolment is processed. When a student applies for FEE-HELP at enrolment, the fees owing will be paid by the government through the UD office.

UD regulations require accounts to be paid in full before 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** of at least \$10 per semester to the SRC funds to cover this cost.

Bursaries for Tuition

Fees for all UD awards are set by UD, and must be equal across each student group, to accord with recent Commonwealth legislation. This has led to a rise in undergraduate fees. To assist students, a UD Bursary Fund has been established. It has limited funds available, but further donations are being sought (these are tax deductible). The criteria to be used when allocating bursaries include sources of support available to students and each student's progress thus far, as well as a student's need for tuition fee support. Applications are treated in strict confidence.

To apply for assistance, 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 University of Divinity course who are Australian citizens, or hold a permanent humanitarian visa, can have their tuition fees met by a loan from the Commonwealth Government. The scheme – brought in under the **Higher Education Support Act (HESA, 2003)** – is called the **Higher Education Loan Program: FEE–HELP** for short.

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

To apply for a FEE–HELP loan, you must fill in the Government form at the time of enrolment and give it to the Academic Dean or Postgraduate Coordinator. These forms must be processed by YTU and sent to the Office of the Vice-Chancellor before the stated Census Dates (Semester One: 17th March 2015, Semester Two: 18th August 2015). Forms and **FEE–HELP information** are available from the YTU office. Your fees will be paid to the Office of the Vice-Chancellor by the Commonwealth Government, and YTU will receive payment for your classes and library use.

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

- a) For **undergraduate courses** (BTheol, AdvDipMin, DipMin) the Government adds a 25% loan fee to your tax liability (e.g., a unit costing **\$1320** will incur a tax liability of **\$1650** 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 \$53,345** (in 2015 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%. If you make a voluntary repayment of \$500 or more, you will receive a bonus of 5%. This means your account will be credited with an additional 5% of the value of your payment. The bonus is 5% of the payment amount, not 5% of the total debt. Voluntary repayments are in addition to the compulsory repayments made through your tax return. Your FEE–HELP tax liability goes up by CPI on 1st June each year. If someone with a FEE–HELP debt dies, only the repayment due in that tax year is billed; the rest is cancelled.
- d) The Government requires that, before you sign the FEE–HELP form, you **must** read the **FEE–HELP Information** booklet so that you are aware of your obligations under the scheme. If you participate in FEE–HELP, your details will be listed in DEEWR'S **Higher Education Information Management System (HEIMS)**, and you will receive a **Commonwealth Higher Education Student Support Number (CHESSN)**, which remains unique to you for life.

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

For further information:

Read the **FEE–HELP Information Booklet**

Visit the **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 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: 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.

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 page 13 of this Handbook under: YTU Member Colleges or via *MCDcat*:

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

University of Divinity library information can be found at

<http://www.divinity.edu.au/library/>

STUDENTS' REPRESENTATIVE COUNCIL (SRC)

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

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

The student body, together with the Faculty, is responsible for organising and advertising events and activities throughout the year, of which the following are significant for 2015:

February	20	Orientation Programme and BBQ
March	9-13	Hospitality Week
March	13	Inaugural Eucharistic Celebration and Supper
August	28	SRC Evening
November	13	End of Year Eucharist and Supper

The SRC also has responsibility for:

- a) Encouraging students to actively participate as FIRE carrier ambassadors.
- b) Organising the weekly Eucharists.
- c) Arranging and promoting the opening and closing Eucharists.
- d) Providing facilities for the students in the Common Room.
- e) Managing SRC finances.
- f) Organising social functions throughout the year.
- g) Upkeep of the Prayer Room.
- h) Supporting the work of the Chaplain
- i) Managing the election of, and supporting and communicating with the departmental representatives
- j) Electing a representative to the OH& S committee
- k) Creating a weekly student bulletin

STUDENT REPRESENTATIVES ON DEPARTMENTS

The election of the Student Representatives is managed by the SRC. These students represent their peers in Departments A&B, C or D, and will attend Department meetings. They are a voice for students on planning and decision making and may have further opportunities to attend other Boards or working groups. The SRC communicates with and supports the student representatives.

CHAPLAINCY

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 UNIVERSITY OF DIVINITY STUDENT

As a student of the University of Divinity you have the rights and responsibilities outlined on page 8 of this Handbook. Please read them carefully. You risk suspension or exclusion if you contravene them.

You have the right to privacy.

The Yarra Theological Union supports and endorses the National Privacy Principles contained in the Privacy Amendment (Private Sector) Act 2000 and will comply with these principles whenever personal information is collected by us. In accordance with the National Privacy Principles

- YTU will only collect personal information from you with your prior knowledge and consent.
- YTU will only use personal information provided by you for the purposes for which it was collected.
- YTU will not disclose your personal information to a third party without your consent.
- YTU will not disclose your personal information to other institutions and authorities except if required by law or other regulation.
- YTU will remove personal information from its records when it is no longer required (except where archiving is required).
- YTU will have processes and policies to protect the personal information that it has under its control from:
 - unauthorised access,
 - improper use,
 - alteration,
 - unlawful or accidental destruction and accidental loss.

Because YTU students are enrolled in University of Divinity degree and diploma programs, a certain amount of information needs to be exchanged between the YTU office and the Office of the Vice Chancellor, and on occasions other colleges of the University.

You have the right to the highest standards of teaching and learning.

In order to protect the high academic standing of your degree or diploma, all forms of cheating, plagiarism or other academic fraud (including illegitimate use of internet resources) are strictly forbidden, and anyone found engaging in them faces serious consequences. To assist with this, you are required to state on each assignment that it is your own work.

You have the right to be treated fairly in all academic and administrative matters. If you feel this has not happened, you have rights under the appeals policy to lodge an appeal, or in some cases to lodge a grievance under the grievance policy. These policies, and the procedures which go with them, are available on the University website: <http://www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/>

You have the right to be safe, and to feel safe, in the university's environments. Harassment in any form – spiritual, sexual or discriminatory (e.g. on the grounds of race, gender, ethnicity, disability, theological outlook) – is wrong, and is not tolerated. There is provision for dealing confidentially, effectively, and justly with any harassment that may occur within YTU. If you wish to discuss a concern in relation to these matters please contact:

YTU Academic Dean, Ross Fishburn (03) 9890 3771: ext 3

YTU President, Chris Monaghan (03) 9890 3771: ext 2

The Chaplain: Pia Pagotto on 0419541733

Or a member of the SRC.

Any of these people will be able to refer you to an appropriate advisor or support person to assist you to explore and resolve your concern

Finally, once you have commenced a degree or diploma with University of Divinity, ***you are assured that university educational and .financial resources are in place to see you through to its completion.*** If the highly unlikely situation arises that the university cannot deliver a course for which you have paid fees, these will be refunded, or you can transfer to another provider, nominated for this purpose by the university.

All University of Divinity policies and procedures (including grievance issues) may be found at www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/
These include:

Examinations & Assessment Policy

Extensions & Special Consideration Policy

Academic Misconduct Policy

Appeals Policy

Grievances Policy

Integrity Statement

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

For more information see www.catholicreligiousaustralia.org

DISABILITY

YTU acknowledges some classrooms currently offer no provision for people with disabilities. Students with disabilities are asked to make their particular needs known to the YTU Academic Dean or 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 University of Divinity need to have achieved an average International English Language Test Score (IELTS) of at least 6.5, with no band under 6.0.

International students pursuing **Postgraduate Studies** need to have achieved an average International English Language Test Score (IELTS) of at least 7.0, with a minimum of 6.5 in each area. In the University's central office, [the Office of the Vice Chancellor] overseas student matters are the responsibility of the Director of Quality and Standards and are administered by the Overseas Students Officer.

2. INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

NN1000Y: Introduction to Tertiary Studies in Theology will be offered in 2015. This unit is offered for one and a half hours per week in both first and second semester, and is strongly recommended for students who have not previously done tertiary study. Normally students undertake the unit only for one semester. No fee is charged.

3. STUDY LOAD

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

4. ATTENDANCE AT LECTURES AND TUTORIALS

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

7. ASSESSMENT

The University's 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 UD regulations where appropriate.

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

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

Assessment Registration

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

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

Assignments

Assignments must be presented in the format prescribed in the Style Sheet on pages 173-180. They must be submitted by the date determined by the lecturer. The last day for assignments to be handed in is the last day of the examination session at the end of each semester. Any extension of time must be requested from the lecturer at least two days before the date on which the assignment is due. Extension beyond the final day of the examination period cannot be granted by the lecturer, but must be referred to the Academic Dean, and can only be granted on the basis of serious medical or pastoral grounds

Students should keep a second copy of all assignments submitted. Students should keep copies of all written work for at least three months because all written materials that contribute toward assessment in degree units must be available for possible inspection by a second examiner outside YTU.

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, 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.

8. ARK: OUR LEARNING MANAGEMENT SYTEM

In 2014, the University introduced a Learning Management System for use across all the Colleges of the University. YTU began to use this system in 2nd semester 2014, with a view to all units being covered by this system by the end of 2015.

The Learning Management System is called ARK. This is not an acronym; it's just a name!

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

Further details how to access and use ARK are available on the YTU website at <http://ytu.edu.au/>

MAKING SURE WHAT YOU SUBMIT IS ACTUALLY YOUR OWN WORK

The online program **Turnitin** was introduced across the University in 2013. Primarily it is a tool to help both student and teacher be sure that what is in an essay is the student's own work, and not copied from another source without referencing. It is thus both a teaching and learning tool and a tool for the detection of plagiarism. Students are required to submit their assignments through ARK, the university's learning management system, which automatically submits your work through Turnitin. Each student is able to view an originality report upon submission showing those parts of their assignment taken from other sources. Where they see the need to acknowledge quotes or re-paraphrase, they have the opportunity to upload their assignment again up until the due date.

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

In the place of the official cover sheet students are required to include a title page to their assignments with their details of their assignments and their own details. The student's name should also be included in the header (top left). Submission online constitutes agreement with the declaration of originality on the official cover sheet.

An extension form cannot be attached to your paper when you submit online via Turnitin.

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

Plagiarism

An essay must be your own work and largely written in your own words. Plagiarism comes from the Latin *plagiarus*/kidnapper. Plagiarism is considered serious academic misconduct. No part of the work may be copied in whole or part from another student's work, or from any other source (e.g., published books, periodicals or internet) without due acknowledgement of the source.

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

or

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

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

UNDERGRADUATE ACADEMIC AWARDS

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

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

For information on Postgraduate Awards see pages 89 onwards.

REGULATIONS

All of these awards are recognised by legislation of the Parliament of Victoria under terms of the Melbourne College of Divinity Act (1910). The detailed regulations of each award may be found on the university website: www.divinity.edu.au

ENTRANCE REQUIREMENTS

To enter the degree programs (B Theol, B Min etc) you must have qualified for admission to a Victorian University. Satisfactory completion of a Year 12 programme of study at a secondary school normally fulfils this requirement.

The old Probationary Entry Scheme is now only available to enter the Diploma in Theology. Students wishing to use this to access the degree programs must enter the Dip Theol complete this award and the Adv Dip Theol and Min and *then* access the B Theol in the third year of the program.

Probationary Entry to the Diploma in Theology:

Persons who are not qualified to enrol as candidates in accordance with Regulation 33, but have attained the age of twenty-one years prior to the commencement of the semester in which they would be first enrolled, may apply to enrol as probationary candidates for the Diploma in Theology. Such candidates will be required to complete a probationary period of study for the degree, and having successfully completed 60 credit points, will then be permitted to proceed as an ordinary candidate for the degree. Candidates who fail more than 15 credit points of units during their probationary candidature will have their candidature terminated.

FIELDS OF STUDY

There are four fields of study for the awards:

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

(For disciplines within Fields see pp. 39, 42, 53 & 67)

ASSESSMENT

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

DIPLOMA IN THEOLOGY

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

ADVANCED DIPLOMA IN THEOLOGY AND MINISTRY (AdvDipTheol & Min)

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

- BN1000Y 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.

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

BACHELOR OF MINISTRY

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

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 UD, closely parallel the content and standard of Bachelor of Ministry studies. Transfer credits are also possible. The total number of credits and transfer credits shall not exceed 240 points.

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

BACHELOR OF THEOLOGY: BTheol

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 the University 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 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 University of Divinity, closely parallel the content and standard of Bachelor of Theology studies. Transfer credits are also possible. The total number of credits and transfer credits shall not exceed 240 points.

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

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 181-188 the units offered at YTU in 2015 are listed under their respective disciplines.

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

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology (No fee for this unit)
NN0310Y	Art of the Icon (Fee \$110-)
NR1003Y	Reading the Christian Classics, 3 (Fee \$250-)

(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 5th March until 5th November and are held at Yarra Theological Union, 98 Albion Road Box Hill (Classroom to be advised)

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

NR1003Y READING THE CHRISTIAN CLASSICS, III

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 modern periods which are Christian Classics either because of their content or the author. These will be: John Henry Newman's *Apologia Pro Vita Sua*, Therese of Lisieux's *Story of a Soul: Autobiography*, C. S. Lewis's *The Lion, The Witch, and the Wardrobe*, and Dorothy Day's *Long Loneliness*. 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. Some are available at Dymocks, Book Depository, or St. Paschal Library.

Apologia Pro Vita Sua, John Henry Newman
Story of a Soul: Autobiography, Therese of Lisieux
The Lion, The Witch, and the Wardrobe, C. S. Lewis
Long Loneliness, Dorothy Day

Lecturer

LARRY NEMER

FIELD A – HUMANITIES UNDERGRADUATE

LANGUAGES

AL1001Y	Hebrew A
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AL1002Y	Hebrew B
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FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in alternate years

AL1011Y	New Testament Greek A
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AL1012Y	New Testament Greek B
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CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology of the texts studied
3. demonstrate basic understanding of Hebrew syntax.

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

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

Clines, David C. *A Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.

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

*Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

Hostetter, Edwin C. *An Elementary Grammar of Biblical Hebrew*. Biblical Languages: Hebrew 1. Sheffield: Sheffield Academic Press, 2000.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

*Nicholsen, Sarah. *Complete Biblical Hebrew: A Teach Yourself Guide*. TY Language Guides. London: Hodder Education, a division of Hachette UK, 2011.

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

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

Lecturer: TO BE ADVISED

CONTENT

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

PREREQUISITES

AG1001Y

LEARNING OUTCOMES

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

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

Lecture notes covering the required grammar will be provided.

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

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

Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

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

*Joüon, Paul, and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. Subsidia Biblica 14/I,II. Rome: Pontificio Istituto Biblico, 1991.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

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

Lecturer: To be advised

FIELD B – BIBLICAL STUDIES UNDERGRADUATE

OLD TESTAMENT

BA1000Y	Old Testament 1: Survey and Method
BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2017Y/BA3017Y	The Twelve Prophets
BA3415Y	Supervised Reading Unit – Old Testament (15 points)
BA3430Y	Supervised Reading Unit – Old Testament (30 points)

NEW TESTAMENT

BN1000Y	Gospel of Mark and Biblical Interpretation
BN2011Y/BN3011Y	Luke – Acts
BN2013Y/BN3013Y	The Gospel of John
BN2017Y/BN3017Y	Romans
BN3015Y	Biblical Land and the Gospels (Overseas Travel Unit)
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 2015, but normally offered in alternate years

BA2012Y/BA3012Y	Wisdom Literature
BA2013Y/BA3013Y	The Book of Isaiah
BA2016Y/3016Y	Prophetic Literature -Jeremiah and Hosea
BA3014Y	Prophecy Apocalyptic and the Future
BA3015Y	Exile and Return
BA/BN3110Y	Biblical Justice and the Reign of God
BA/BN3112Y	The Bible and the Land
BN2014Y/BN3014Y	Galatians
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew

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 includes an introduction to the critical methodologies used to explore the biblical texts and the 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. utilise their familiarity with the geography of the biblical land and its surrounds in exploring a text
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. identify the main types of biblical literature found in the Old Testament
5. examine a text diachronically
6. describe the ongoing significance of the text for the Christian community.

ASSESSMENT

1500 word exegesis (35%); 1500 word essay (35%); one hour written exam (30%)

BIBLIOGRAPHY

- Anderson, Arnold Albert. *Psalms 1, 11*. NCB. London: Oliphants, 1972.
- Beck, J. A. *God as Storyteller: Seeking Meaning in Biblical Narrative*. St. Louis, KY: Chalice Press, 2008.
- Briggs, R. S., and Lohr, J. N. *Theological Introduction to the Pentateuch: Interpreting the Torah as Christian Scripture*. Grand Rapids, MI: Baker Academic, 2012.
- 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.
- Matthews, V. H. *Studying the Ancient Israelites. A Guide to Sources and Methods*. Michigan, MI: Baker Academic, 2007.
- McDonald, L. M. *The Biblical Canon: Its Origin, Transmission, and Authority*. 3rd ed. Peabody, MA: Hendrickson, 2007.
- Miller, J. Maxwell. "Introduction to the History of Ancient Israel." In *New Interpreter's Bible*. Vol 1, 244-271. Nashville, TN: Abingdon, 1994.
- 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

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

PREREQUISITES

Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES

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

1. demonstrate broad familiarity with the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. identify distinctive theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make appropriate use of secondary sources, e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

ASSESSMENT

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

Level 3: 2000 word paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY

Baden, Joel S. *The Composition of the Pentateuch. Renewing the Documentary Hypothesis*. The Anchor Yale Bible Reference Library. New Haven & London: Yale UP, 2012.

Blenkinsopp, Joseph. *The Pentateuch. An Introduction to the First Five Books of the Bible*. New York: Doubleday, 1992.

Campbell, Anthony F., and Mark A. O'Brien. *Sources of the Pentateuch: Texts, Introductions, Annotations*. Minneapolis, MN: Fortress, 1993.

———. *Rethinking the Pentateuch. Prolegomena to the Theology of Ancient Israel*. Louisville, KY: Westminster John Knox, 2005.

Dozeman, T. B., K. Schmid, and B. J. Schwartz, eds. *The Pentateuch: International Perspectives on Current Research*. Tübingen: Mohr Siebeck, 2011.

*Edelman, Diana V., Philip R. Davies, Christopher Nihan and Thomas Römer. *Opening the Books of Moses*. Sheffield: Equinox, 2012.

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

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

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

Van Seters, John. *The Pentateuch: A Social-Science Commentary*. Trajectories 1. Sheffield: Sheffield Academic Press, 1999.

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

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

Lecturer: MARK O'BRIEN OP

CONTENT

This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or equivalent

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

Day, John. *Psalms*. OTG. Sheffield: Sheffield Academic Press, 1992.

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

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

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

Kraus, Hans-Joachim. *Psalms 1-59*. Minneapolis, MN: Augsburg, 1988.

———. *Psalms 60-150*. Minneapolis, MN: Augsburg, 1989.

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

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

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

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

Lecturer: MARY REABURN NDS

CONTENT

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

PREREQUISITES

Successful completion of BA1000Y and BN1000Y

LEARNING OUTCOMES

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

1. articulate an understanding of the major hypotheses about the nature and composition of each of the prophetic books listed
2. identify the different features of each prophetic book
3. exegete passages from the books in a competent manner
4. make appropriate use of secondary sources; e.g., commentaries
5. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Book of the Twelve.

ASSESSMENT

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

Level 3: 2000 word exegetical paper (35%); 3500 word essay (65%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

*Ferreiro, Alberto, ed. *The Twelve Prophets*. Downers Grove, IL: Intervarsity Press, 2003.

Nogalski, James D. *Literary Precursors to the Book of the Twelve*. BZAW 217; Berlin: W. de Gruyter, 1993.

———. *Redactional Processes in the Book of the Twelve*. BZAW 218; Berlin: W. de Gruyter, 1993.

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

Sweeney, Marvin A., and David W. Cotter, eds; Jerome T. Walsh, and Chris Franke, assoc. eds. *The Twelve Prophets*. Collegeville, MN: Liturgical Press, 2000.

*Sweeney, Marvin. *The Prophetic Literature. Interpreting Biblical Texts*. Nashville, TN: Abingdon, 2005.

Westermann, Claus. *Basic Forms of Prophetic Speech*. London: Lutterworth, 1967.

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

Lecturer: MARK O'BRIEN OP

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. outline the contents and structure of the New Testament, and describe the types of literature and literary forms found in the New Testament
2. analyse the geographic and historical background to the New Testament texts and discuss the social and political world in which they emerged
3. identify the structure, content and key theological themes of the Gospel of Mark, the purpose for which it was written, the literary and narrative techniques that are used and its relationship to the other Synoptic Gospels
4. analyse the relationship between the Gospel of Mark and the OT, and articulate implicit and explicit intertextual references
5. identify and utilise the materials that assist NT interpretation, particularly by writing exegetical papers and an exegetical essay.

ASSESSMENT

Two exegetical exercises (750 words each) (20% each); two short revision exercises (250 words each) (10% each); 2000 word essay (40%)

BIBLIOGRAPHY

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

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

Mulgrave: Garratt Publishing, 2012.

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

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

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

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

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

France, R.T. *Mark*. New International Greek Testament Commentary. Grand Rapids, MI: Eerdmans, 2002.

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

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

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

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

PHEME Perkins, *Reading the New Testament*. 3rd ed. Revised and Updated. New York: Paulist, 2012.

Rhoads, David M., Joanna Dewey, and Donald M. Michie. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.

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

Lecturer: GLENDA BOURKE SGS

CONTENT

Luke-Acts takes the reader from the annunciation of the birth of John the Baptist through to the ministry of Paul in Rome. In the decades after the death of Jesus the early Christian movement spread to the heart of the empire, and the acceptance of Gentiles into the community of believers was a source of debate. This unit will undertake the study of the origin, nature and distinctive theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts. Attention will be paid to the ways in which Luke makes use of the historiographical techniques of the period and the role played by the speeches in Luke-Acts as a means interpreting the deeper meaning of these events.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or equivalent

Level 3: BA1000Y and BN1000Y plus two units in Field B at level two

LEARNING OUTCOMES

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

Level 2

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

1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. discuss the context in which this theology arose
3. engage in an exegesis of various texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. evaluate the significance of the material that is unique to Luke

Level 3

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

1. demonstrate a critical understanding of the distinctive theology of Luke-Acts
2. exhibit an appreciation of the context in which this theology arose and the ways in which it addresses the challenges faced by Luke's community
3. exegete selected texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. identify the material unique to Luke's Gospel and critically appraise the ways in which these materials have been incorporated into Luke-Acts.

ASSESSMENT

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

Level 3: Two 3000 word essays (50% each)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Fitzmeyer, Joseph A. *The Gospel According to Luke*. 2 vols. New York: Doubleday, 1981/85.

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

Johnson, Luke T. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.

*———. *The Gospel of Luke*. Collegeville, MN: Liturgical Press, 1991.

Mullins, Michael. *The Gospel of Luke: A Commentary*. Dublin: Columba Press, 2010.

Pervo, Richard I. *Acts: A Commentary*. Minneapolis, MN: Augsburg, 2009.

Witherington, Ben. *The Acts of the Apostles*. Grand Rapids, MI: Eerdmans, 1998.

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit offers a critical scholarly study of the theological, literary, and pastoral significance of *The Gospel of John* within its First-Century context. It will include a study of the emergence of Johannine Christianity and its relationship to Judaism following the destruction of Jerusalem, and the distinctive Johannine response to this event. Using narrative-critical methods the unit will follow the text of the Gospel, particularly in its structural and symbolic elements, in order to elucidate the particular theology of this Gospel.

PREREQUISITES

Level 2: 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:

Level 2:

1. describe the background, structure, themes, literary forms and terminology of the Gospel
2. gather information from the primary and secondary sources relevant to this subject and effectively communicate it in both oral and written form
3. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation
4. explain the unique theology of John's Gospel in relation to its first-century context.

Level 3:

1. research and discuss the background, structure, themes, literary forms and terminology of the Gospel
2. appraise information from the primary and secondary sources relevant to this subject, particularly through the use of databases, and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods as distinct from historical critical methods
4. write an exegetical paper on a specific text demonstrating advanced skills in biblical interpretation
5. evaluate the unique theology of John's Gospel in relation to the pastoral needs of its first-century context

ASSESSMENT

Level 2: 2000 word exegetical paper (40%); 3000 word essay or 45 minute taped oral exam (60%) **Level 3:** 2500 word exegetical paper (40%); 3500 word essay or 45 minute taped oral exam (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

*Coloe, Mary L. *Dwelling in the Household of God: Johannine Ecclesiology and Spirituality*. Collegeville, MN: Liturgical Press, 2007.

Culpepper, R. Alan. *Anatomy of the Fourth Gospel*. Philadelphia, PA: Fortress, 1983.

Koester, Craig R. *Symbolism in the Fourth Gospel*. Minneapolis, MN: Fortress, 2003.

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

Lincoln, Andrew T. *The Gospel according to Saint John*. BNTC 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*. New York: Crossroad, 2003.

Yee, G. A. *Jewish Feasts and the Gospel of John*. Wilmington, DE: M. Glazier, 1989.

Lecturer: MARY COLOE PBVM

CONTENT

This unit is an exegetical and thematic exploration of Paul's letter to the Romans. The Christian community of Rome was known to Paul, but he had not visited them. For their part the Roman community of Jewish Christians was concerned that Paul's message and praxis was an authentic one. The letter is written to pave the way for his impending visit and it is Paul's attempt to address their concerns by articulating his understanding of the Christian message and wrestling with a number of significant theological issues including the place of Jesus in God's saving history, the role of the Jewish Law, the failure of the people of Israel to accept Jesus as Messiah, the plight of all humanity under sin, and the possibility of all humanity being saved by faith in Jesus.

PREREQUISITES

Level Two: BA1000Y and BN1000Y or the equivalent

Level Three: BA1000Y, BN1000Y plus 30 points in Field B at second level

LEARNING OUTCOMES

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

Level 2

1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. describe Paul's theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature.

Level 3

1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. analyse Paul's theology as it emerges from the letter to the Romans
3. evaluate the social, political and religious context of the Roman community and the ways in which it shapes Paul's arguments in Romans
4. appraise the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature.

ASSESSMENT

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

Level Three: 3000 word exegetical paper (50%); 3000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Byrne, Brendan. *Romans*. Sacra Pagina 6. Collegeville MN: Liturgical Press, 1996.

Dunn, James D. G. *The Theology of Paul the Apostle*. London: T & T Clark, 2003.

_____. *Romans*. 2 vols. Dallas TX: Word, 1988.

Fitzmyer, Joseph A. *Romans*. AB 33. New York: Doubleday, 1993.

Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: Eerdmans, 2004.

*Horrell, David G. *An Introduction to the Study of Paul*. 2nd ed. London: T & T Clark, 2006.

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

Witherington, Ben. *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament*. Eugene, OR: Cascade, 2009.

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

BN3015Y BIBLICAL LAND AND THE GOSPELS

2nd - 29th June Intensive

CONTENT:

This unit will have several components. Students will travel to Israel. They will follow a four week course, based at *Ecce Homo* Convent in the Old City of Jerusalem, on one of the Synoptic Gospels which involves lectures on a Synoptic Gospel, on Judaism, and the many religious traditions present. The course, entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke' (whichever is the Gospel for the following liturgical year), 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. discuss the interplay between the geography of the biblical land and the text of the Gospel
2. articulate the significance of the land in relation to the Gospel's presentation of Jesus and his ministry
3. explain the influence of the Galilee on the life of Jesus as reflected in the Gospel studied
4. demonstrate knowledge of the Jewish background to the Gospel studied
5. assess the contribution of archaeology to the study of the Gospel
6. apply the knowledge gained concerning the Gospel and the Galilean influence to preaching or teaching the Gospel in the coming liturgical year
7. discuss the relationship between the various Christian communities encountered in Jerusalem to Christian Ecumenism in Australia.

ASSESSMENT:

An homily or class presentation equivalent to 2500 words on one of the Sunday Liturgical texts studied in Jerusalem (50%); A 2500 word essay – which takes a text from the Gospel of Luke and explores the significance of studying it in the Biblical land (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 Luke

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

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

Johnson, Luke T. *The Gospel of Luke*. Sacra Pagina 3. Collegeville, MN: Liturgical Press, 1991.

Supervisors:

MARY COLOE PBVM and MARY REABURN NDS

BS3016Y PASSOVER AND EASTER IN THE BIBLICAL LAND

March 10th - April 6th 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.
- 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.
- Smiga, George M. *The Gospel of John Set Free*. New York: Paulist Press, 2008.

Supervisors: MARY COLOE PBVM and MARY REABURN NDS

FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE

CHURCH HISTORY

CH1001Y	Early/Medieval Church History (100-1450)
CH1002Y	Early Modern & Modern Church History (1450-Present)
CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2013Y/CH3013Y	Medieval Popular Religion in the West
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y)
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
CT1330Y/CT2330Y**	Introduction to Theology of Mission (=DM1/2330Y)
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2011Y/CT3011Y	Who is this Christ?
CT2020Y/CT3020Y	Cosmos as Creation
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)
CT3021Y	Women in the Christian Theological Tradition
CT3415Y	Supervised Reading Unit – Systematic Theology (15 points)
CT3430Y	Supervised Reading Unit – Systematic Theology (30 points)

**See crosslisting for detailed unit description

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

CH2011Y/3011Y	Foundations of Australian Catholicism
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)
CT2016Y/3016Y	Church: Sign & Sacrament of God's Kingdom
CT2320Y/3320Y	Mary in the Christian Tradition (=DS2/3320Y)
CT2321Y/3321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS2/3321Y)
CT2340Y/3340Y	Human Sexuality and Marriage (=DT2/3340Y)
CT3012Y	The Christian Doctrine of God: The Holy Trinity
CT3019Y	Human Person: Oriented to Communion

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

1st semester Wednesday evening

(Min. No. 8)

CONTENT

This unit is designed to fulfil two major functions. Firstly to introduce students to modern methodologies for reading and writing history, historiography, historical consciousness, the skills of research, critical use of sources, interpretation methodologies, and presentation of evidenced historical arguments. Secondly, the unit introduces students to the broad sweep of church history from the end of the apostolic era (c.100CE) to the Gutenberg Printing Press (c.1450). Particular emphasis is given to the development of the fundamental doctrines and structures of Christianity, the mutual relationships between Church, State and Culture, the Crusades, and challenges to the Church's authority in the High Middle Ages, leading to the growth of movements towards reform.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. demonstrate understanding of the dynamic meaning of church history in the modern era
2. analyse critically both primary and secondary historical sources
3. present a critical evaluation of selected historical documents from the period
4. engage with debates surrounding major historiographical issues of the period in question
5. complete a structured research project that evidences their interpretations of a key event in the early and medieval church history periods
6. identify and discuss the inter-relationship between history and theology

ASSESSMENT

1000 word critical document study (30%); 3000 word research essay (70%)

BIBLIOGRAPHY * = set texts recommended for purchase

*Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: Oxford University Press, 1999 (or other versions)

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

Brown, Peter. *The Rise of Western Christendom: Triumph and Diversity, AD 200-1000*. 2nd Ed. Oxford: Blackwell, 2003.

Cooper, Kate. *Band of Angels: The Forgotten World of Early Christian Women*. London: Atlantic Books, 2013.

Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids, MI: Eerdmans, 2003.

Fletcher, Richard. *The Conversion of Europe: From Paganism to Christianity, 381 – 1386 AD*. London: Fontana, 1998.

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

Howell, Martha, and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, NY: Cornell University Press, 2001.

Logan, F. Donald. *A History of the Church in the Middle Ages*. London: Routledge, 2002.

MacCulloch, Diarmaid. *Christian History: An Introduction to the Western Tradition*. London: SCM Press, 2012.

McGrath, Alister E. *Christian History: An Introduction*. Oxford: Wiley-Blackwell, 2013.

Lecturer: PETER PRICE

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

2nd semester Wednesday evening

(Min. No. 8)

CONTENT

This unit develops the students' historical methodology and research skills, building on fundamental learnings from the first survey (CH1001Y). Applying these skills, it surveys the history of the Church from the fall of Constantinople in 1453 to the period immediately following the Second Vatican Council (1962 – 1965). Particular emphasis is given to the current historiography of the Long Reformation (14th to 18th Centuries) and its aftermaths, to the Enlightenment, the Age of Revolutions, and the Religious developments of the 19th Century in church authority structures and 'Social Christianity', as a preface to interpreting twentieth century conflicts, reforms and renewal.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. demonstrate understanding of the dynamic meaning of church history in the modern era
2. apply their understanding to the key events of early modern and modern church history
3. analyse critically both primary and secondary historical sources
4. present a critical evaluation of key historical documents from the period
5. engage with debates surrounding major issues of the period in question
6. complete a structured research project that evidences their interpretations of a key event in the early modern and modern church history periods.

ASSESSMENT

1000 word document study (30%); 3000 word research essay (70%)

BIBLIOGRAPHY

- Alberigo, Giuseppe. *A Brief History of Vatican II*. Maryknoll, NY: Orbis Books, 2006.
- Bettenson, Henry, and Chris Maunder, eds. *Documents of the Christian Church*. 3rd ed. London: Oxford University Press, 1999 (or other versions)
- Bireley, Robert. *The Refashioning of Catholicism, 1450 – 1700*. Washington, DC: CUA Press, 1999.
- Burleigh Michael. *Earthly Powers: Religion and Politics from the Enlightenment to the Great War*. London: Harper Collins, 2006
- Burleigh, Michael. *Sacred Causes: The Clash of Religion and Politics from the Great War to the War on Terror*. London: Harper Collins, 2006
- Cameron, Euan. *The European Reformation*. 2nd Ed. Oxford: OUP, 2012
- Howell, Martha, and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca, NY: Cornell University Press, 2001.
- Jenkins, Keith. *Re-Thinking History*. London: Routledge, 2002
- Lindberg, Carter. *The European Reformations*. 2nd ed. Oxford: Wiley-Blackwell, 2010.
- Mullett, Michael A. *The Catholic Reformation*. London: Routledge, 1999..
- O'Malley, John W. *Trent: What Happened at the Council*. Cambridge, MA: Belknap Press, 2013.
- Vidmar, John OP. *English Catholic Historians and the English Reformation, 1585 – 1954*. London: Sussex Academic Press, 2008.
- Walker, Garthine, ed. *Writing Early Modern History*. London: Hodder Arnold, 2005.
- Wallace, Peter G. *The Long European Reformation*. New York: Palgrave MacMillan, 2004.

Lecturer: PETER PRICE

CH2010Y/3010Y REFORMATION HISTORIES AND THEOLOGIES

(Min. No. 8)

2nd semester Saturdays August 1st, 15th & 29th; Sept 12th; October 10th & 24th 9.30-4.30

CONTENT

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

PREREQUISITES

Level 2: One unit in Church History at level one

Level 3: As above plus one unit in Church History at level two

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

Cameron, Euan. *The European Reformation*. Oxford: Clarendon, 1991.

Greengrass, Mark. *The Longman Companion to the European Reformation, c. 1500–1618*. London and New York: Longman, 1998.

*Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2000.

———. *The European Reformations*. Oxford: Blackwell, 1996.

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

*MacCulloch, Diarmaid. *The Reformation*. London: Penguin, 2003. Published in the United Kingdom as *Reformation: Europe's House Divided, 1490-1700*. London: Penguin, 2004.

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

Steinmetz, David Curtis. *Reformers in the Wings: from Geiler von Kaysersberg to Theodore Beza*. Oxford: Oxford University Press, 2001.

Lecturer: RICHARD BLANDFORD

CONTENT

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

PREREQUISITES

Level 2: at least one unit of Church History

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

LEARNING OUTCOMES

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

1. evaluate the development and context of the studied popular devotional practices within Western Christian religious practice, up to 1500
2. articulate a sense of the relationship between textual and visual evidence, and demonstrate skills with the methodologies required to work with each type of evidence
3. evince a nuanced understanding of the concept of 'popular' religion and its relationship to official religious discourse in the period
4. demonstrate awareness of the historiography of the field
5. exhibit the ability to construct, present and defend a critical and analytical argument.

ASSESSMENT

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

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

BIBLIOGRAPHY

Belting, Hans. *The Image and its Public in the Middle Ages: Form and Function of Early Paintings of the Passion*. Translated by Mark Bartusis and Raymond Meyer. New Rochelle, NY: A.D. Caratzas, 1990.

Carruthers, Mary. *The Book of Memory: A Study of Memory in Medieval Culture*. Cambridge: Cambridge University Press, 1990.

Cook, William, and Ronald Herzman. *The Medieval World View: An Introduction*. 2nd ed. New York: OUP, 2004.

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

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

Vauchez, André. *The Spirituality of the Medieval West: From the Eighth to the Twelfth Century*. Trans. Colette Friedlander. Kalamazoo, MI: Cistercian Publications, 1993.

Viladesau, Richard. *The Beauty of the Cross: The Passion of Christ in Theology and the Arts From the Catacombs to the Eve of the Renaissance*. Oxford: Oxford University Press, 2006.

Lecturer: ANNA WELCH

CH2212Y/3212Y ART HISTORY AND SPIRITUALITY IN WESTERN EUROPE 1300-1800

1st semester, Thursday evening Crosslisted as DS2/3212Y

(Min. No. 8)

CONTENT

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

NO PREREQUISITES

LEARNING OUTCOMES

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

1. recognise the central iconographic themes of Christian art in the West c. 1300-1500
2. apply basic vocabulary of visual analysis and historical inquiry in oral and written work
3. plan and execute a research essay which clearly states an argument, and gathers appropriate evidence to support the argument
4. identify in both oral and written work the various lenses (historical, spiritual, theological) through which the interpreter views visual images (LEVEL 3)

ASSESSMENT

Level 2: 1000 word written visual and iconographic description and analysis (20%);

A 15 minute oral presentation (20%); 2500 word research essay (60%)

Level 3: 1000 word written visual and iconographic description and analysis (20%);

A 15 minute oral presentation (20%); 3500 word research essay (60%)

BIBLIOGRAPHY

Baxandall, Michael. *Painting and Experience in Fifteenth Century Italy*. Oxford: Oxford University Press, 1988.

Camille, Michael. *Gothic Art: Glorious Visions*. New York: Harry N. Abrams, 1996.

Clifton, James. *The Body of Christ in the Art of Europe and New Spain, 1150-1800*. Munich: Prestel-Verlag, 1997.

Finaldi, Gabriele. *The Image of Christ*. London: National Gallery Company Ltd, 2000.

de Voragine Jacobus. *The Golden Legend*. Translated by William Granger Ryan. 2 vols. Princeton: Princeton University Press, 1993.

Katz, Melissa. *Divine Mirrors: The Virgin Mary in the Visual Arts*. New York: Cambridge University Press, 2001.

Marks, Richard. *Image and Devotion in Late Medieval England*. Stroud: Sutton Publishing Ltd, 2004.

Os, Henk W. van. *The Art of Devotion in the Late Middle Ages in Europe 1300-1500*. Princeton, NJ: Princeton University Press, 1994.

Raitt, Jill, ed. *Christian Spirituality: High Middle Ages and Reformation*. New York: Crossroad, 1988.

Swanson, R.N. *Religion and Devotion in Europe, c. 1215-1515*. Cambridge, Cambridge University Press, 1995.

Verdon, Timothy. *Mary in Florentine Art*. Florence: Mandragora, 2003.

Woods, Kim W., ed. *Art and Visual Culture, 1100-1600: Medieval to Renaissance*. Millbank, London: Tate Publisher in association with Open University, 2012.

Lecturer: CLAIRE RENKIN

CONTENT

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

PREREQUISITES

A foundational unit in Church History or moral Theology

LEARNING OUTCOMES

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

1. show competence in reading and interpreting the main social encyclicals
2. demonstrate familiarity with key social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. describe key debates about Catholic social movements, and analyse various views
4. demonstrate in written form a critical appropriation of some aspect of the subject
5. display understanding of the cultural origins and development of social justice traditions in the Church
6. **level 3 only:** Critically evaluate aspects of Church social teaching.

ASSESSMENT

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

Level 3: 2000 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.
- Dorr, Donal. *Option for the Poor and for the Earth*. Maryknoll NY: Orbis, 2012.
- Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne, 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.
- Palst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge, UK: James Clarke & Co., 2011.
- Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSSR

CT1000Y FAITH, REVELATION & THEOLOGY

2nd semester Thursday evening

(Min. No. 8)

CONTENT

The unit investigates the foundations of theology. It is a unit in fundamental theology. The unit considers faith simultaneously as a graced and universal human phenomenon. A distinction is made between the originating faith experience and the beliefs which express this faith and give it a specific focus. The role of the Judaeo-Christian scriptures in 'informing' faith is addressed. Revelation, to which faith responds, 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 specific historical mediation
4. Identify the relationship between Faith and Revelation
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 of the readings (total equivalent to 1000 words) (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.

_____. *Magisterium: Teacher and Guardian of the Faith*. Naples, FL: Sapientia Press, 2007.

Fries, Heinrich. *Fundamental Theology*. trans. Robert J. Daly. Washington, DC: The Catholic University of America Press, 1996.

Haight, John F. *Mystery and Promise: A Theology of Revelation*. Collegeville, MN: Liturgical Press, 1993.

_____. *Science and Faith: A New Introduction*. New York/Mahwah, NJ: Paulist Press, 2012.

Lane, Dermot. *The Experience of God: An Invitation to Do Theology*. Revised Edition. New York/Mahwah: Paulist Press, 2003.

Lennan, Richard, ed. *An Introduction to Catholic Theology*. New York: Paulist, 1998.

O'Collins, Gerald. *Rethinking Fundamental Theology*. Oxford: Oxford University Press, 2011.

O'Collins, Gerald. *The Second Vatican Council on Other Religions*. Oxford: Oxford University Press, 2013.

Rahner, Karl. *Foundations of Christian Faith*. New York: Seabury, 1978.

Tilley, Terrence W. *Faith: What it is and What it Isn't*. Maryknoll, New York: Orbis Books, 2010.

Wicks, Jared. *Doing Theology*. New York/ Mahwah: Paulist Press, 2009.

Lecturer: GREG BRETT CM

CONTENT

"From the first to the last, and not merely in the epilogue, Christianity is eschatology, is hope, forward looking and forward moving, and therefore also revolutionary and transforming the present." (Jurgen Moltmann). The unit situates eschatology in the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organising image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the *eschata* are retrieved as symbols of Christian hope that are operative in life, present in death and are hope-filled expressions of life through death. The opportunity will be taken at different moments in the unit to look at special questions like: body and soul; time and eternity; and the connection between eschatology and ecology. Finally the unit explores the relationship between eschatology and the Eucharist.

PREREQUISITES

Level 2: CT1000Y or equivalent and one Biblical unit

Level 3: CT1000Y or equivalent and at least one level two unit in Systematic Theology

LEARNING OUTCOMES

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

1. demonstrate an understanding of the theology of hope
2. identify the biblical foundations of hope
3. articulate the four principles of eschatological language
4. critically evaluate the *eschata* as symbols of the theology of hope
5. identify the relationship between the theology of hope and Christian praxis
6. demonstrate the difference between eschatology and futurology (**Level 3**)

ASSESSMENT:

Level 2: 1500 word minor paper (40%); 3000 word major paper (60%)

Level 3: 2000 word minor paper (40%); 3500 word major paper (60%)

BIBLIOGRAPHY

Alison, James. *Living in the End Times: The Last Things Re-Imagined*. London: SPCK, 1997.

Davies, Douglas. *The Theology of Death*. London: T & T Clark, 2008.

Fergusson, David and Marcel Sarot, eds. *The Future as God's Gift: Explorations in Christian Eschatology*. Edinburgh: T&T Clark, 2000.

Hayes, Zachary. *Visions of the Future: A Study in Christian Eschatology*. Wilmington, DE: Michael Glazier Press, 1989.

Hebblethwaite, Brian. *The Christian Hope*. Oxford: Oxford University Press, 2010.

Kelly, Tony. *Eschatology and Hope*. Maryknoll, NY: Orbis Books, 2006.

Lane, Dermot. *Keeping Hope Alive: Stirrings in Christian Theology*. Dublin: Gill and Macmillan, 1996.

Polkinghorne, John. *The God of Hope and the End of the World*. New Haven, CT and London: Yale University Press, 2002.

Rausch, Thomas P. *Eschatology, Liturgy and Christology*. Collegeville, MN: Liturgical Press, 2012.

Walls, Jerry L., ed. *The Oxford Handbook of Eschatology*. Oxford: Oxford University Press, 2008.

Wright, N.T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York: HarperOne, 2008.

Lecturer: GREG BRETT CM

CT2011Y/3011Y WHO IS THIS CHRIST?

1st semester Tuesday evening

(Min. No. 8)

CONTENT

This unit involves systematic reflection on the life, person, mission and ministry of Jesus Christ. 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

- 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

CONTENT

This unit aims to explore the meaning and implications of the Christian belief that the cosmos is the creation of God which, although declared to be good, is experienced in brokenness. It comprises four elements: (1) theological and scientific views of the cosmos; (2) theological problems raised by the brokenness ('fallenness') of existence in the world; (3) theological views of the place and responsibility of humankind in the world; and (4) the tension between theological and scientific expectations/hopes about the eventual future of the cosmos.

PREREQUISITES

CT1000Y

LEARNING OUTCOMES

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

1. analyse various biblical views of the world as God's good but broken creation
 2. compare and contrast the several stages of the modern encounter between theology and the physical sciences
 3. give a critical account of various views of how God interacts with the world
 4. formulate some practical implications of belief in creation for Christian spirituality and ethics
 5. demonstrate a critical awareness of some major approaches to theodicy
- (for level 3)**

ASSESSMENT

Level 2: 2000 word essay (50%); 2000 word essay (50%)

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

BIBLIOGRAPHY

Anderson, B., ed. *Creation in the Old Testament*. Minneapolis: Fortress Press, 1984.

Astley, J. and A. Loades, eds. *Creation: a Reader*. London: T & T Clark, 2003.

Barbour, I. *Religion in an Age of Science*. London: SCM Press, 1990.

Davis, S.T. *Encountering Evil: Live Options in Theodicy*. Atlanta, GA: John Knox Press, 1981.

Edwards, D. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.

Gilkey, L. *Maker of Heaven and Earth: The Christian Doctrine of Creation in the Light of Modern Knowledge*. Lanham: University Press of America, 1985.

Granberg-Michaelson, W. *Ecology and Life: Accepting our Environmental Responsibility*. Waco, TX: Word Books, 1988.

Hall, D.J. *Imaging God: Dominion as Stewardship*. Grand Rapids, MI: W.B. Eerdmans, 1986.

Klaiber, Walter. *On Creation: Religion and Science in Dialogue*. Translated Randi H. Lundell. Nashville, TN: Abingdon, 2011.

Mangum, J., ed. *The New Faith-Science Debate: Probing Cosmology, Technology and Theology*. Minneapolis: Fortress Press, 1989.

Moltmann, J. *God in Creation: An Ecological Doctrine of Creation*. London: SCM Press, 1985.

Polkinghorne, J.C. *The Work of Love: Creation as Kenosis*. Grand Rapids, MI: W.B. Eerdmans, 2001.

Polkinghorne, J., and M. Welker, eds. *The End of the World and the Ends of God: Science and Theology on Eschatology*. Harrisburg, PA: Trinity Press International, 2000.

Southgate, C. et al. *God, Humanity and the Cosmos: A Textbook in Science and Religion*. Harrisburg, PA: T & T Clark, 1999.

Lecturer: CHRISTIAAN MOSTERT

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

2nd semester Thursday evening

(Min. No. 8)

CONTENT

This unit aims to present with ecumenical sensitivity the origin, meaning and purpose of the Christian sacraments. It begins by outlining foundational concepts upon which contemporary sacramental theology rests, including the importance of symbol, ritual, Jesus as primordial sacrament and the Church as fundamental sacrament. Using this framework, the unit then undertakes a survey of the seven sacraments, paying particular attention to their historical, symbolic, liturgical and pastoral dimensions. Finally, the unit explores and evaluates more recent directions within sacramental theology as a discipline.

PREREQUISITES

Level 2: CT1000Y or equivalent and 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 the importance of foundational concepts such as symbol and ritual in defining and describing sacraments
2. discuss the importance of Jesus Christ as primordial sacrament and the Church as fundamental sacrament in defining and describing sacraments
3. identify significant developments in the historical evolution of the sacraments
4. analyse the sacraments in terms of their key historical developments, symbolic meanings, and liturgical expression
5. **(Level 3)** explain how the sacraments manifest the presence and work of the Holy Spirit.

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Lawler, Michael. *Symbol and Sacrament: A Contemporary Sacramental Theology*. Omaha, NE: Creighton University Press, 1987, 1995.

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

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

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

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

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

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

Schillebeeckx, Edward. *Christ the Sacrament of Encounter with God*. New York & London: Sheed & Ward, 1963.

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

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

"Christians are made, not born" (Tertullian). This unit explores with ecumenical sensitivity the origin, history and meaning of the processes involved in persons becoming Christians. The unit begins by briefly exploring insights drawn from cultural anthropology and ritual studies regarding the significance attached to initiation. On this basis, the unit then follows two lines of inquiry. The first represents an historical survey, charting the practices of Christian initiation in the early Church and the subsequent emergence of the three separate sacraments of initiation: baptism, confirmation and Eucharist. The second line of inquiry investigates the sacraments of initiation as they stand in the post-Vatican II Catholic Church, paying particular attention to the RCIA, continuing debates surrounding different approaches to the sacraments of initiation and, finally, the significance of the Eucharist as both the high point of the journey of faith for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES

Level 2: CT1000Y

Level 3: CT1000Y and an extra 30 points of Systematic Theology at Level 2

LEARNING OUTCOMES

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

1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analyzing key texts and rites associated with the sacraments of initiation
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. **(Level 3)** explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church.

ASSESSMENT

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

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

BIBLIOGRAPHY

- Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Mazza, Enrico. *The Celebration of the Eucharist: The Origin of the Rite and the Development of its Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Mick, Lawrence. *Living Baptism Daily*. Collegeville, MN: Liturgical Press, 2004.
- Morris, Thomas. *The RCIA Transforming the Church – A Resource for Pastoral Implementation*. New York/Mahwah, NJ: Paulist Press, 1989, 1997.
- O'Loughlin, Frank. *Christ Present in the Eucharist*. Strathfield, NSW: St Paul Publications, 2000.
- Osborne, Kenan. *The Christian Sacraments of Initiation*. New York: Paulist Press, 1987.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. Mahwah, NJ: Paulist Press, 1993
- Wood, Susan K. *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism*. Collegeville, MN: Michael Glazier, 2009.

Lecturer: GAVIN BROWN

CONTENT

Feminist theology has made a significant contribution in its critique of patriarchal suppositions underlying Christian doctrine. This has raised questions about the centrality of sexuality, male and female, and the gendered nature of human relationships to God. This unit will consider some of the issues raised by feminist theologians for theology in the life of the Christian community. It will also examine and critique feminist theological perspectives on God, humanity, Church, spirituality and ecology.

PREREQUISITES

Two units of Christian Thought and History, preferably including a unit on Christology

LEARNING OUTCOMES

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

1. critically assesses the major Christian doctrines in the light of feminist theological scholarship
2. develop a critical awareness of issues pertaining to the diversity of feminist theologies
3. demonstrate a critical understanding of the writings of at least one feminist theologian.

ASSESSMENT

3000 word literature review (50%)

3000 word research essay (50%)

BIBLIOGRAPHY

Beattie, Tina. *Woman*. New York: Continuum, 2003.

Carr, Anne. *Transforming Grace: Christian Traditions and Women's Experience*. San Francisco: Harper & Row, 1988.

Coakley, Sarah. *Powers and Submissions*. Oxford: Blackwell, 2002.

Clifford, Anne M. *Introducing Feminist Theology*. Maryknoll: Orbis, 2001.

Graff, Ann O'Hara. *In the Embrace of God: Feminist Approaches to Theological Anthropology*. Maryknoll, NY: Orbis, 1995.

Johnson, Elizabeth A. *She Who Is*. New York: Crossroad, 1992.

McFague, Sallie. *The Body of God: An Ecological Theology*. Minneapolis, MN: Fortress, 1993.

Schussler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York: Crossroad, 1983.

Lecturer: JANETTE GRAY RSM

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

CANON LAW

DC3415Y	Supervised Reading Unit – Canon Law (15 points)
DC3430Y	Supervised Reading Unit – Canon Law (30 points)

LITURGY

DL2422Y/DL3422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP2/3422Y)
DL2423Y/DL3423Y	Proclaiming the Word of God (=DP2/3423Y)
DL2433Y/DL3433Y	Rites, People, Places: Liturgy Study Tour
DL3415Y	Supervised Reading Unit – Liturgical Studies (15 points)
DL3430Y	Supervised Reading Unit – Liturgical Studies (30 points)

MISSIOLOGY

DM1330Y/DM2330Y	Introduction to the Theology of Mission (=CT1/2330Y)
DM2011Y/DM3011Y	A Comparative Study of Religions
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM2470Y/DM3470Y	Social Teaching and Aboriginal Australians (=DT2/3470Y)
DM3415Y	Supervised Reading Unit – Missiology (15 points)
DM3430Y	Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP2011Y/DP3011Y	Counselling: Theory and Practice
DP2422Y/DL3422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL2/3422Y)
DP2/3111Y	Foundations for Ministry Clinical Pastoral Education (CPE)
DP3481Y	Leadership in a Faith Community (=DR3481Y)
DP3415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
DP3430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

RELIGIOUS EDUCATION

DR2350Y/DR3350Y**	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT9350Y)
DR2481Y/DR3481Y**	Leadership in a Faith Community (=DP2/3481Y)
DR3415Y	Supervised Reading Unit – Religious Education (15 points)
DR3430Y	Supervised Reading Unit – Religious Education (30 points)

**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

SPIRITUALITY

DS1000Y	Introduction to Christian Spirituality
DS2101Y	Spiritual Leaders (Heart of Life)
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)

SENTIR UNITS

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)

MORAL THEOLOGY

DT1000Y	Introduction to Moral Theology
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology
DT2012Y/DT3012Y	Justice and Human Rights
DT2015Y/DT3015Y	Christianity, Economics and Social Transformation
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)

**See crosslisting for detailed unit description

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

CANON LAW DC

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

LITURGY DL

DL1430Y	Doing and Living the Church's Liturgy (=DP1430Y DS1430Y)
DL2010Y/DL3010Y	Celebrational Style

MISSIONOLOGY DM

DM2012Y/DM3012Y	Evangelisation Today: Theory and Praxis
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture
DM3014Y	Inter-Religious Dialogue in a Secular Society
DM3015Y	Recent Approaches to Mission

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)
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SPIRITUALITY DS

DS2212Y/DS3212Y	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2320Y/DS3320Y	Mary in the Christian Tradition (=CT2/3320Y)
DS2321Y/DS3321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=CT2/3321Y)

MORAL THEOLOGY DT

DT2230Y/DT3230Y	Catholic Social Thought in Aust. & O/S (=CH2/3230Y)
DT2340Y/DT3340Y	Human Sexuality and Marriage (CT2/3340Y)
DT3013Y	Theology and Ethics in Medicine
DT3014Y	Can War be Just?

CONTENT

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

PREREQUISITES

Level 2: One unit in liturgy or equivalent

Level 3: As above, plus one unit from Field D at level two

LEARNING OUTCOMES

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

1. demonstrate a familiarity with the church's rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstance (Level 3)

ASSESSMENT

Level 2: Article Review, 1000 words (20%); 1000 word seminar presentation paper based on *Pastoral Care of the Sick* (20%); 2500 word essay (60%)

Level 3: Article Review, 1000 words (20%); 1000 word seminar presentation paper based on *Pastoral Care of the Sick* (20%); 3500 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

Order of Christian Funerals. Sydney: Dwyer, 1989.

Gusmer, Charles. *And You Visited Me: Sacramental Ministry to the Sick and the Dying*. New York: Pueblo, 1984.

Kasza, John C. *Understanding Sacramental Healing: Anointing and Viaticum*. Chicago, IL: Hillenbrand Books, 2006.

*Larson-Miller, Lisette. *The Sacrament of Anointing of the Sick*. Lex Orandi Series. Collegeville, MN: Liturgical Press, 2005.

Long, Thomas. *Accompany Them With Singing: The Christian Funeral*. Louisville, KY: Westminster John Knox Press, 2009.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical Press, 2009.

Rutherford, Richard, and Tony Barr. *The Death of a Christian: The Order of Christian Funerals*. Rev. ed. Collegeville, MN: Liturgical Press, 1990.

Sheppy, Paul. *Death, Liturgy and Ritual: A Pastoral and Liturgical Theology*. Burlington, VT: Ashgate Publishing Ltd, 2003.

*Smith, Margaret. *Facing Death Together: Parish Funerals*. Chicago, IL: Liturgy Training Publications, 1998.

Lecturer:

MARGARET SMITH SGS

DL2423Y/3423Y PROCLAIMING THE WORD OF GOD

2nd semester Tuesday morning Crosslisted as DP2/3423Y

(Min. No. 8)

CONTENT

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

PREREQUISITES

Level 2: At least two units of Biblical Studies and two units of Systematic Theology

Level 3: As above and also two further units at level two

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY

Brosend, William. *The Preaching of Jesus: Gospel Proclamation Then and Now*. Louisville, KY: Westminster John Knox Press, 2010.

Burghardt, Walter J. *Preaching the Just Word*. New Haven, CT, and London: Yale University Press, 1996.

DeBona, Gueric. *Preaching Effectively, Revitalising your Church*. New York/Mahwah, NJ: Paulist Press, 2009.

DeLeers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: The Liturgical Press, 2004.

Hilkert, Mary C. *Naming Grace: Preaching and the Sacramental Imagination*. New York: Paulist Press, 1997.

Lischer, Richard, ed. *The Company of Preachers: Wisdom on Preaching, Augustine to the Present*. Grand Rapids, MI: William B. Eerdmans, 2002.

Untener, Kenneth. *Preaching Better: Practical Suggestions for Homilists*. New York/Mahwah, NJ: Paulist Press, 1999.

Wallace, James A. *Preaching to the Hungers of the Heart: The Homily on the Feasts and within the Rites*. Collegeville, MN: The Liturgical Press, 2002.

Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: The Liturgical Press, 1998.

Lecturer: MICHAEL A. KELLY CSsR

DL2433Y/3433Y RITES, PEOPLE, PLACES: LITURGY STUDY TOUR

Four weeks from early November 2015

Unit Value = 30 points

CONTENT

This unit seeks to enlarge the liturgical experience and expertise of those who are engaged in the liturgical life of educational communities, religious communities, parishes or dioceses because of their professional responsibilities or personal dedication. It aims to establish a solid foundation for the knowledge and skills required to contribute effectively in this vital arena of Catholic life. Inspired by the key principles and themes of the *Constitution on the Sacred Liturgy*, students will spend four weeks engaging with the liturgical renewal and its promotion manifest at select historical and contemporary centres of liturgical life in France, Belgium, Germany and Italy. Attention will be given to current issues in liturgical renewal. Integral to the unit will be participation in and reflection on a variety of liturgical experiences to enable students to gain deeper insight into the spirit of the liturgy, its reform and promotion, and the art of celebration / 'ars celebrandi'.

PREREQUISITES

Level 2: One Foundational Unit in Liturgy (DL1430Y) or equivalent

Level 3: One Foundational Unit in Liturgy (DL1430Y) or equivalent plus one unit in Field D at second level

LEARNING OUTCOMES

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

1. explain the role played by the Roman Catholic liturgical movement of the 19th and 20th centuries in the genesis of the Vatican II *Constitution on the Sacred Liturgy*
2. demonstrate familiarity with the key principles of the Constitution and its post-conciliar implementation
3. identify and discuss current issues in liturgical renewal highlighted by the tour
4. identify and engage in critical reflection on liturgical experience during the tour, and arising from that experience, discuss current issues in liturgical renewal through the lens of the 'ars celebrandi'
5. examine the role of liturgy in the community (school, parish or diocese) in which they are engaged (Level 3)

ASSESSMENT

Level 2: Two x 2000 word assignments OR one 4000 word assignment (50%);
One 4000 word critical theological reflection journal (50%)

Level 3: Two x 2500 word assignments OR one 5000 word assignment (50%);
One 5000 word critical theological reflection journal (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

Baldovin, John. *Reforming the Liturgy: A Response to the Critics*. Collegeville, MN: Pueblo, 2008.

Botte, Bernard. *From Silence to Participation: An Insider's View of Liturgical Renewal*. Washington, DC: The Liturgical Press, 1978.

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

*Marini, Piero. *A Challenging Reform: Realizing the Vision of the Liturgical Renewal*, edited by Mark Francis, John Page, and Keith Pecklers. Collegeville, MN: The Liturgical Press, 2007.

*Pecklers, Keith. *Liturgy in a Postmodern World*. London/New York: Continuum, 2003.

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

Lecturer: MARGARET SMITH SGS

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

DM2011Y/3011Y A COMPARATIVE STUDY OF RELIGIONS

2nd semester Tuesday evening

(Min. No. 8)

CONTENT

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

NO PREREQUISITES

LEARNING OUTCOMES

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

1. describe the main tenets of at least three of the major religions of the world
2. describe the common aspects of their religious world-views
3. demonstrate the contrast between the primal and world religions
4. analyse the claims of uniqueness by any religion.

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: AltaMira Press, 2001.

Bagir, Zainal Abidin. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide, SA: AFT Press, 2005.

Davie, Grace, Paul Heelas, and Linda Woodhead, eds. *Predicting Religion*. Hampshire: Ashgate Publishing Ltd, 2003.

Eliade, Mircea. *Patterns in Comparative Religion*. London: Sheed & Ward, 1958.

Foy, Whitfield, ed. *Man's Religious Quest*. London: Croom Helm, 1978.

Gwynne, Paul. *World Religions in Practice*. Oxford: Blackwell Pub., 2011.

Livingston, James C. *Anatomy of the Sacred: An Introduction to Religion*. 2nd ed. New York: McMillan Publishing Company, 1993.

Kulkarni, S. K. *Hinduism: Triumphs and Tribulations*. Mumbai: Indus Source Books, 2008.

*Losch, Richard R. *The Many Faces of Faith: A Guide to World Religions and Christian Traditions*. Grand Rapids, MI: W. B. Eerdmans, 2001.

Noss, David S., and John Boyer Noss. *A History of World Religions*. New York: Prentice Hall, Inc., 1994.

Novak, Philip. *The World's Wisdom: Sacred Texts of the World's Religions*. San Francisco, CA: Harper, 1994.

Pannikar, Raimon. *The Cosmotheandric Experience: Emerging Religious Consciousness*. Maryknoll, NY: Orbis, 1993.

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

*Sharpe, Eric J. *Comparative Religions. A History*. London: Duckworth, 1975.

Smart, Ninian. *The World Religions: Old Traditions and Modern Transformation*. Melbourne, VIC: Cambridge University Press, 1989.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

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

PREREQUISITES

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

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

LEARNING OUTCOMES

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

1. articulate the main theological themes featured by Asian theologians
2. contrast these themes with traditional western theology
3. analyse the methodology of Asian theology as 'Faith seeking understanding'
4. integrate local theologies into a broader synthesis of theology

ASSESSMENT

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

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

BIBLIOGRAPHY

Amaladoss, Michael. *Life in Freedom*. New York: Orbis Books, 1997.

Chung, Hyun Kyung. *Struggle to be the Sun Again: Introducing Asian Women's Theology*. Maryknoll, NY: Orbis Books, 1990.

England, John, Jose Kuttianimattathil, and John M. Prior. *Asian Christian Theologies: A Research Guide to Authors, Movements, Sources*. 3 vols. New York: Orbis Books, 2002-2004.

England, John. *Living Theology in Asia*. London: SCM Press, 1981.

England, John, and Archie Lee, eds. *Doing Theology with Asian Resources*. Singapore: PTCA, 1993.

Fabella, Virginia, and Sun Ai Lee Park, eds. *We Dare to Dream: Doing Theology as Asian Women*. Maryknoll, NY: Orbis Books, 1990.

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

Kim, Sebastian, ed. *Christian Theology in Asia*. Cambridge: Cambridge Uni, 2008.

Phan, Peter. *Christianity with an Asian Face*. New York: Orbis Books, 2003.

Sugirtharaja, Rasiah. *Frontiers in Asian Christian Theology: Emerging Trends*. New York: Orbis Books, 1994.

Yeow, Choo Lak, ed. *Doing Theology with Asian Resources*. Vol. 1: *Theology and Politics*. Vol 2. *Theology and Cultures*. Vol 3. *Theology and Religious Plurality*. Singapore: ATESEA. 1993-1996.

Lecturer: JACOB KAVUNKAL SVD

DM2470Y/3470Y SOCIAL TEACHING AND ABORIGINAL AUSTRALIANS

1st semester Wednesday morning

Crosslisted as DT2/3470Y

(Min. No. 8)

CONTENT

The unit will provide students with an exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people. A key resource is Dominic O'Sullivan's *'Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity'*.

PREREQUISITES

Level 2: One level one unit in Missiology or Moral Theology

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

LEARNING OUTCOMES

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

1. trace the developments of the church's social teaching relating to key indigenous themes
2. show evidence of competence and discernment in the use of relevant resource material
3. examine key ecclesial, theological and biblical texts and explore implications for the church's teaching and practice in indigenous issues today
4. present orally, in a clear, convincing and engaging manner, a relevant research topic
5. provide a critical analysis and response to the impact of the church's social teaching on indigenous peoples, especially Aboriginal Australians
6. articulate critical reflection on personal experiences relating to the church's social teaching and Aboriginal Australians (Level 3)

ASSESSMENT

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

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

BIBLIOGRAPHY

Arbuckle, Gerald A. *Culture, Inculturation, and Theologians*. Collegeville, MN: Liturgical Press, 1996.

Copeland, M. Shawn. *Enfleshing Freedom*. Minneapolis, MN: Fortress Press, 2010.

Cornish, Sandie. *The Catholic Human Rights Tradition and the Rights of Indigenous Peoples*. Blackburn, VIC: Collins Dove, 1994.

Cullen, P, B.Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.

Fletcher, Frank, edited by Fabian Byers. *Jesus and the Dreaming*, Strathfield, NSW: St Pauls Publications, 2013.

Hall, Gerard and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne, VIC: Mosaic Press, 2012

Massingale, Bryan N. *Racial Justice and the Catholic Church*. Maryknoll, NY: Orbis , 2010.

McCarthy, David Matzko, ed. *The Heart of Catholic Social teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.

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

O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

This unit introduces one model of professional counselling and its attendant skills into which other models can be integrated. The counselling model will be explored in the context of a wide variety of typical pastoral situations and conversations. Further, because counselling skills are really life skills, the course invites students to reflect on their own broader relational lives: friendships, family, marriage, community, etc.

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. commence a counselling session and connect with the client
2. explore beyond the telling of the story to ask what changes are sought
3. demonstrate competency to plan beginning small steps of the change process
4. engage in self-critique to become aware of the blind spots in the helping process
5. demonstrate the basics of conducting a pastoral interview/conversation
6. apply the counselling model to a practical life situation [level 3 only].

ASSESSMENT

Level 2: Weekly 15 minute tests on the set text, (equivalent to 2,500 words) (30%); recorded counselling session plus detailed critique (70%)

Level 3: Weekly 15 minute tests on the set text, (equivalent to 2,500 words) (20%); recorded counselling session and critique (60%); 1500 word essay (20%)

BIBLIOGRAPHY * = set texts recommended for purchase

Bernadin, Joseph Cardinal. *The Gift of Peace*. New York: Image Books, 1997.

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

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

Frankl, Viktor. *Man's Search for Meaning*. Boston, MA: Beacon Press, 2006.

Kennedy, Eugene. *On Becoming A Counselor*. New York: Seabury Press, 2001.

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

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

Lecturer: PETER CANTWELL OFM

DP2111Y/3111Y FOUNDATIONS FOR MINISTRY

2nd semester Thursday evening

(Min. No. 8)

CONTENT

This unit will offer students an introduction to the issues, concerns, theology and practice of ministry in contemporary Christian pastoral contexts. It will address the origins of Christian ministry in the Bible and the historical developments that have formed and informed the contemporary practice and theology of mission and ministry in both Catholic and ecumenical contexts. Ministry shapes the church but the church shapes ministry so we will examine the role that ecclesiology plays in the theology and practice of ministry. Lay and ordained ministry will be examined in the context of pastoral leadership and the necessity for a ministerial spirituality to sustain and develop the future shape of ecclesial ministry.

PREREQUISITE

Level 2: One unit in each of New Testament, Systematic Theology and Church History

Level 3: Two units in New Testament, two units in Systematic Theology and one unit in Church History

LEARNING OUTCOMES

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

1. describe and analyse the development of Christian ministry over the centuries
2. identify the different roles of lay and ordained ministry
3. analyse the relevant issues in contemporary pastoral leadership
4. articulate a spirituality that will sustain those in ministry

Level 3:

5. demonstrate an understanding of the importance of ecclesiology in pastoral ministry.

ASSESSMENT

Level 2: 1500 word class presentation paper and 1000 word review of feedback (50%);
2000 word essay (50%)

Level 3: 2000 word class presentation paper and 1000 word review of feedback (50%);
2500 word essay (50%)

BIBLIOGRAPHY

Bartlett, David. *Ministry in the New Testament*. Minneapolis, MN: Fortress Press, 1993.

Bernier, Paul. *Ministry in the Church: A Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.

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

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

Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013.

Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010.

O'Meara, Thomas. *Theology of Ministry*. Revised Edition. Mahwah, NJ: Paulist Press, 1999.

Pickard, Stephen. *Theological Foundations for Collaborative Ministry* Explorations in Practical, Pastoral and Empirical Theology. London: Ashgate, 2009.

Osborne, Kenan B. *Ministry: Lay Ministry in the Roman Catholic Church: Its History and Theology*. Eugene, OR: Wipf & Stock, 2003.

Power, David Noel. *Mission, Ministry, Order: Reading the Tradition in the Present Context*. New York: Continuum, 2008.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

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

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify biblical foundations for contemporary approaches to faith leadership
3. identify and address a range of issues that a person in leadership must confront
4. critically evaluate the tensions of leadership from a Christian perspective
5. identify the core responsibilities of Christian leadership.

ASSESSMENT

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

BIBLIOGRAPHY

- Clawson, James G. *Level Three Leadership: Getting Below the Surface*. 3rd ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.
- Dorr, Donal. *Spirituality of Leadership: Inspiration, Empowerment, Intuition and Discernment*. Dublin: Columba Press, 2006.
- Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. New York/Mahwah, NJ: Paulist Press, 2007.
- Duignan, Patrick A. *Education Leadership: Key Challenges and Ethical Challenges*. London: Cambridge University Press, 2007.
- Everist, Norma Cook, and Craig L. Nesson. *Transforming Leadership: New Vision For Church In Mission*. Minneapolis, MN: Augsburg, 2008.
- Ganmin, Carole. *Shaping Catholic Parishes: Pastoral Leaders in the 21st Century*. Chicago, IL: Loyola Press, 2008.
- Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013.
- Greenleaf, Robert K., Larry C. Spears, and Stephen R. Covey. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. 25th Anniversary ed. Mahwah, NJ: Paulist Press, 2002.
- Jewell, Marti R., and David A Ramsey. *The Changing Face of Church: Emerging Models of Parish Leadership*. Chicago, IL: Loyola Press, 2010.
- Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. 3rd ed. San Francisco, CA: Jossey-Bass, 2003.
- Rademacher, William J., and John Weber and David McNeill, eds. *Understanding Today's Catholic Parish*. Mystic, CT: Twenty-third Publications, 2007.
- Sofield, Loughlan, and Carroll Juliano. *Collaboration: Using Our Gifts in Ministry*. Notre Dame: Ave Maria Press, 2000.
- Tuohy, David. *Leading Life to the Full: Scriptural Reflections on Leadership in Catholic Schools*. Dublin: Veritas, 2005.
- Yukl, Gary A. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Lecturer: MICHAEL A. KELLY CSsR

CLINICAL PASTORAL EDUCATION (CPE)

(30 points credit for only one of DP2630M or DS2101Y in the BTheol)

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 – paula.donnoli@petermac.org 9656 1301
Royal Melbourne Hospital – 9342 2155
Southern Health CPE Programme –
 Monash Clayton, Pastoral Care Office – 9594 2332
 Casey Berwick – 8768 1583
Uniting CPE - the John Paver Centre – 9251 5489
Email: andy.calder@victas.uca.org.au

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

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

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.

At the time of the production of the Handbook, arrangements for enrolling students in CPE programs within University of Divinity degrees are being revised. Please contact the Academic Dean for current details if you wish to undertake CPE.

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.

Groody, 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 Meyendorff, 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)

Unit Value 30 points

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 **Emeritus Professor Paul Beirne**
HEART of LIFE CENTRE,
98 Albion Road, Box Hill, 3128
Ph: (03) 9890 1101
Email: director@hol.misacor.org.au
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 University of Divinity will pay the following: (FEE-HELP is available for University of Divinity tuition fees only)

University of Divinity Tuition fees:	\$2640
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$ 400
Total:	\$3040

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**

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DS3118Y IGNATIAN SPIRITUALITY SEMINAR

This unit is taught at Campion Ignatian Spirituality Centre Kew

(Min. No.8)

1st semester Seminar Fri 10th, Sat 11th & Sun 12th April and Fri 29th Sat 30th & Sun 31st May
9am – 5pm

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, MO: Institute of Jesuit Sources. 1996.

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

Reference Texts

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

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

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

Lecturer: SACHA BERMUDEZ-GOLDMAN, and ANN PATE

This unit is taught at Campion Ignatian Spirituality Centre Kew

(Min. No.8)

2nd semester Fri 28th, Sat 29th & Sun 30th August & Fri 16th, Sat 17th & Sun 18th October
9am-5pm

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, MO: Institute of Jesuit Sources, 1996.
- Tetlow, J. *Choosing Christ in the World: Directing the Spiritual Exercises of St. Ignatius Loyola*. St. Louis, MO: 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

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

2nd semester Tuesday evening

(Min. No. 8)

CONTENT

Taking its direction from Scripture and Church Tradition, this unit explores the essential components for understanding and appreciating Moral Theology as a theological discipline, and its integration with Systematic Theology, Philosophy, Church History, Pastoral Ministry, Spirituality and Church Law.

Particular emphasis is given to Covenant relationship: the human person made in the image and likeness of God and transformed in the new life of the Risen Christ, and consequently on the principles and processes for making responsible moral choices as a Christian in the context of everyday life.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. describe the development of universal ethics, western moral philosophy and the Judeo-Christian moral tradition
2. identify the sources, tradition and principles of Catholic Moral Theology
3. discuss the key moral concepts of conscience, conversion, discipleship, reconciliation, and other fundamental concepts of Catholic Moral Theology
4. demonstrate an ability to apply Catholic moral principles to life situations
5. discourse critically on issues of current ethical concern in society and Christian moral responses appropriate to these issues.

ASSESSMENT

Reflection on weekly readings (2000 words total) (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 Littlefield, 2012.
- Curran, Charles. *The Development of Moral Theology Five Strands*. Washington, DC: Georgetown University Press, 2013.
- Darragh, Neil, ed. *A Thinker's Guide To Sin: Talking About Sin Today*. Auckland NZ: Accent Publications, 2010.
- Gascoigne, Robert. *Freedom and Purpose: An Introduction to Christian Ethics*. Sydney, NSW: E. J. Dwyer Press, 2005.
- Harrington, Daniel, and James Keenan. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham, MD: Sheed & Ward, 2002.
- Keenan, James. *A History of Catholic Moral Theology in the Twentieth Century: From Confessing Sins to Liberating Consciences*. New York: Continuum, 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.
- Nichols, Alan. *Street Called Choice: Ethical Choices for Ordinary People*. Melbourne, VIC: Acorn Press, 2005.
- Wadell, Paul. *Happiness and the Christian Moral Life: An Introduction To Christian Ethics*. Lanham, MD: Rowman & Littlefield Publishers Inc., 2012.
- Woods, Walter. *Walking With Faith: New Perspectives on the Sources and Shaping of Catholic Moral Life*. Collegeville, MN: Liturgical Press, 2002.

Lecturer: PHILIP MALONE MSC

DT2011Y/3011Y MAJOR ISSUES IN CONTEMPORARY MORAL THEOLOGY

1st semester Wednesday evening

(Min. No. 8)

CONTENT

This unit aims to build on the introductory unit in moral theology by exploring a range of important theories and practical issues in moral theology today. The areas to be explored include issues such as major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, moral issues concerning human life, reproductive technologies, surrogacy, euthanasia, abortion, the Church's role in the arena of politics and public life, problems of divorce/remarriage, the public agenda on gay/lesbian marriage/union, human migration, corporate social responsibility, and capital punishment.

PREREQUISITES

DT1000Y Introduction to Moral Theology or equivalent

LEARNING OUTCOMES

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

1. critique the key literature, both secular and religious, on a number of current ethical questions
2. identify the foundations and developments in the Catholic tradition regarding its positions on a range of ethical issues
3. critically evaluate the ethical positions of both secular and religious sources on a chosen topic
4. apply Christian ethical methodology to current debates on key moral issues
5. present a cogent and sustained argument for a position taken on a specified issue.

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

- Callahan, Daniel. *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford University Press: Oxford / New York, 2012.
- Curran, Charles E. *History and Contemporary Issues: Studies in Moral Theology*. New York: Continuum, 1996.
- Curran, Charles E., and Richard A. McCormick, eds. *Readings in Moral Theology*. Vols 3, 5, 6, 7, 9, 13. New York: Paulist, 1979 - 2003.
- Jonsen, Albert R., Robert M. Veatch, and LeRoy Walters, eds. *Sourcebook In Bioethics: A Documentary History*. Washington, DC: Georgetown University Press, 1998.
- Kasper, Walter. *Mercy: The Essence of the Gospel and the Key to Christian Life*. Mahwah, NJ: Paulist Press, 2014.
- Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.
- *Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.
- Pope Francis. *Evangelii Gaudium: The Joy of the Gospel: Apostolic Exhortation*. Frederick, MD: The Word Among Us Press, 2013.
- Williams, Oliver F., ed. *Peace Through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact*. Notre Dame, IN: University of Notre Dame Press, 2008.
- . *Corporate Social Responsibility: The Role of Business in Sustainable Development*. New York: Routledge, 2014.

Lecturers: BERNARD TEO CSsR

CONTENT

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

PREREQUISITES

Level 2: DT1000Y or equivalent

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY

- Curran, Charles E. *Catholic Social Teaching 1891- Present: A Historical, Theological and Ethical Analysis*. Washington, DC: Georgetown University Press, 2002.
- Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 2nd ed. Ithaca, NY: Cornell University Press, 2003.
- Hollenbach, David. *Claims in Conflict: Retrieving and Renewing the Catholic Human Rights Tradition*. New York: Paulist Press, 1979.
- . *Justice, Peace, and Human Rights: American Catholic Social Ethics in a Pluralist Context*. New York: Crossroad, 1988.
- Ishay, Micheline. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd ed. New York: Taylor and Francis Group, 2007.
- Lauren, Paul Gordon. *The Evolution of International Human Rights: Visions Seen*. Philadelphia, PA: University of Pennsylvania Press, 2003.
- Laqueur, Walter, and Barry Rubin, eds. *The Human Rights Reader*. Philadelphia, PA: Temple University Press, 1979.
- Lebacqz, Karen. *Six Theories of Justice*. Minneapolis, MN: Augsburg Publishing House, 1986.
- Mahoney, Jack. *The Challenge of Human Rights: Origin, Development and Significance*. Oxford: Blackwell, 2007.
- Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Vatican City: Libreria Editrice Vaticana, 2004.

Lecturer: BERNARD TEO CSSR

CONTENT

This unit will investigate the ethical basis of economics, major issues in world development, the alleviation of poverty, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in light of the Global Financial Crisis. The unit will also outline alternative policies in global economic development, evaluating them from Christian moral perspectives.

PREREQUISITES

One foundational unit in Moral Theology, DT1000Y, or its equivalent

LEARNING OUTCOMES

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

1. describe key debates about economic development
2. critically evaluate economic arguments examined in the course
3. demonstrate understanding of the moral principles involved in economic activity
4. discuss the moral dimensions of an economic issue and its consequences
5. outline the responsibilities of the churches in affirming values needed for just economic practice
6. critically evaluate major moral aspects in current economic issues. [level 3 only]

ASSESSMENT

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

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

BIBLIOGRAPHY

- Cavanagh, John, and Jerry Mander, eds. *Alternatives to Economic Globalization*. San Francisco, CA: Berrett-Koehler, 2004.
- Coleman, John A., and William F. Ryan, eds. *Globalization and Catholic Social Thought: Present Crisis, Future Hope*. Maryknoll, NY: Orbis, 2005.
- Finn, Daniel K., ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: Oxford University Press, 2010.
- Forrester, Duncan B. *Beliefs, Values and Policies: Conviction Politics in a Secular Age*. Oxford: Oxford University Press, 1989.
- Palst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge, UK: James Clarke & Co., 2011.
- Preston, Ronald H. *Religion and the Ambiguities of Capitalism*. Cleveland, OH: Pilgrim Press, 1993.
- Sachs, Jeffrey. *The End of Poverty: How We Can Make It Happen in Our Lifetime*. London: Penguin, 2005.
- . *The Price of Civilization: Economics and Ethics after the Fall*. London: The Bodley Head, 2011.
- Sniegocki, John. *Catholic Social Teaching and Economic Globalization: The Quest for Alternatives*. Milwaukee WI: Marquette University Press, 2009.
- Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: WW Norton & Co., 2010.
- . *Making Globalization Work: The Next Steps to Global Justice*. London: Allen Lane, 2006.
- Todaro, Michael, and Stephen Smith. *Economic Development*. Harlow: Addison Wesley, 2011.

Lecturer: BRUCE DUNCAN CSsR

AWARDS

Postgraduate Coursework Awards available through YTU*

Graduate Certificate in Teaching Religious Education
Graduate Certificate in Theology
Graduate Diploma in Theology [General]
Graduate Diploma in Theology [Specialised]
(Specialisations: Biblical Languages, Biblical Studies, Liturgy,
Ministry Studies, Missiology, Pastoral Care, Religious Education,
Social Justice, Spirituality and Spiritual Direction)
Master of Arts (Specialisations: Church History, Pastoral Care,
Social Justice, Theology)
Master of Theological Studies
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.divinity.edu.au

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

UNIVERSITY OF DIVINITY
POST GRADUATE AWARDS

PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY BT_{HEOL} OR BM_{IN} (ALSO BA/BT_{HEOL}; BT_{HEOL}/BM_{IN})	
<p>■ BT_{HEOL}, BM_{IN} (ALSO BA/BT_{HEOL}, BT_{HEOL}, BM_{IN})</p> <p style="text-align: center;">↓</p> <p>[1] BT_{HEOL} (Hons) consists of 60 points (4 units) and a 12,000 word research essay (30 points). BT_{HEOL}(Hons) may articulate directly to MT_{HEOL}, MPHIL or PHD.</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, Liturgy, Ministry Studies, Missiology, Pastoral Care, Religious Education, Social Justice, Spirituality, Spiritual Direction and Theology.</p> <p>[2] If articulating to a Research Master's (MT_{HEOL}, 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 and research components of the degree.</p> <p style="text-align: center;">↓</p> <p>■ MT_{HEOL} 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>■ DT_{HEOL} 100,000 word thesis</p>	<p>■ BT_{HEOL}, BM_{IN} (ALSO BA/BT_{HEOL}, BT_{HEOL}, BM_{IN})</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>■ MT_{HEOL} 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>

UNIVERSITY OF DIVINITY
POSTGRADUATE AWARDS (CONTINUED)

**PATHWAYS FOR GRADUATES
IN OTHER DISCIPLINES**

■ **GRADUATE CERTIFICATE
IN THEOLOGY**

Consists of 45 points of study in an area of specialisation (e.g., Graduate Certificate in Teaching Religious Education)

■ **GRADUATE DIPLOMA IN THEOLOGY
[GENERAL] or DIRECT ENTRY TO
MA(THEOL)**

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. Students using direct entry will have to complete 120 points including the required foundational units and a capstone unit.



MA(THEOL)

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

or

Six postgraduate units (90 points) including a **Capstone unit** worth at least **15 points**

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.

■ **MPhil (RESEARCH)**

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.

■ **PHD**

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

■ **MASTER OF DIVINITY**

Consists of eighteen units (270 points)

105 points of Foundation units

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

and

Not less than **105 points** and not more than **150 points of Elective units** (candidates must include at least 15 points of Elective units in Field B, 15 points of Elective units in Field C, and 15 points of Elective units in Field D)

and

A Capstone unit worth at least **15 points**

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

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION (GRADCERTTEACHRE)

The Graduate Certificate in Teaching Religious Education is principally, although not exclusively, designed to enable teachers to gain accreditation to teach religious education in a Catholic school.

The Graduate Certificate allows those who have an undergraduate, or higher, qualification in another discipline to pursue theological and educational units that will enhance their ability to reflect on and communicate the Catholic faith.

Entry Requirements: Bachelor's degree (or equivalent)

Structure: Four (4) units of 10 point study with each unit normally being taught over two Saturdays and two days in the school term holidays (Box Hill), plus one 5 point unit taken cumulatively over the four units.

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

Articulation: Graduate Diploma in Theology
(3 additional units = 45 points)
On completion of the Graduate Diploma in Theology students can articulate to Master of Arts (Theol)
(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 award (**MTHEOL** or **MPHIL, DTHEOL, PHD**). 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, Master of Philosophy, or Doctor of Theology, Doctor 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 award (**MTHEOL**, **MPHIL**, **DTHEOL**, **PHD**). If not, they can apply for candidature in the coursework **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 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/Theology [If **MA(Theol)** from the Institution, with a 12,000 word research essay graded to at least 75%].

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 UD with a 12,000 word research essay graded to at least 75% and a 75% average across the coursework components of the degree one can apply for entry to a Research Masters (**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, Master of Philosophy, Doctor of Philosophy/Theology (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 PHILOSOPHY (MPHIL)

The Master of Philosophy is a research degree open to those whose studies included a four year Bachelor degree with Honours or equivalent in an appropriate discipline. The degree program needs to have included a 12,000 word research essay.

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

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

Structure

- 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 Philosophy

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 the 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 the 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 Specialised 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

AL8001Y Hebrew A (**Foundational unit**)

AL8002Y Hebrew B (**Foundational unit**)

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

AL8011Y New Testament Greek A (**Foundational unit**)

AL8012Y New Testament Greek B (**Foundational unit**)

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. demonstrate basic command of text-critical procedures.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

Clines, David C. *A Concise Dictionary of Classical Hebrew*. Sheffield: Sheffield Phoenix Press, 2009.

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

*Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

Hostetter, Edwin C. *An Elementary Grammar of Biblical Hebrew*. Biblical Languages: Hebrew 1. Sheffield: Sheffield Academic Press, 2000.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

*Nicholsen, Sarah. *Complete Biblical Hebrew: A Teach Yourself Guide*. TY Language Guides. London: Hodder Education, a division of Hachette UK, 2011.

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

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

Lecturer: To Be Advised

CONTENT

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

PREREQUISITES

AL8001Y

LEARNING OUTCOMES

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

1. translate accurately the Hebrew texts studied
2. demonstrate command of the morphology and syntax of the texts studied
3. translate simpler Hebrew texts other than those read in class
4. perform simple tasks of biblical text criticism.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

Lecture notes covering the required grammar will be provided.

Brown, Francis, Samuel R. Driver, and Charles A. Briggs. *Hebrew and English Lexicon of the Old Testament*. Oxford: Clarendon, 1906; reprint, Peabody, MA: Hendrickson, 1999.

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

Feyerabend, Karl. *Langenscheidt's Pocket Hebrew-English Dictionary*. London: Hodder and Stoughton, 1963.

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

*Joüon, Paul, and Takamitsu Muraoka. *A Grammar of Biblical Hebrew*. Subsidia Biblica 14/I,II. Rome: Pontificio Istituto Biblico, 1991.

Kelley, Page H. *Biblical Hebrew. An Introductory Grammar*. Grand Rapids, MI: Eerdmans, 1992.

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

Lecturer: To be advised

FIELD B – BIBLICAL STUDIES POSTGRADUATE

OLD TESTAMENT

BA8000Y	Biblical Interpretation (OT): History, Background, Critical Methodology (Foundational unit)
BA9010Y	Pentateuch
BA9011Y	Psalms
BA9017Y	The Twelve Prophets
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)
BN9011Y	Luke - Acts
BN9013Y	The Gospel of John
BN9017Y	Romans
BN9015Y	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

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 2015, but normally offered in other years

BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA9014Y	Prophecy Apocalyptic and the Future
BA9015Y	Exile and Return
BA9016Y	Prophetic Literature - Jeremiah and Hosea
BA/BN9110Y	Biblical Justice and the Reign of God
BA/BN9112Y	The Bible and the Land
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9014Y	Galatians
BS9500Y	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y DL/DP9500Y)

Foundational Unit

(Min. No. 8)

1st semester Wednesday 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, 244-271. Nashville, TN: Abingdon, 1994.

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

Lecturer: MARK O'BRIEN OP

BA9010Y PENTATEUCH

Elective unit

(Min. No. 8)

1st semester Tuesday morning

CONTENT

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

PREREQUISITES

Successful completion of one foundational unit in Old Testament

LEARNING OUTCOMES

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

1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Pentateuch/Torah and its interpretation
2. demonstrate a critical knowledge of the theological themes in the books of the Pentateuch
3. exegete passages from the books of the Pentateuch
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of the Pentateuch
6. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic in the Pentateuch.

ASSESSMENT

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

BIBLIOGRAPHY

- Baden, Joel S. *The Composition of the Pentateuch. Renewing the Documentary Hypothesis*. The Anchor Yale Bible Reference Library. New Haven & London: Yale UP, 2012.
- Blenkinsopp, Joseph. *The Pentateuch. An Introduction to the First Five Books of the Bible*. New York: Doubleday, 1992.
- Campbell, Anthony F., and Mark A. O'Brien. *Sources of the Pentateuch: Texts, Introductions, Annotations*. Minneapolis, MN: Fortress, 1993.
- . *Rethinking the Pentateuch. Prolegomena to the Theology of Ancient Israel*. Louisville, KY: Westminster John Knox, 2005.
- Dozeman, T. B., K. Schmid, and B. J. Schwartz (eds) *The Pentateuch: International Perspectives on Current Research*. Tübingen: Mohr Siebeck, 2011
- *Edelman, Diana V., Philip R. Davies, Christopher Nihan and Thomas Römer. *Opening the Books of Moses*. Sheffield: Equinox, 2012.
- McDermott, John J. *Reading the Pentateuch: A Historical Introduction*. NY/Mahwah, NJ: Paulist, 2002.
- Nicholson, Ernst W. *The Pentateuch in the Twentieth Century: The Legacy of Julius Wellhausen*. Oxford: Clarendon Press, 1998.
- Rofé, Alexander. *Introduction to the Composition of the Pentateuch*. Biblical Seminar 58. Sheffield: Sheffield Academic Press, 1999.
- Van Seters, John. *The Pentateuch: A Social-Science Commentary*. Trajectories 1. Sheffield: Sheffield Academic Press, 1999.
- Wenham, Gordon J. *A Guide to the Pentateuch*. Exploring the Old Testament Vol. 1. Downers Grove, IL: Intervarsity, 2003.
- Whybray, Roger N. *Introduction to the Pentateuch*. Grand Rapids, MI: Eerdmans, 1995.

Lecturer: MARK O'BRIEN OP

BA9011Y PSALMS

Elective unit

(Min. No. 8)

2nd semester Tuesday evening

CONTENT

This unit will cover the history of the study of the Psalms and contemporary interpretative concerns, including poetics and the shape of the Psalter. It will also cover the ongoing role of the Psalms in nurturing the human spirit.

PREREQUISITES

Successful completion of one foundational unit in Old Testament

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Alter, Robert. *The Art of Biblical Poetry*. New York: Basic Books, 1985.
- Day, John. *Psalms*. OTG. Sheffield: Sheffield Academic Press, 1992.
- Gerstenberger, Erhard S. *Psalms*. FOTL 14. Grand Rapids, MI: Eerdmans, 1988.
- . *Psalms, Part 2 and Lamentations*. FOTL15. Grand Rapids, MI: Eerdmans, 2001.
- Holladay, William L. *The Psalms Through Three Thousand Years*. Minneapolis, MN: Fortress Press, 1996.
- Kraus, Hans-Joachim. *Psalms 1-59*. Minneapolis, MN: Augsburg, 1988.
- . *Psalms 60-150*. Minneapolis, MN: Augsburg, 1989.
- Miller, Patrick D. *They Cried to the Lord: The Form and Theology of Biblical Prayer*. Minneapolis, MN: Fortress Press, 1994.
- McCann, J. Clinton, ed. *The Shape and Shaping of the Psalter*. JSOTSup 159. Sheffield: JSOT Press, 1993.
- Reid, Stephen B. *Psalms and Practice*. Collegeville, MN: Liturgical Press, 2001.
- Zenger, Erich. *A God of Vengeance? Understanding the Psalms of Wrath*. Louisville, KY: Westminster/John Knox Press, 1996.

Lecturer: MARY REABURN NDS

CONTENT

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

PREREQUISITES

BA8000Y and BN8000Y

LEARNING OUTCOMES

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

1. demonstrate a critical grasp of the historical, literary and theological issues associated with the Books of the Twelve Prophets and their interpretation
2. demonstrate a critical knowledge of key theological themes in these prophetic books
3. exegete passages from these prophetic books
4. make critical use of secondary sources, e.g., commentaries
5. critically discuss the issue of the continuing relevance of these prophetic books
6. demonstrate the necessary skills to research and write an exegetical paper and essay on a text or topic on one or more of these prophetic books.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

*Ferreiro, Alberto, ed. *The Twelve Prophets*. Downers Grove, IL: Intervarsity Press, 2003.

Nogalski, James D. *Literary Precursors to the Book of the Twelve*. BZAW 217. Berlin: W. de Gruyter, 1993.

———. *Redactional Processes in the Book of the Twelve*. BZAW 218. Berlin: W. de Gruyter, 1993.

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

Sweeney, Marvin A., and David W. Cotter, eds; Jerome T. Walsh, and Chris Franke, assoc. eds. *The Twelve Prophets*. Collegeville, MN: Liturgical Press, 2000.

*Sweeney, Marvin. *The Prophetic Literature. Interpreting Biblical Texts*. Nashville, TN: Abingdon, 2005.

Westermann, Claus. *Basic Forms of Prophetic Speech*. London: Lutterworth, 1967.

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

Lecturer: MARK O'BRIEN OP

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: Perkins, PHEME. *Reading the New Testament*. 3rd ed. Revised and Updated. New York: Paulist, 2012. (Suggest you try Amazon or Book Depository)

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

Brown, Raymond E. *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.

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.

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. Rev.ed. London: SCM Press, 1999.

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: GLENDA BOURKE SGS

CONTENT

Luke-Acts takes the reader from the annunciation of the birth of John the Baptist through to the ministry of Paul in Rome. In the decades after the death of Jesus the early Christian movement spread to the heart of the empire, and the acceptance of Gentiles into the community of believers was a source of debate. This unit will undertake the study of the origin, nature and distinctive theology of Luke-Acts, illustrated by means of an exegetical and thematic study of selected texts from the Gospel and Acts. Attention will be paid to the ways in which Luke makes use of the historiographical techniques of the period and the role played by the speeches in Luke-Acts as a means of interpreting the deeper meaning of these events.

PREREQUISITES

Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

1. demonstrate an understanding of the distinctive theology of Luke-Acts
2. exhibit an appreciation of the context in which this theology arose
3. engage in an exegesis of various texts making use of appropriate methodologies
4. assess the complex nature of the relationship of the synoptic gospels by the exegesis of specific passages
5. evaluate the significance of the material that is unique to Luke
6. apply appropriate skills in contemporary critical methods of biblical interpretation.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Fitzmeyer, Joseph A. *The Gospel According to Luke*. 2 vols. New York: Doubleday, 1981 & 1985.

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

Johnson, Luke T. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.

———. *The Gospel of Luke*. Collegeville, MN: Liturgical Press, 1991.

Mullins, Michael. *The Gospel of Luke: A Commentary*. Dublin: Columba Press, 2010.

Nolland, John. *Luke*. 3 vols. WBC. Dallas, TX: Word Books, 1989–1993.

Pervo, Richard I. *Profit with Delight: The Literary Genre of Acts of the Apostles*. Philadelphia, PA: Fortress Press, 1987.

Tannehill, Robert C. *The Narrative Unity of Luke-Acts*. Vol. 1 Luke. Philadelphia, PA: Fortress, 1986.

———. *The Narrative Unity of Luke-Acts*. Vol. 2 Acts. Minneapolis, MN: Fortress, 1990.

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit offers a critical scholarly study of the theological, literary, and pastoral significance of *The Gospel of John* within its First-Century context. It will include a study of the emergence of Johannine Christianity and its relationship to Judaism following the destruction of Jerusalem, and the distinctive Johannine response to this event. Using narrative-critical methods the unit will follow the text of the Gospel, particularly in its structural and symbolic elements, in order to elucidate the particular theology of this Gospel.

PREREQUISITES

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

LEARNING OUTCOMES

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

1. examine and explain the background, structure, themes, literary forms and terminology of the Gospel
2. evaluate information from the primary and secondary sources, particularly by using databases relevant to this subject and effectively communicate it in both oral and written form
3. identify the characteristics of narrative critical methods as distinct from historical critical methods
4. write an exegetical paper on a specific text demonstrating appropriate skills in biblical interpretation
5. synthesise and explain the unique theology of John's Gospel in relation to its first-century context
6. support their arguments by using biblical dictionaries, lexicons and key Hebrew and Greek words.

ASSESSMENT

2000 word exegetical paper (40%); 4000 word essay or 1hour taped oral exam (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

* Coloe, Mary L. *Dwelling in the Household of God: Johannine Ecclesiology and Spirituality*. Collegeville, MN: Liturgical Press, 2007.

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

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

———. *The Word of Life: A Theology of John's Gospel*. Grand Rapids, MI: Eerdmans, 2008.

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

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.

Yee, Gale. A. *Jewish Feasts and the Gospel of John*. Wilmington, DE: M. Glazier, 1989.

Lecturer: MARY COLOE PBVM

BN9017Y ROMANS

Elective unit

1st semester Thursday morning

(Min. No. 8)

CONTENT

This unit is an exegetical and thematic exploration of Paul's letter to the Romans. The Christian community of Rome was known to Paul, but he had not visited them. For their part the Roman community of Jewish Christians was concerned that Paul's message and praxis was an authentic one. The letter is written to pave the way for his impending visit and it is Paul's attempt to address their concerns by articulating his understanding of the Christian message and wrestling with a number of significant theological issues including the place of Jesus in God's saving history, the role of the Jewish Law, the failure of the people of Israel to accept Jesus as Messiah, the plight of all humanity under sin, and the possibility of all humanity being saved and justified by faith in Jesus.

PREREQUISITES Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

1. engage competently in the exegesis of specific texts from Romans, making use of appropriate methodologies
2. demonstrate an understanding of Paul's theology as it emerges from the letter to the Romans
3. exhibit critical awareness of the social, political and religious context of the Roman community
4. discuss critically the relationship between the context of Paul's community in Rome, his personal experience, and his theological convictions
5. investigate, analyse, interpret and evaluate relevant secondary literature
6. demonstrate appropriate skills in contemporary critical methods of biblical interpretation

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- *Byrne, Brendan. *Romans*. Sacra Pagina 6. Collegeville MN: Liturgical Press, 1996.
- Donfried, Karl P., ed. *The Romans Debate*. 2nd ed. Edinburgh: T & T Clark, 1991.
- Dunn, James D. G. *The Theology of Paul the Apostle*. London: T & T Clark, 2003.
- *Romans*. 2 vols. Dallas TX: Word, 1988.
- Esler, Philip F. *Conflict and Identity in Romans: The Social Setting of Paul's Letter*. Minneapolis, MN: Fortress, 2003.
- Fitzmyer, Joseph A. *Romans*. AB 33. New York: Doubleday, 1993.
- Gorman, Michael J. *Apostle of the Crucified Lord: A Theological Introduction to Paul and His Letters*. Grand Rapids, MI: Eerdmans, 2004.
- *Horrell, David G. *An Introduction to the Study of Paul*. 2nd ed. London: T & T Clark, 2006.
- Neyrey, Jerome H. *Paul, in Other Words: A Cultural Reading of his Letters*. Louisville, KY: Westminster/John Knox, 1990.
- Witherington, Ben. *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament*. Eugene, OR: Cascade, 2009.
- Wright, Nicholas T. *Paul: Fresh Perspectives*. London: SPCK, 2005.

Lecturer: CHRISTOPHER MONAGHAN CP

BN9015Y BIBLICAL LAND AND THE GOSPELS

Elective unit

2nd - 29th June Intensive

CONTENT

This unit will have several components. Students will travel to Israel. They will follow a four week course, based at *Ecce Homo* Convent in the Old City of Jerusalem, on one of the Synoptic Gospels which involves lectures on a Synoptic Gospel, on Judaism, and the many religious traditions present. The course, entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke' (whichever is the Gospel for the following liturgical year), 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.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. discuss the interplay between the geography of the biblical land and the text of the Gospel
2. articulate the significance of the land in relation to the Gospel's presentation of Jesus and his ministry
3. explain the influence of the Galilee on the life of Jesus as reflected in the Gospel studied
4. demonstrate knowledge of the Jewish background to the Gospel studied
5. assess the contribution of archaeology to the study of the Gospels
6. apply the knowledge gained concerning the Gospel and the Galilean influence to preaching or teaching the Gospel in the coming liturgical year
7. critique a contemporary presentation of Jesus' setting within his Jewish context.

ASSESSMENT

A 3000 word critical review of Sean Freyne, *Jesus, a Jewish Galilean: A New Reading of the Jesus Story*. London: T&T Clark, 2004. (50%); A 3000 word essay – which takes on text from the Gospel studied and explores the significance of studying it in the Biblical land. (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 Luke

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

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

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

Johnson, Luke T. *The Gospel of Luke*. Sacra Pagina 3. Collegeville, MN: Liturgical Press, 1991.

Supervisors:

MARY COLOE PBVM and MARY REABURN NDS

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE

CHURCH HISTORY

CH9010Y	Reformation Histories and Theology
CH9013Y	Medieval Popular Religion in the West
CH9212Y	Art History and Spirituality in Western Europe (= DS9212Y)
CH9230Y	Catholic Social Thought in Aust. & O/S (= DT9230Y)
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 the Theology of Mission (=DM8330Y)
CT9010Y	Eschatology: Living in hope
CT9011Y	Who is this Christ?
CT9020Y	Cosmos as Creation
CT9310Y	Signs & Gifts of God: Sacraments of Life and Church
CT9331Y**	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist
CT9021Y	Women in the Christian Theological Tradition
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 2015, but normally offered in other years

CH8100Y	Turning Points in the History of the Western Church (Foundational unit)
CH9011Y	The Foundations of Australian Catholicism
CH9012Y	Introduction to Early Christian Art and Architecture
CH9500Y	The Bible and Art Re-Visioning of Biblical Interpretation: (=BS9500Y DL/DP9500Y)
CT9012Y	The Christian Doctrine of God: The Holy Trinity
CT9016Y	Church: Sign and Sacrament of God's Kingdom
CT9320Y	Mary in the Christian Tradition
CT9321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS9321Y)
CT9340Y	Human Sexuality & Marriage (=DT9340Y)
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)

**see crosslisting for detailed description

Elective Unit

(Min. No. 8)

2nd semester Saturdays August 1st, 15th & 29th; Sept 12th; October 10th & 24th

9.30-4.30

CONTENT

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

PREREQUISITES

One foundational unit in Church History and one in Systematic Theology

LEARNING OUTCOMES

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

1. demonstrate basic knowledge of the major theological issues of the sixteenth-century Western European reform movements
2. demonstrate an ability to use a range of early modern historical sources, including written material and visual evidence
3. engage with the key historiographical debates on the causes, nature and extent of 'Reformation'
4. identify the causes of division in the sixteenth-century Western European Church
5. demonstrate an advanced proficiency in historical research and writing.

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

Cameron, Euan. *The European Reformation*. Oxford: Clarendon, 1991.

Greengrass, Mark. *The Longman Companion to the European Reformation, c. 1500–1618*. London and New York: Longman, 1998.

*Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2000.

———. *The European Reformations*. Oxford: Blackwell, 1996.

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

*MacCulloch, Diarmaid. *The Reformation*. London: Penguin, 2003. Published in the United Kingdom as *Reformation: Europe's House Divided, 1490-1700*. London: Penguin, 2004.

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

Steinmetz, David Curtis. *Reformers in the Wings: from Geiler von Kaysersberg to Theodore Beza*. Oxford: Oxford University Press, 2001.

Lecturer: RICHARD BLANDFORD

CONTENT

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

PREREQUISITES

One foundational unit of Church History

LEARNING OUTCOMES

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

1. evaluate the development and context of the studied popular devotional practices within Western Christian religious practice, up to 1500
2. articulate a sophisticated understanding of the relationship between textual and visual evidence, and demonstrate skills with the methodologies required to work with each type of evidence
3. evince a nuanced understanding of the concept of 'popular' religion and its relationship to official religious discourse in the period
4. discuss the social, religious and political implications of the concept of heresy within the medieval Church
5. demonstrate awareness of the historiography of the field.

ASSESSMENT

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

BIBLIOGRAPHY

- Belting, Hans. *The Image and its Public in the Middle Ages: Form and Function of Early Paintings of the Passion*. Trans. Mark Bartusis and Raymond Meyer. New Rochelle, NY: A.D. Caratzas, 1990.
- Carruthers, Mary. *The Book of Memory: A Study of Memory in Medieval Culture*. Cambridge: Cambridge University Press, 1990.
- Cook, William, and Ronald Herzman. *The Medieval World View: An Introduction*. 2nd ed. New York: OUP, 2004.
- Rubin, Miri, ed. *Medieval Christianity in Practice*. Princeton, NJ: PU Press, 2009.
- Shinners, John, ed. *Medieval Popular Religion*. Orchard Park, NY: Broadview Press 2009.
- Vauchez, André. *The Spirituality of the Medieval West: From the Eighth to the Twelfth Century*. Trans. Colette Friedlander. Kalamazoo, MI: Cistercian Publications, 1993.
- Viladesau, Richard. *The Beauty of the Cross: The Passion of Christ in Theology and the Arts From the Catacombs to the Eve of the Renaissance*. Oxford: Oxford University Press, 2006.

Lecturer: ANNA WELCH

CONTENT

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

NO PREREQUISITES

LEARNING OUTCOMES

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

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

ASSESSMENT

1500 word written visual and iconographic description and analysis (20%);

1000 word critical review of an article (20%); 3500 word research essay, (60%)

BIBLIOGRAPHY

Baxandall, Michael. *Painting and Experience in Fifteenth Century Italy*. Oxford: Oxford University Press, 1988.

Camille, Michael. *Gothic Art. Glorious Visions*. New York: Harry N. Abrams, 1996.

Clifton, James. *The Body of Christ in the Art of Europe and New Spain, 1150-1800*. Munich: Prestel-Verlag, 1997.

Finaldi, Gabriele. *The Image of Christ*. London: National Gallery Company Ltd, 2000.

de Voragine, Jacobus. *The Golden Legend*. Translated by William Granger Ryan, 2 vols, Princeton: Princeton University Press, 1993.

Katz, Melissa. *Divine Mirrors: The Virgin Mary in the Visual Arts*. New York: Cambridge University Press, 2001.

Marks, Richard. *Image and Devotion in Late Medieval England*. Stroud: Sutton Publishing Ltd, 2004.

Os, Henk W. van. *The Art of Devotion in the Late Middle Ages in Europe 1300-1500*. Princeton, NJ: Princeton University Press, 1994.

Raitt, Jill, ed. *Christian Spirituality: High Middle Ages and Reformation*. New York: Crossroad, 1988.

Swanson, R.N. *Religion and Devotion in Europe, c. 1215-1515*. Cambridge, Cambridge University Press, 1995.

Verdon, Timothy. *Mary in Florentine Art*, Florence: Mandragora, 2003.

Woods, Kim W., ed. *Art and Visual Culture, 1100-1600: Medieval to Renaissance*. Millbank, London: Tate Publisher in association with Open University, 2012.

Lecturer: CLAIRE RENKIN

Elective Unit

(Min. No. 8)

1st semester Monday evening

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 internationally to Popes John Paul II, Benedict XVI and Francis.

PREREQUISITES

A Foundational unit in Church History or Moral Theology

LEARNING OUTCOMES

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

1. show competence in reading and interpreting key social encyclicals
2. demonstrate the importance of key Catholic social concepts: the common good, solidarity, social and distributive justice, capitalism, communism, socialism, corporatism
3. analyse debates about Catholic social movements, with an ability to analyse and critique various views
4. critique the strengths and weaknesses in the development of Catholic social thought
5. evaluate the social and political contexts in the development of social justice traditions in the Church

ASSESSMENT

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.

Dorr, Donal. *Option for the Poor and for the Earth*. Maryknoll, NY: Orbis, 2012.

Duncan, Bruce. *The Church's Social Teaching: from Rerum Novarum to 1931*. Melbourne, VIC: CollinsDove, 1991.

———. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: UNSW Press, 2001.

Dwyer, Judith, ed. *The New Dictionary of Catholic Social Thought*. Collegeville, MN: Liturgical Press, 1994.

Himes, Kenneth R., ed. *Modern Catholic Social Teaching: Commentaries and Interpretations*. Washington, DC: Georgetown UP, 2004.

Hogan, Michael. *Australian Catholics: The Social Justice Tradition*. Melbourne, 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.

Palst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge, UK: James Clarke & Co., 2011.

Schuck, Michael. *That They Be One: The Social Teaching of Papal Encyclicals 1740-1989*. Washington, DC: Georgetown University Press, 1990.

Lecturer: BRUCE DUNCAN CSsR

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

- 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.
- Davison, Andrew. *The Love of Wisdom: An Introduction to Philosophy for Theologians*. London: SCM, 2013.
- Florenza, 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, Alister. *Christian Theology: an Introduction*. Chichester: Wiley-Blackwell, 2010.
- Migliore, Daniel L. *Faith Seeking Understanding: An Introduction to Theology* Grand Rapids, MI: Eerdmanns, 2004.
- Muers, Rachel, and Mike Higton. *Modern Theology: A Critical Introduction*. Abington: Routledge, 2012.
- Webster, John B., Kathryn Tanner, and Iain Torrance. *The Oxford Handbook of Systematic Theology*. Oxford: OUP, 2009.

Lecturer: ROSS FISHBURN

CT9010Y ESCHATOLOGY: LIVING IN HOPE

Elective Unit

(Min. No. 8)

2nd semester Tuesday morning

CONTENT

"From the first to the last, and not merely in the epilogue, Christianity is eschatology, is hope, forward looking and forward moving, and therefore also revolutionary and transforming the present." (Jurgen Moltmann). The unit situates eschatology in the centre of Christian theology and demonstrates the integrative function of the theology of hope. The eschatological emphases of the Scriptures are presented with particular attention to the Reign of God as the organising image. The unit examines the activity of God in Humanity and in its history focusing on Christ as the meaning of this history. Within this context the *eschata* are retrieved as symbols of Christian hope that are operative in life, present in death and expressions of life through death. The opportunity will be taken at different moments in the unit to look at special questions like the theology of body and soul; time and eternity; millenarianism, and the relationship between eschatology and ecology. The unit will also investigate the relationship between eschatology and the Eucharist. A graduate seminar will explore the recent discussions between science and theology in relation to death, resurrection and the nature of the person beyond death.

PREREQUISITES

One foundational unit in Systematic Theology

LEARNING OUTCOMES

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

1. demonstrate an understanding of the theology of hope
2. articulate a theology of history
3. articulate the four principles of eschatological language
4. critically evaluate the *eschata* as symbols of the theology of hope
5. demonstrate the difference between eschatology and futurology
6. critique the relationship between the theology of hope and Christian praxis
7. appraise the relationship between eschatology and Eucharist
8. critically evaluate the arguments between science and theology in relation to death and resurrection.

ASSESSMENT:

2000 word minor paper (30%); Graduate Seminar (20%); 3000 word major paper 50%

BIBLIOGRAPHY

- Alison, James. *Living in the End Times: The Last Things Re-Imagined*. London: SPCK, 1997.
- Davies, Douglas. *The Theology of Death*. London: T & T Clark, 2008.
- Fergusson, David, and Marcel Sarot, eds. *The Future as God's Gift: Explorations in Christian Eschatology*. Edinburgh: T&T Clark, 2000.
- Hayes, Zachary. *Visions of the Future: A Study in Christian Eschatology*. Wilmington, DE: Michael Glazier Press, 1989.
- Hebblethwaite, Brian. *The Christian Hope*. Oxford: Oxford University Press, 2010.
- Johnson, Elizabeth. *Friends of God and Prophets*. New York, NY: Continuum, 1998.
- Kelly, Tony. *Eschatology and Hope*. Maryknoll, NY: Orbis Books, 2006.
- Lane, Dermot. *Keeping Hope Alive: Stirrings in Christian Theology*. Dublin: Gill and Macmillan, 1996.
- Polkinghorne, John. *The God of Hope and the End of the World*. New Haven, CT and London: Yale University Press, 2002.
- Rausch, Thomas P. *Eschatology, Liturgy and Christology*. Collegeville, MN: Liturgical Press, 2012.
- Wright, N.T. *Surprised by Hope: Rethinking Heaven, the Resurrection, and the Mission of the Church*. New York, NY: HarperOne, 2008.

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

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

CT9020Y THE COSMOS AS CREATION

Elective Unit

(Min. No. 8)

1st semester Thursday evening

CONTENT

This unit aims to explore the meaning and implications of the Christian belief that the cosmos is the creation of God which, although declared to be good, is experienced in brokenness. It comprises four elements: (1) theological and scientific views of the cosmos; (2) theological problems raised by the brokenness ('fallenness') of existence in the world; (3) theological views of the place and responsibility of humankind in the world; and (4) the tension between theological and scientific expectations/hopes about the eventual future of the cosmos.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. discuss the biblical views of the world as God's good but broken creation
2. identify the various stages of the modern encounter between theology and the sciences
3. analyse and evaluate a range of views of the nature of God's interaction with the world
4. construct their own account of the doctrine of creation embracing its past, present and future aspects
5. articulate some practical implications of belief in creation for Christian spirituality and ethics

ASSESSMENT

6000 word research essay

BIBLIOGRAPHY

- Anderson, B., ed. *Creation in the Old Testament*. Minneapolis: Fortress Press, 1984.
- Astley, J. and A. Loades, eds. *Creation: a Reader*. London: T & T Clark, 2003.
- Barbour, I. *Religion in an Age of Science*. London: SCM Press, 1990.
- Davis, S.T. *Encountering Evil: Live options in Theodicy*. Atlanta, GA: John Knox Press, 1981.
- Edwards, D. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis, 2004.
- Gilkey, L. *Maker of Heaven and Earth: the Christian Doctrine of Creation in the Light of Modern Knowledge*. Lanham: University Press of America, 1985.
- Granberg-Michaelson, W. *Ecology and Life: Accepting Our Environmental Responsibility*. Waco, TX: Word Books, 1988.
- Hall, D.J. *Imaging God: Dominion as Stewardship*. Grand Rapids, MI: W.B. Eerdmans, 1986.
- Klaiber, Walter. *On Creation: Religion and Science in Dialogue*. Translated Randi H. Lundell. Nashville, TN: Abingdon, 2011.
- Mangum, J., ed. *The New Faith-Science Debate: Probing Cosmology, Technology and Theology*. Minneapolis: Fortress Press, 1989.
- Moltmann, J. *God in Creation: an Ecological Doctrine of Creation*. London: SCM Press, 1985.
- Polkinghorne, J.C. *The Work of Love: Creation as Kenosis*. Grand Rapids, MI: W.B. Eerdmans, 2001.
- Polkinghorne, J., and M. Welker, eds. *The End of the World and the Ends of God: Science and Theology on Eschatology*. Harrisburg, PA: Trinity Press International, 2000.
- Southgate, C. et al. *God, Humanity and the Cosmos: a Textbook in Science and Religion*. Harrisburg, PA: T & T Clark, 1999.

Lecturer: CHRISTIAAN MOSTERT

Elective Unit

2nd semester Wednesday evening

(Min. No. 8)

CONTENT

Feminist theology has made a significant contribution in its critique of patriarchal suppositions underlying Christian doctrine. This has raised questions about the centrality of sexuality, male and female, and the gendered nature of human relationship to God. This unit will examine key challenges raised for Christian theology by feminist theologians on the understanding of: God, humanity, the Church, spirituality and the world.

PREREQUISITES

Two units of Foundational study in Christian Thought and History including Christology

LEARNING OUTCOMES

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

1. critically assess the challenge to the major Christian doctrines posed by feminist theological scholarship
2. examine the critique of two feminist theologians on one doctrine
3. demonstrate a critical understanding of the variety of feminist theologies and theologians
4. identify and evaluate a significant text by one feminist theologian, researching its background and assessing its impact on general theological scholarship.

ASSESSMENT

1500 word literature review (25%); 1500 word doctrinal critique (25%); 3000 word research essay (50%)

BIBLIOGRAPHY

Beattie, Tina. *New Catholic Feminism*. London: Routledge, 2006.

Carr, Anne. *Transforming Grace: Christian Traditions and Women's Experience*. San Francisco: Harper & Row, 1988.

Coakley, Sarah. *Powers and Submissions*. Oxford: Blackwell, 2002.

Coakley, Sarah. *Trinity, Sexuality, Self*. Cambridge: CUP, 2013

Clifford, Anne M. *Introducing Feminist Theology*. Maryknoll: Orbis, 2001.

Graff, Ann O'Hara. *In the Embrace of God: Feminist Approaches to Theological Anthropology*. Orbis, New York, 1995.

Johnson, Elizabeth A. *She Who Is*. New York: Crossroad, 1992.

Ruether, Rosemary. *Sexism and God-Talk*. London: SCM, 1983.

Schussler-Fiorenza, Elisabeth. *In Memory of Her: A Feminist Theological Reconstruction of Christian Origins*. New York: Crossroad, 1983.

Lecturer: JANETTE GRAY RSM

CONTENT

This unit aims to present with ecumenical sensitivity the origin, meaning and purpose of the Christian sacraments. It begins by outlining foundational concepts upon which contemporary sacramental theology rests, including the importance of symbol, ritual, Jesus as primordial sacrament and the Church as fundamental sacrament. Using this framework, the unit then undertakes a survey of the seven sacraments, paying particular attention to their historical, symbolic, liturgical and pastoral dimensions. Finally, the unit explores and evaluates more recent directions within sacramental theology as a discipline.

PREREQUISITES

One foundational unit in Systematic Theology

LEARNING OUTCOMES

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

1. articulate the importance of foundational concepts such as symbol and ritual in defining and describing sacraments
2. discuss the importance of Jesus Christ as primordial sacrament and the Church as fundamental sacrament in defining and describing sacraments
3. identify significant developments in the historical evolution of the sacraments
4. analyse the sacraments in terms of their key historical developments, symbolic meanings, and liturgical expression
5. explain how the sacraments manifest the presence and work of the Holy Spirit
6. articulate the eschatological, missiological and ethical dimensions of the sacraments
7. evaluate recent research and directions within sacramental theology as a discipline.

ASSESSMENT

2000 word essay (30%); 1000 word seminar paper (20%); 3000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

Lawler, Michael. *Symbol and Sacrament: A Contemporary Sacramental Theology*. Omaha, NE: Creighton University Press, 1987, 1995.

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

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

Mitchell, Nathan. *Meeting Mystery: Liturgy, Worship, Sacraments*. Maryknoll, New York: Orbis Books, 2006.

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

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

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

Schillebeeckx, Edward. *Christ the Sacrament of Encounter with God*. New York & London: Sheed & Ward, 1963.

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

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

CONTENT

"Christians are made, not born" (Tertullian). This unit explores with ecumenical sensitivity the origin, history and meaning of the processes involved in persons becoming Christians. The unit begins by briefly exploring insights drawn from cultural anthropology and ritual studies regarding the significance attached to initiation. On this basis, the unit then follows two lines of inquiry. The first represents an historical survey, charting the practices of Christian initiation in the early Church and the subsequent emergence of the three separate sacraments of initiation: baptism, confirmation and Eucharist. The second line of inquiry investigates the sacraments of initiation as they stand in the post-Vatican II Catholic Church, paying particular attention to the RCIA, continuing debates surrounding different approaches to the sacraments of initiation and, finally, the significance of the Eucharist as both the high point of the journey of faith for persons joining the Church, and as the repeatable and ongoing sacrament of Christian initiation.

PREREQUISITES

One Foundational Unit in Systematic Theology

LEARNING OUTCOMES

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

1. explain the cultural significance attached to initiation as a ritual process
2. identify key historical developments in the emergence and evolution of baptism, confirmation and Eucharist as sacraments of initiation
3. articulate major theological insights regarding Christian initiation following the Second Vatican Council, especially in relation to the RCIA
4. demonstrate skills in reading and analysing key texts and rites associated with the sacraments of initiation
5. discuss the place of the Eucharist in the church's sacraments of initiation
6. explain debates surrounding the understanding and celebration of the sacraments of initiation in the contemporary Church
7. differentiate between differing ecumenical understandings of initiation, and evaluate the theological issues involved.

ASSESSMENT

2000 word essay (30%); 1000 word seminar paper (20%); 3000 word essay (50%)

BIBLIOGRAPHY

- Johnson, Maxwell. *The Rites of Christian Initiation: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago, IL: Liturgy Training Publications, 2004.
- Mazza, Enrico. *The Celebration of the Eucharist: The Origin of the Rite and the Development of its Interpretation*. Collegeville, MN: Liturgical Press, 1999.
- Mick, Lawrence. *Living Baptism Daily*. Collegeville, MN: Liturgical Press, 2004.
- Morris, Thomas. *The RCIA Transforming the Church – A Resource for Pastoral Implementation*. New York/Mahwah, NJ: Paulist Press, 1989, 1997.
- O'Loughlin, Frank. *Christ Present in the Eucharist*. Strathfield, NSW: St Paul Publications, 2000.
- Osborne, Kenan. *The Christian Sacraments of Initiation*. New York: Paulist Press, 1987.
- Turner, Paul. *Confirmation: The Baby in Solomon's Court*. Mahwah, NJ: Paulist Press, 1993
- Wood, Susan K. *One Baptism: Ecumenical Dimensions of the Doctrine of Baptism*. Collegeville, MN: Michael Glazier, 2009.

Lecturer: GAVIN BROWN

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

CANON LAW DC

DC9415Y	Supervised Reading Unit – Canon Law (15 points)
DC9430Y	Supervised Reading Unit – Canon Law (30 points)

LITURGY DL

DL9422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)
DL9423Y	Proclaiming the Word of God (=DP9423Y)
DL9433Y	Rites, People and Places: Liturgy Study Tour
DL9415Y	Supervised Reading Unit – Liturgy (15 points)
DL9430Y	Supervised Reading Unit – Liturgy (30 points)

MISSIOLOGY DM

DM8330Y	Introduction to Theology of Mission (=CT8330Y) (Foundational unit)
DM9011Y	A Comparative Study of Religions
DM9331Y	Theology in Asia: A Model of Development in Theology (=CT9331Y)
DM9470Y	Social Teaching and Aboriginal Australians (=DT9470Y)
DM9415Y	Supervised Reading Unit – Missiology (15 points)
DM9430Y	Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP8111Y	Foundations for Ministry (Foundational unit) Clinical Pastoral Education (CPE)
DP9011Y	Counselling: Theory and Practice
DP9423Y**	Proclaiming the Word of God (=DL9423Y)
DP9481Y	Leadership in a Faith Community (=DR9481Y)
DP9415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
DP9430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

RELIGIOUS EDUCATION DR

DR9481Y**	Leadership in a Faith Community (=DP9481Y)
DR9415Y	Supervised Reading Unit – Religious Education (15 points)
DR9430Y	Supervised Reading Unit – Religious Education (30 points)

**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

SPIRITUALITY DS

DS8000Y	Introduction to Christian Spirituality (Foundational unit)
DS9415Y	Supervised Reading Unit – Spirituality (15 points)
DS9430Y	Supervised Reading Unit – Spirituality (30 points)

MORAL THEOLOGY DT

DT8000Y	Moral Theology: Principles and Practice (Foundational unit)
DT9011Y	Major Issues in Contemporary Moral Theology
DT9012Y	Justice and Human Rights
DT9015Y	Christianity, Economics & Social Transformation
DT9470Y**	Social Teaching and Aboriginal Australians (=DM9470Y)
DT9415Y	Supervised Reading Unit – Moral Theology (15 points)
DT9430Y	Supervised Reading Unit – Moral Theology (30 points)

SILOAM PROGRAM (HEART OF LIFE)

Program and Contact Details see page 143 -150

CAPSTONE UNITS

XS9991	A Faith to Live By
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12,000 word Research Essay (see page 154 for details)

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 161 for schedule at each centre)

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 2015, but normally offered in other years

CANON LAW DC

DC9011Y	Canon Law A
DC9012Y	Canon Law B

LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy (=DP8430Y DS8430Y) (Foundational Unit)
DL9010Y	Celebrational Style
DL9500Y	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DP9500Y)

MISSIOLOGY DM

DM9014Y	Interreligious Dialogue in a Secular Society
DM9016Y	Liberating Mission: When Gospel Meets Culture
DM9013Y	The Cutting Edge of Mission Today: Missiology Immersion Program
DM9015Y	Recent Approaches to Mission

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP9500Y	The Bible and Art : Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DL9500Y)
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SPIRITUALITY

DS9212Y	Art History and Spirituality in Western Europe (= CH9212Y)
DS9320Y	Mary in the Christian Tradition (=CT9320Y)
DS9321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=CT9321Y)

MORAL THEOLOGY DT

DT9014Y	Can War be Just?
DT9340Y	Human Sexuality and Marriage (=CT9340Y)

CAPSTONE UNITS

XS9992Y	Pastoral Leadership
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Elective Unit

(Min. No. 8)

1st semester Wednesday morning Crosslisted as DP9422Y

CONTENT

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

PREREQUISITES

One unit in Liturgy (DL1/8430) or Pastoral Studies, or equivalent

LEARNING OUTCOMES

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

1. demonstrate a familiarity with the church's rites for the sick, the dying and for those who have died
2. explain how these rites embody an organic process of ecclesial pastoral care
3. articulate the theology of sickness and death that underpins these rites
4. identify the role of the community of faith in times of sickness, dying and death
5. discuss the pastoral challenges these rites present and their appropriate adaptation to circumstances
6. critically analyse some of the disputed questions in the current praxis of the rites.

ASSESSMENT

1000 word seminar presentation and paper on *Pastoral care of the sick* (20%); 1000 word article review on the *Order of Christian Funerals* (20%); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

Order of Christian Funerals. Sydney: Dwyer, 1989.

Gusmer, Charles. *And You Visited Me: Sacramental Ministry to the Sick and the Dying*. New York: Pueblo, 1984.

Kasza, John C. *Understanding Sacramental Healing: Anointing and Viaticum*. Chicago, IL: Hillenbrand Books, 2006.

Kelly, Ewan. *Meaningful Funerals: Meeting the Theological and Pastoral Challenge in a Postmodern Era*. London: Mowbray, 2008.

*Larson-Miller, Lisette. *The Sacrament of Anointing of the Sick*. Lex Orandi Series. Collegeville, MN: Liturgical Press, 2005.

Long, Thomas. *Accompany Them With Singing: The Christian Funeral*. Louisville, KY: Westminster John Knox Press, 2009.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical Press, 2009.

Rutherford, Richard, and Tony Barr. *The Death of a Christian: The Order of Christian Funerals*. Rev. ed. Collegeville, MN: Liturgical Press, 1990.

Sheppy, Paul. *Death, Liturgy and Ritual: A Pastoral and Liturgical Theology*. Burlington, VT: Ashgate Publishing Ltd, 2003.

*Smith, Margaret. *Facing Death Together: Parish Funerals*. Chicago, IL: Liturgy Training Publications, 1998.

Lecturer: MARGARET SMITH SGS

CONTENT

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

PREREQUISITES

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

LEARNING OUTCOMES

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

1. demonstrate their ability to prepare and deliver a homily
2. evaluate critically and appreciatively the content and delivery of a homily
3. identify the different "texts" involved in preaching as a communicative process
4. articulate issues concerning the interpretation of biblical texts
5. discuss the place of preaching in the life of the faith community
6. describe the difference between at least two cultural contexts and their impact on preaching

ASSESSMENT

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

BIBLIOGRAPHY

- Brosend, William. *The Preaching of Jesus: Gospel Proclamation Then and Now*. Louisville, KY: Westminster John Knox Press, 2010.
- Burghardt, Walter J. *Preaching the Just Word*. New Haven, CT, and London: Yale University Press, 1996.
- DeBona, Gueric. *Preaching Effectively, Revitalising your Church*. New York/Mahwah, NJ: Paulist Press, 2009.
- DeLeers, Stephen V. *Written Text Becomes Living Word: The Vision and Practice of Sunday Preaching*. Collegeville, MN: The Liturgical Press, 2004.
- Hilkert, Mary C. *Naming Grace: Preaching and the Sacramental Imagination*. New York: Paulist Press, 1997.
- Lischer, Richard, ed. *The Company of Preachers: Wisdom on Preaching, Augustine to the Present*. Grand Rapids, MI: William B. Eerdmans, 2002.
- Untener, Kenneth. *Preaching Better: Practical Suggestions for Homilists*. New York/Mahwah, NJ: Paulist Press, 1999.
- Wallace, James A. *Preaching to the Hungers of the Heart: The Homily on the Feasts and within the Rites*. Collegeville, MN: The Liturgical Press, 2002.
- Waznak, Robert P. *An Introduction to the Homily*. Collegeville, MN: The Liturgical Press, 1998.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

This unit seeks to enlarge the liturgical experience and expertise of those who are engaged in the liturgical life of educational communities, religious communities, parishes or dioceses because of their professional responsibilities or personal dedication. It aims to establish a solid foundation for the knowledge and skills required to contribute effectively in this vital arena of Catholic life. Inspired by the key principles and themes of the *Constitution on the Sacred Liturgy*, students will spend four weeks engaging with the liturgical renewal and its promotion manifest at select historical and contemporary centres of liturgical life in France, Belgium, Germany and Italy. Attention will be given to current issues in liturgical renewal. Integral to the unit will be participation in and reflection on a variety of liturgical experiences to enable students to gain deeper insight into the spirit of the liturgy, its reform and promotion, and the art of celebration / 'ars celebrandi'.

PREREQUISITES

One Foundational Unit in Liturgy (DL8430Y) or equivalent

LEARNING OUTCOMES

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

1. explain the role played by the Roman Catholic liturgical movement of the 19th and 20th centuries in the genesis of the Vatican II *Constitution on the Sacred Liturgy*
2. demonstrate familiarity with the key principles of the Constitution and its post-conciliar implementation
3. identify and discuss current issues in liturgical renewal highlighted by the tour
4. engage in critical reflection on liturgical experience during the tour and, arising from that experience, discuss current issues in liturgical renewal through the lens of the 'ars celebrandi'
5. define the role of liturgy in the community (school, parish or diocese) in which they are engaged
6. outline a programme of liturgical catechesis for their community that would realise the liturgical vision of Vatican II.

ASSESSMENT

Level 2: Two x 3000 word assignments OR one 6000 word assignment (50%);
 One 6000 word critical theological reflection journal (50%)

BIBLIOGRAPHY

*** = set texts recommended for purchase**

Baldovin, John. *Reforming the Liturgy: A Response to the Critics*. Collegeville, MN: Pueblo, 2008.

Botte, Bernard. *From Silence to Participation: An Insider's View of Liturgical Renewal*. Washington, DC: The Liturgical Press, 1978.

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

*Marini, Piero. *A Challenging Reform: Realizing the Vision of the Liturgical Renewal*, edited by Mark Francis, John Page, and Keith Pecklers. Collegeville, MN: The Liturgical Press, 2007.

*Pecklers, Keith. *Liturgy in a Postmodern World*. London/New York: Continuum, 2003.

*Pilcher, Carmel et al, eds. *Vatican Council II: Reforming Liturgy*. Adelaide: Australian Theology Foundation, 2013.

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

Lecturer: MARGARET SMITH SGS

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

CONTENT

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

NO PREREQUISITES

LEARNING OUTCOMES

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

1. describe the main tenets of at least three of the major religions of the world
2. describe the common aspects of their religious world-views
3. demonstrate the contrast between the primal and world religions
4. analyse the claims of uniqueness by any religion
5. debate the need for understanding between religions

ASSESSMENT

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

BIBLIOGRAPHY *= set texts recommended for purchase

Antoun, Richard T. *Understanding Fundamentalism: Christian, Islamic and Jewish Movements*. Walnut Creek, CA: AltaMira Press, 2001.

Bagir, Zainal Abidin. *Science and Religion in a Post-Colonial World: Interfaith Perspectives*. Adelaide, SA: AFT Press, 2005.

Davie, Grace, Paul Heelas, and Linda Woodhead, eds. *Predicting Religion*. Hampshire: Ashgate Publishing Ltd, 2003.

Eliade, Mircea. *Patterns in Comparative Religion*. London: Sheed & Ward, 1958.

Foy, Whitfield, ed. *Man's Religious Quest*. London: Croom Helm, 1978.

Gwynne, Paul. *World Religions in Practice*. Oxford: Blackwell Pub., 2011.

Livingston, James C. *Anatomy of the Sacred: An Introduction to Religion*. 2nd ed. New York: McMillan Publishing Company, 1993.

Kulkarni, S. K. *Hinduism: Triumphs and Tribulations*. Mumbai: Indus Source Books, 2008.

*Losch, Richard R. *The Many Faces of Faith: A Guide to World Religions and Christian Traditions*. Grand Rapids, MI: W. B. Eerdmans, 2001.

Noss, David S., and John Boyer Noss. *A History of World Religions*. New York: Prentice Hall, Inc., 1994.

Novak, Philip. *The World's Wisdom: Sacred Texts of the World's Religions*. San Francisco, CA: Harper, 1994.

Pannikar, Raimon. *The Cosmotheandric Experience: Emerging Religious Consciousness*. Maryknoll, NY: Orbis, 1993.

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

*Sharpe, Eric J. *Comparative Religions. A History*. London: Duckworth, 1975.

Smart, Ninian. *The World Religions: Old Traditions and Modern Transformation*. Melbourne, VIC: Cambridge University Press, 1989.

Lecturer: JACOB KAVUNKAL SVD

Elective Unit

2nd semester Thursday morning

Crosslisted as CT9331Y

(Min. No. 8)

CONTENT

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

PREREQUISITES

At least one foundational unit in Missiology or Systematic Theology

LEARNING OUTCOMES

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

1. articulate the main theological themes featured by Asian theologians
2. contrast these themes with traditional western theology
3. analyse the methodology of Asian theology as 'Faith seeking understanding'
4. integrate local theologies into a broader synthesis of theology
5. debate the relevance of Asian theology in the Australian theological context.

ASSESSMENT

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

BIBLIOGRAPHY

Amaladoss, Michael. *Life in Freedom*. New York: Orbis Books, 1997.

Chung, Hyun Kyung. *Struggle to be the Sun Again: Introducing Asian Women's Theology*. Maryknoll, NY: Orbis Books, 1990.

England, John, Jose Kuttianimattathil, and John M. Prior. *Asian Christian Theologies: A Research Guide to Authors, Movements, Sources*. 3 vols. New York: Orbis Books, 2002-2004.

England, John. *Living Theology in Asia*. London: SCM Press, 1981.

England, John, and Archie Lee, eds. *Doing Theology with Asian Resources*. Singapore: PTCA, 1993.

Fabella, Virginia, and Sun Ai Lee Park, eds. *We Dare to Dream: Doing Theology as Asian Women*. Maryknoll, NY: Orbis Books, 1990.

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

Kim, Sebastian, ed. *Christian Theology in Asia*. Cambridge: Cambridge University Press, 2008.

Phan, Peter. *Christianity with an Asian Face*. New York: Orbis Books, 2003.

Sugirtharaja, Rasiah. *Frontiers in Asian Christian Theology: Emerging Trends*. New York: Orbis Books, 1994.

Yeow, Choo Lak, ed. *Doing Theology with Asian Resources*. Vol. 1: *Theology and Politics*. Vol 2. *Theology and Cultures*. Vol 3. *Theology and Religious Plurality*. Singapore: ATESEA. 1993-1996.

Lecturer: JACOB KAVUNKAL SVD

Elective Unit

1st semester Wednesday morning

Crosslisted as DT9470Y

(Min. No. 8)

CONTENT

The unit will provide students with a comprehensive exposure to Christian Social Teaching (principally Catholic) in relation to Indigenous Peoples. The main focus is the Australian context and to issues relating to Aboriginal Australians. Relevant ecclesial, biblical and theological writings addressing indigenous social issues will be considered. Topics under discussion include: the human person, justice and reconciliation, history, land, and church involvement with indigenous people. A key resource is Dominic O'Sullivan's *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*.

PREREQUISITES

An undergraduate degree

LEARNING OUTCOMES

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

1. trace the developments of the church's social teaching relating to key indigenous themes
2. show evidence of competence and discernment in the use of relevant resource material
3. examine key ecclesial, theological and biblical texts and explore implications for the church's teaching and practice in indigenous issues today
4. present orally, in a clear, convincing and engaging manner, a relevant research topic
5. provide a critical analysis and response to the impact of the church's social teaching on indigenous peoples, especially Aboriginal Australians
6. critically evaluate the active effectiveness of church social teaching with regard to indigenous people
7. articulate critical reflection on personal experiences relating to the church's social teaching and Aboriginal Australians

ASSESSMENT

2000 word Tutorial Presentation (30%); 4000 word essay (70%)

BIBLIOGRAPHYCopeland, M. Shawn. *Enfleshing Freedom*. Minneapolis: Fortress Press, 2010.Cornish, Sandie. *The Catholic Human Rights Tradition and the Rights of Indigenous Peoples*. Blackburn, VIC: Collins Dove, 1994.Cullen, P, B. Hoose, and Gerard Mannion, eds. *Catholic Social Justice: Theological and Practical Explorations*. Maiden Lane, NY: Continuum, 2007.Hall, Gerard and Joan Hendriks, eds. *Dreaming a New Earth*. Melbourne, VIC: Mosaic Press, 2012Massingale, Bryan N. *Racial Justice and the Catholic Church*. Maryknoll, NY: Orbis Books, 2010.McCarthy, David Matzko, ed. *The Heart of Catholic Social Teaching: Its Origins and Contemporary Significance*. Grand Rapids, MI: Brazos Press, 2009.McKenna, Kevin E. *Catholic Social Teaching*. Notre Dame IN: Ave Maria Press, 2002.Nardoni, Enrique. *Rise up, O Judge: A Study of Justice in the Biblical World*. Peabody, MA: Hendrikson, 2004.O'Sullivan, Dominic. *Faith, Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.

Lecturer:

ROBYN REYNOLDS OLSH

DP8111Y FOUNDATIONS FOR MINISTRY

Foundational Unit

2nd semester Thursday evening

(Min. No. 8)

CONTENT

This unit will offer students an introduction to the issues, concerns, theology and practice of ministry in contemporary Christian pastoral contexts. It will address the origins of Christian ministry in the Bible and the historical developments that have formed and informed the contemporary practice and theology of mission and ministry in both Catholic and ecumenical contexts. Ministry shapes the church but the church shapes ministry so we will examine the role that ecclesiology plays in the theology and practice of ministry. Lay and ordained ministry will be examined in the context of pastoral leadership and the necessity for a ministerial spirituality to sustain and develop the future shape of ecclesial ministry.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. describe and analyse the development of Christian ministry over the centuries
2. identify the different roles of lay and ordained ministry
3. analyse the relevant issues in contemporary pastoral leadership
4. articulate a spirituality that will sustain those in ministry
5. assess the importance of ecclesiology in developing a theology of ministry

ASSESSMENT

2000 word class presentation paper and 1000 word review of feedback (50%); 3000 word essay (50%)

BIBLIOGRAPHY

Bartlett, David. *Ministry in the New Testament*. Minneapolis, MN: Fortress Press, 1993.

Bernier, Paul. *Ministry in the Church: A Historical and Pastoral Approach*. Mystic, CT: Twenty-Third Publications, 1992.

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

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

Garrido, Ann M. *Redeeming Administration: 12 Spiritual Habits for Catholic Leaders in Parishes, Schools, Religious Communities, and Other Institutions*. Notre Dame, IN: Ave Maria Press, 2013.

Gula, Richard. *Just Ministry: Professional Ethics for Pastoral Ministers*. Mahwah, NJ: Paulist Press, 2010.

Hoge, Dean R., and Jacqueline Wegner. *Evolving Visions of the Priesthood: Changes from Vatican II to the Turn of the New Century*. Collegeville, MN: The Liturgical Press, 2003.

O'Meara, Thomas. *Theology of Ministry*. Rev. ed. Mahwah, NJ: Paulist Press, 1999.

Pickard, Stephen. *Theological Foundations for Collaborative Ministry (Explorations in Practical, Pastoral and Empirical Theology)*. London: Ashgate, 2009.

Osborne, Kenan B. *Ministry: Lay Ministry in the Roman Catholic Church: Its History and Theology*. Eugene, OR: Wipf & Stock, 2003.

Power, David Noel. *Mission, Ministry, Order: Reading the Tradition in the Present Context*. New York: Continuum, 2008.

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

Sofield, Loughlan, and Carroll Juliano. *Principled Ministry: A Guidebook for Catholic Church Leaders*. Notre Dame, IN: Ave Maria Press, 2011.

Lecturer: MICHAEL A. KELLY CSsR

CLINICAL PASTORAL EDUCATION (CPE)

This unit can be taken as MDiv 30 points credit or MTS 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 & Community CPE Centre – 9076 3138;
Austin Hospital CPE Centre –
 based at Heidelberg Repatriation Hospital – 9496 2895;
Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;
Mercy Centre – Mercy Hospital for Women – 8458 4688;
Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 9656 1301
Royal Melbourne Hospital – 9342 7556
Southern Health CPE Programme –
 Monash Clayton, Pastoral Care Office – 9594 2332
 Casey Berwick – 8768 1583
Uniting CPE - the John Paver Centre – 9251 5489
Email: andy.calder@victas.uca.org.au

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

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

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.

At the time of the production of the Handbook, arrangements for enrolling students in CPE programs within University of Divinity degrees are being revised. Please contact the Academic Dean for current details if you wish to undertake CPE.

Elective Unit

(Min. No. 8)

1st semester Tuesday morning

CONTENT

This unit introduces one model of professional counselling and its attendant skills into which other models can be integrated. The counselling model will be explored in the context of a wide variety of typical pastoral situations and conversations. Further, because counselling skills are really life skills, the course invites students to reflect on their own broader relational lives: friendships, family, marriage, community, etc.

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 beginning small steps of the change process
5. engage in self-critique to identify gaps in the helping process
6. demonstrate the basic structure and processes of a clinical interview
7. demonstrate the basic processes for advancing into a second interview.

ASSESSMENT

Weekly 15 minute tests (equivalent to 2,500 words) (20%); recorded counselling session plus detailed critique (60%); 1500 word essay (20%)

BIBLIOGRAPHY * = set texts recommended for purchase

Bernadin, Joseph Cardinal. *The Gift of Peace*. New York: Image Books, 1997.

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

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

Frankl, Viktor. *Man's Search for Meaning*. Boston, MA: Beacon Press, 2006.

Kennedy, Eugene. *On Becoming A Counselor*. New York: Seabury Press, 2001.

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

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

Minuchin, Salvador. *Family Therapy Skills*. New York: Brooks/Cole, 1980 (Classic text)

Lecturer: PETER CANTWELL OFM

DP9481Y LEADERSHIP IN A FAITH COMMUNITY

1st semester Tuesday evening

Crosslisted as DR9481Y

(Min. No. 8)

CONTENT

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

NO PREREQUISITES

LEARNING OUTCOMES

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

1. articulate a vision for and an appropriate approach to leadership in a faith community
2. identify biblical foundations for contemporary approaches to faith leadership
3. identify and address a range of issues that a person in leadership must confront
4. critically evaluate the tensions of leadership from a Christian perspective
5. analyse sources of conflict and processes for resolution of conflict
6. identify the core responsibilities of Christian leadership.

ASSESSMENT

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

BIBLIOGRAPHY

- Clawson, James G. *Level Three Leadership: Getting Below the Surface*. 3rd ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.
- Dorr, Donal. *Spirituality of Leadership: Inspiration, Empowerment, Intuition and Discernment*. Dublin: Columba Press, 2006.
- Doohan, Leonard. *Spiritual Leadership: The Quest for Integrity*. New York/Mahwah, NJ: Paulist Press, 2007.
- Duignan, Patrick A. *Education Leadership: Key Challenges and Ethical Challenges*. London: Cambridge University Press, 2007.
- Everist, Norma Cook, and Craig L. Nesson. *Transforming Leadership: New Vision For Church In Mission*. Minneapolis, MN: Augsburg, 2008.
- Ganmin, Carole. *Shaping Catholic Parishes: Pastoral Leaders in the 21st Century*. Chicago, IL: Loyola Press, 2008.
- Greenleaf, Robert K., Larry C. Spears, and Stephen R. Covey. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. 25th Anniversary ed. Mahwah, NJ: Paulist Press, 2002.
- Jewell, Marti R., and David A Ramsey. *The Changing Face of Church: Emerging Models of Parish Leadership*. Chicago, IL: Loyola Press, 2010.
- Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*. 3rd ed. San Francisco, CA: Jossey-Bass, 2003.
- Rademacher, William J., John Weber and David McNeill, eds. *Understanding Today's Catholic Parish*. Mystic, CT: Twenty-third Publications, 2007.
- Sofield, Loughlan, and Carroll Juliano. *Collaboration: Using Our Gifts in Ministry*. Notre Dame: Ave Maria Press, 2000.
- Yukl, Gary A. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

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

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

CONTENT

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

NO PREREQUISITES**LEARNING OUTCOMES**

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Bretzke, James T. *A Morally Complex World: Engaging Contemporary Moral Theology*. Collegeville, MN: Liturgical Press, 2004.
- Hannon, Patrick, ed. *Moral Theology – A Reader*. Dublin: Veritas, 2006.
- Harrington, Daniel and James Keenan. *Jesus and Virtue Ethics: Building Bridges Between New Testament Studies and Moral Theology*. Lanham, MD: Sheed & Ward, 2002.
- Hogan, Linda. *Conscience: Confronting the Truth*. New York: Paulist Press, 2002.
- Keating, James, ed. *Moral Theology: New Directions and Fundamental Issues*. New York: Paulist Press, 2004.
- Keenan, James. *Moral Wisdom: Lessons and Texts From the Catholic Tradition*. Lanham: MD, Sheed & Ward, 2004.
- Keenan, James. *Ethics of the Word*. Lanham: MD, Rowman & Littlefield Inc., 2010.
- Nichols, Alan. *Street Called Choice: Ethical Choices for Ordinary People*. Melbourne: Acorn Press, 2005.
- Odozor, Paulinus. *Moral Theology in an Age of Renewal: A Study of the Roman Catholic Tradition Since Vatican II*. Notre Dame, IN: University of Notre Dame Press, 2003.
- Salzman, Todd. *What Are They Saying About Catholic Ethical Method?* New York: Paulist Press, 2003.
- Woods, Walter. *Walking With Faith: New Perspectives on the Sources and Shaping of Catholic Moral Life*. Collegeville, MN: Liturgical Press, 2002.

Lecturer: PHILIP MALONE MSC

CONTENT

This unit aims to build on the introductory unit in moral theology by exploring a range of important theories and practical issues in moral theology today. The areas to be explored include issues such as major trends in contemporary theological ethics, authority in the Church and the problem of theological dissent, moral issues concerning human life, reproductive technologies, abortion, surrogacy, euthanasia, the Church's role in the arena of politics and public life, problems of divorce/remarriage, the public agenda on gay/lesbian marriage/union, human migration, corporate social responsibility, and capital punishment.

PREREQUISITES

One foundational unit in Moral Theology or its equivalent

LEARNING OUTCOMES

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

1. critique the key literature, both secular and religious, on a number of current ethical questions
2. identify the foundations and developments in the Catholic tradition regarding its positions on a range of ethical issues
3. critically evaluate the ethical positions of both secular and religious sources on a chosen topic
4. apply Christian ethical methodology to current debates on key ethical issues
5. present a cogent and sustained argument for a position taken on a specified issue
6. use prime sources for a research essay, present their positions accurately, and critique them
7. analyse and evaluate practical and complex moral questions from human experience that will be given during the course.

ASSESSMENT

2000 word tutorial paper (30%); 4000 word essay (70%); or for those not opting to do the tutorial presentation a 6000-word research essay (100%)

BIBLIOGRAPHY * = set texts recommended for purchase

- Callahan, Daniel, *The Roots of Bioethics: Health, Progress, Technology, Death*. Oxford University Press: Oxford, New York, 2012.
- Curran, Charles E. *History and Contemporary Issues: Studies in Moral Theology*. New York: Continuum, 1996.
- Jonsen, Albert R., Robert M. Veatch, and Walters, LeRoy., Editors. *Sourcebook In Bioethics: A Documentary History*. Washington, DC: Georgetown University Press, 1998.
- Kasper, Walter *Mercy: The Essence of the Gospel and the Key to Christian Life*. Mahwah, NJ: Paulist Press, 2014.
- Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.
- *Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.
- Pope Francis. *Evangelii Gaudium: The Joy of the Gospel*. Apostolic Exhortation. Frederick, MD: The Word Among Us Press, 2013.
- Williams, Oliver F., C.S.C. Editor. *Peace Through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact* Notre Dame, IN: University of Notre Dame Press, 2008.
- Williams, Oliver F., C.S.C. *Corporate Social Responsibility: The Role of Business in Sustainable Development*. New York: Routledge, 2014.

Lecturers: BERNARD TEO CSSr

DT9012Y JUSTICE AND HUMAN RIGHTS

Elective Unit

(Min. No. 8)

2nd semester Wednesday evening

CONTENT

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

PREREQUISITES

DT8000Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Curran, Charles E. *Catholic Social Teaching 1891-Present: A Historical, Theological and Ethical Analysis*. Washington, D.C.: Georgetown University Press, 2002.
- Hollenbach, David. *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics*. Washington, DC: Georgetown University Press, 2003.
- Ishay, Micheline. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2nd ed. New York: Taylor and Francis, 2007.
- Mahoney, Jack. *The Challenge of Human Rights: Origin, Development and Significance*. Oxford: Blackwell, 2007.
- Maritain, Jacques. *The Rights of Man and Natural Law*. New York: Gordian Press, 1971.
- Pontifical Council for Justice and Peace. *Compendium of the Social Doctrine of the Church*. Vatican City: Libreria Editrice Vaticana, 2004.
- *Reichert, Elisabeth. *Social Work and Human Rights: A Foundation for Policy and Practice*. 2nd ed. New York: Columbia University Press, 2011.
- Simmons, Beth A. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge University Press, 2009.
- Steiner, Henry J., Philip Alston and Ryan Goodman, eds. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. New York: Oxford University Press, 2008.

Lecturer:

BERNARD TEO CSsR

CONTENT

This unit will investigate the ethical basis of economics, major issues in world development, the alleviation of poverty, and the responses from the churches. It will explore the relationships between religious belief, morality and economics, and the role of values in light of the Global Financial Crisis. The unit will also outline alternative policies in global economic development, evaluating them from Christian moral perspectives.

PREREQUISITES

One foundational unit in Moral Theology, DT8000Y or equivalent

LEARNING OUTCOMES

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

1. analyse critically key texts in the philosophy of economics and debates in economic development
2. demonstrate an ability to evaluate and critique the economic arguments examined in the course
3. demonstrate understanding of the moral principles involved in economic activity
4. produce in written form a sustained argument about the moral dimensions of an economic issue and its consequences for social and economic policy
5. evaluate the responsibilities of the churches in relation to contemporary economic debates

ASSESSMENT

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

BIBLIOGRAPHY

- Clarke, Matthew, ed. *Handbook of Research on Development and Religion*. Cheltenham UK: Edward Edgar, 2013.
- Coleman, John A., and William F. Ryan, eds. *Globalization and Catholic Social Thought: Present Crisis, Future Hope*. Maryknoll, NY: Orbis, 2005.
- Finn, Daniel K ed. *The True Wealth of Nations: Catholic Social Thought and Economic Life*. Oxford: Oxford University Press, 2010.
- Forrester, Duncan B. *Beliefs, Values and Policies: Conviction Politics in a Secular Age*. Oxford: Oxford University Press, 1989.
- Palst, Adrian. *The Crisis of Global Capitalism: Pope Benedict XVI's Social Encyclical and the Future of Political Economy*. Cambridge, UK: James Clarke & Co., 2011.
- Preston, Ronald H. *Religion and the Ambiguities of Capitalism*. Cleveland, OH: Pilgrim Press, 1993.
- Sachs, Jeffrey. *The End of Poverty: How We Can Make It Happen in Our Lifetime*. London: Penguin, 2005.
- . *The Price of Civilization: Economics and Ethics after the Fall*. London: The Bodley Head, 2011.
- Sniegocki, John. *Catholic Social Teaching and Economic Globalization: The Quest for Alternatives*. Milwaukee WI: Marquette University Press, 2009.
- Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: WW Norton & Co., 2010.
- . *Making Globalization Work: The Next Steps to Global Justice*. London: Allen Lane, 2006.
- Todaro, Michael, and Stephen Smith. *Economic Development*. Harlow: Addison Wesley, 2011.

Lecturer: BRUCE DUNCAN CSsR

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 (Phone 9890 1101), followed by application through Yarra Theological Union to the University of Divinity.

Students undertaking the Siloam programme as enrolled students for the Graduate Diploma in Spiritual Direction of the University of Divinity will pay the following:

University of Divinity Tuition fees:	(full time)	\$12312
Costs for Heart of Life Residential weekends (x4) and student amenities:		\$ 2000
Total:		\$14312

Students undertaking the Siloam programme as not for credit students will pay the following:

Heart of Life Programme fees:	\$ 8760
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$ 2000
Total:	\$10760

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: Emeritus Professor Paul Beirne
Heart of Life Spirituality Centre
96 Albion Road, Box Hill. Vic. 3128
Ph (03) 9890 1101
email: director@hol.misacor.org.au
website: <http://heartoflife.abundance.org.au>

Siloam Calendar 2015

Residential Weekend: February 6th – 8th (full-time participants)

Orientation: Week beginning February 9th

First Semester: February 9th – June 26th

Mid-semester break: March 28th – April 19th

Mid-Year Break: June 27th – July 19th

Second Semester: July 20th – November 23rd

Mid-semester break: September 19th – October 4th

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 23rd

Applications for the following year close on October 31st

FOUNDATIONAL CONCEPTS IN SPIRITUAL DIRECTION

I

This unit can be undertaken as **full time (DS8701Y) or part time (DS8711Y) and (DS8721Y)**

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: 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)** and **(DS8722Y)**

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)** and **(DS8723Y)**

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) and (DS8724Y)**

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: PAUL BEIRNE, PHILIP MALONE MSC and KATHLEEN SPOKES SGS

SPIRITUAL DIRECTION PRACTICUM I

This unit can be undertaken as **full time (DS8705Y)** or **part time (DS8715Y)** and **(DS8725Y)**

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 counselling.

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.

Coordinator: PAUL BEIRNE

Practicum Supervisors: KATHY CLARK and LIS TEGGELOVE RSM

SPIRITUAL DIRECTION PRACTICUM II

This unit can be undertaken as **full time (DS8706Y)** or **part time (DS8716Y)** and **(DS8726Y)**

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.

Coordinator: KATHLEEN SPOKES SGS

Practicum Supervisors: KATHY CLARK, TIM MOLONEY CFC and
LIS TEGGELOVE RSM

RQ9021C RESEARCH METHODOLOGIES

This unit is taught at Catholic Theological College East Melbourne

1st semester

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.
- Loneragan, 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: TO BE ADVISED

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 2015

12,000 word Research Essay (see page 152 for details)

XS9991Y A Faith to Live By

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

units not offered in 2015, but normally offered in alternate years

XS9992Y Pastoral Leadership

CONTENT

This unit reflects in depth on the basic components of Christian belief, with the Church's affirmation of faith as found in the Apostles' and Nicene Creeds providing the framework. Consideration is given to how the various components of these articulations of faith arise from the biblical witness and are shaped by the experience of Christian communities. Conclusions will be drawn about how our believing informs responsible living in the present and hope for the future.

PREREQUISITES

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

CURRICULUM OBJECTIVE

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

LEARNING OUTCOMES

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

1. describe the biblical foundations of the creedal affirmations
2. evaluate how issues in the early church influenced these beliefs
3. explore the ongoing significance of at least two creedal articles
4. integrate the biblical, historical and theological sources in understanding and articulating faith
5. evaluate the implications for Christian life of one creedal article.

ASSESSMENT

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

BIBLIOGRAPHY

- Ashwin-Siejkowski, Piotr. *Early Christian Doctrine and the Creeds*. London: SCM, 2010.
- Gunton, Colin, ed. *The Cambridge Companion to Christian Doctrine*. Cambridge: Cambridge University Press, 1997.
- Johnson, Luke T. *The Creed: What Christians Believe and Why It Matters*. London: DL&T, 2003.
- Kelly, Anthony. *The Creed by Heart, Relearning the Nicene Creed*. Blackburn: Harper Collins 1996.
- Kelly J.N.D. *Early Christian Creeds*. 3rd ed. New York: Continuum, 2004.
- Kung, Hans. *Credo: the Apostles' Creed for Today*. London: SCM, 1993.
- Quash, Ben & Michael Ward, eds. *Heresies and How to Avoid Them: Why It Matters What Christians Believe*. London: SPCK, 2007.
- Young, Frances. *The Making of the Creeds*. London: SCM, 2002.

Lecturer: ROSS FISHBURN

12,000 WORD RESEARCH ESSAY

Capstone Unit

unit value 30 points

	Semester One 2015	Semester two 2015
Completed in one semester	RQ971FM	RQ972FM
Completed over two semesters – Part A	RQ971AM	RQ972AM
Completed over two semesters – Part B	RQ971BM	RQ972BM

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 University of Divinity admission or re-enrolment form for the relevant year. Students may elect to take the 12,000 word research essay in a single semester, or across two consecutive semesters.
- Students should discuss their proposed research topic with the Coursework Coordinator at their college, 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 college Coursework Coordinator, and the nominated supervisor. Completed applications are submitted to the University of Divinity 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 University of Divinity 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 University of Divinity Director of Research *no later than the census date of the semester in which the essay will be written*.
- The University of Divinity Director of Research will forward each completed '12,000 word research essay outline' form to the appropriate Chair of Examiners for approval or amendment. Once an essay outline is approved, the University of Divinity Director of Research shall appoint examiners, in consultation with the supervisor and appropriate Chair of Examiners.

Ethics Clearance

Where the approved topic requires human subject research, or material not in the public domain, or for any other reason requires an ethics clearance, the student shall submit an application to the University of Divinity Human Research Ethics Committee, which shall exercise an expedited review process, in which the University of Divinity Director of Research and *no more than two other* members of HREC are involved.

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, Mildura, Ballarat and Sale.

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	\$1368	per 10 point unit of study
GCTRE Integrative unit	\$684	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; DR8621Y Mildura; DR8631Y Sale; DR8641Y Ballarat (Min. No. 8)

Course: GCTRE

Unit Value: 10 points

See page 161 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.

Lecturers : MARY COLOE PBVM, ROSE MARIE PROSSER
And MARY REABURN NDS

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: GREG BRETT CM, ROBYN REYNOLDS OLSH
and PHILIP MALONE MSC

CONTENT

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

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: **Melbourne:** *To Know, Worship and Love*; **Ballarat:** *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: BERNARD TEO CSsR

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 2015

Box Hill (YTU) Classes: 9.00am – 4.00pm

Semester one

DR8601Y 1st year	Introduction to Scripture for Religious Educators (MR (OT) RMP (NT)) Sat 14 Feb; Sat 28 Feb; Thurs 9 April, Fri 10 April
DR8603Y 2nd year	Foundations of Religious Education (MAK) Sat 14 Feb; Sat 28 Feb; Thurs 9 April, Fri 10 April

Semester two

DR8602Y 1st year	Jesus Christ Today: Church, Mission and Sacraments (G Brett/MAK) Sat 25 July; Sat 8 Aug; Mon 21 Sept; Tues 22 Sept
DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (BT) Sat 25 July; Sat 8 Aug; Mon 21 Sept; Tues 22 Sept
2nd year	Integrative Exercise

Mildura Classes: Friday and Saturday 9.00am – 4.00pm

Semester one

DR8621Y 1st year	Introduction to Scripture for Religious Educators (RMP-OT) (MC-NT) Fri 20 Feb; Sat 21 Feb; Fri 1 May; Sat 2 May
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Semester two

DR8622Y 1st year	Jesus Christ Today: Church, Mission and Sacraments (RR) Fri 4 Sept; Sat 5 Sept; Fri 16 Oct; Sat 17 Oct
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Ballarat Classes: Thursday and Friday 9.00am – 4.00pm (Secondary only Religious Education and Pedagogy = REAP) Same program as GCTRE

Sem 1 DR8641Y 1st year	Introduction to Scripture for Religious Educators (RMP) Thur 19 Mar; Fri 20 Mar; Thur 7 May; Fri 8 May
Sem 2 DR8642Y 1 st year:	Jesus Christ Today: In Church, Mission and Sacraments (PM) Thur 20 Aug; Fri 21 Aug; Thur 22 Oct; Fri 23 Oct

Sale Classes: To begin Semester 2, 2015 9.00am – 4.00pm

Sem 2 DR8631Y	Introduction to Scripture for Religious Educators (MC) Sat 1 Aug; Sat 22 Aug; Mon 21 Sept; Tues 22 Sept
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Lecturers

RMP Rose Marie Prosser
PM Philip Malone
BT Bernard Teo
MC Mary Coloe

RR Robyn Reynolds
MR Mary Reaburn
MAK Michael Kelly
GBrett Greg Brett

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

Gregory Brett.

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

Gavin Brown

"Praying Together in the Dark: Theological Reflections on Shared Prayer within Interreligious Dialogue." *Australian E-Journal of Theology* 20 (April 2013): 18-33.
 "Centripetal and Centrifugal: Mapping Theological Understandings of Christ's Real Presence in the Eucharist." *Compass: A Review of Topical Theology* 46 (Winter 2012): 26-32.
 "The Two Bodies of Christ: Communion Frequency and Ecclesiastical Discourse in Pre-Vatican II Australian Catholicism." *Church History* 79 (June 2010): 359-409.
 "From Stages to Strands: Re-Interpreting the Liturgical Movement." *Pacifica* 23 (February 2010): 58-83.
 "The Evil State of Tepidity: Mass-going and Absenteeism in Nineteenth-Century Australian Ecclesiastical Discourse." *Journal of Religious History* 33 (March 2009): 28-48.

John N. Collins

Diakonia Studies: Critical Issues in Ministry. New York: Oxford University Press, 2014.
 "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 diakonia 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.
 "For deacons it's not a matter of 'either-or' or 'both-and'." *New Diaconal Review* no. 4 (November, 2010): 38-43.
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"Those Marginalised in the Theology of Mission Discourse." In *Menerobos Batas: Merobohkan Prasangka*, edited by Paul Budi Kleden and Robert Minsel, 221-242. Maumere: Penerbit Ledalero, 2011.

Review of *Following Jesus in Invaded Space: Doing Theology on Aboriginal Land*, by Chris Budden. Eugene, OR: Wipf & Stock, 2009. *Pacifica* 24, no. 2 (June 2011): 236-238.

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With Margaret Manion: "Missal [Codex Sancti Paschalis]." In *The Medieval Imagination: Illuminated Manuscripts from Cambridge, Australia and New Zealand*, edited by Nigel Morgan and Bronwyn Stock, 56-57. South Yarra, VIC: Macmillan Art Publishing, 2008.

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With Constant J. Mews: "The Codex Sancti Paschalis and the 'Fossanova' Manuscripts of the Philipps Collection." *La Trobe Library Journal* 90 (2012): 151–156.

Kathleen Williams

"Christian Living and Critical Enquiry: Friendly Authenticity and Theology as Integrative." In *Together in Ministry: Essays to Honour John Paver*, edited by Heather Cameron, Colin Hunter, Michael Kelly and Randall Prior, 169-179. Melbourne: Uniting Academic Press, 2009.

"Objectified Conversion as Foundational in Theology: A Conversation between Rosemary Haughton and Bernard Lonergan, S.J." In *Lonergan Workshop volume 23: Ongoing Collaboration in the Year of St. Paul*, edited by Fred Lawrence, 513-541. Boston, MA: Boston College, 2012.

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"Queen's and the Methodist Theological Institutions." In *The Master: The life and Work of Edward Sugden*, edited by Renate Howe, 45-51. Melbourne: UAP, 2009.

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"The Theological Convictions of the Basis of Union of the Uniting Church." *Pacifica* 25 (Oct. 2012): 288-295

"Advent Studies." *With Love to the World* 13, no. 9 (Nov. 2012): 12-19.

STYLE SHEET

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

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 University of Divinity 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

- All essays should have a cover page which details the student's name, the unit title and code, the name of the lecturer, the title of the essay and the number of words in the actual essay.

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. Pss</i>)	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.

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Barthélemy, Dominique. *Les Devanciers d'Aquila*. Leiden: Brill, 1963. 146-147. Quoted in John J. Collins, *Daniel*. Hermeneia. Minneapolis, MN: Fortress Press, 1993.

VATICAN DOCUMENTS

Footnote

Vatican II, *Dei Verbum* (Dogmatic Constitution on Divine Revelation), in *Vatican Council II: The Conciliar and Post Conciliar Documents*, ed. Austin Flannery, vol. I, new rev. ed. (Northport, NY: Costello Publishing Company, 1998), # 24.

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).

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**See cross listing for detailed unit description

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CH2011Y/CT3011Y	Foundations of Australian Catholicism
CH2012Y/CT3012Y	Introduction to Early Christian Art and Architecture
CH2013Y/CT3013Y	Medieval Popular Religion in the West
CH2210Y/CT3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/3210Y)
CH2212Y/CT3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y)
CT2016Y/CT3016Y	Church: Sign & Sacrament of God's Kingdom
CT2320Y/CT3320Y	Mary in the Christian Tradition (=DS2/3320Y)
CT2321Y/CT3321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS2/3321Y)
CT2340Y/CT3340Y	Human Sexuality and Marriage (=DT2/3340Y)
CT3012Y	The Christian Doctrine of God: The Holy Trinity
CT3019Y	Human Person: Oriented to Communion

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DC3430Y	Supervised Reading Unit – Canon Law (30 points)		
LITURGY DL			
DL2422Y/DL3422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP2/3422Y)	1 morn	69
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DL3430Y	Supervised Reading Unit – Liturgical Studies (30 points)		
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DM1330Y/DM2330Y	Introduction to Theology of Mission (=CT1/2330Y)	1 eve	72
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DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)	2 morn	74
DM2470Y/DM3470Y	Social Teaching and Aboriginal Australians (=DT2/3470Y)	1 morn	75
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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	80
DS2101Y	Spiritual Leaders (Heart of Life)	1&2 morn	81
DS2212Y/DS3212Y**	Art History and Spirituality in Western Europe (= CH2/3212Y)	1 eve	58
SENTIR UNITS			
DS3118Y	Ignatian Spirituality Seminar	1 int	83
DS3119Y	Ignatian Discernment and Christian Decision Making	2 int	84
DS3415Y	Supervised Reading Unit – Spirituality (15 points)		
DS3430Y	Supervised Reading Unit – Spirituality (30 points)		
MORAL THEOLOGY DT			
DT1000Y	Introduction to Moral Theology	2 eve	85
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology	1 eve	86
DT2012Y/DT3012Y	Justice and Human Rights	2 eve	87
DT2015Y/DT3015Y	Christianity, Economics and Social Transformation	2 eve	88
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)		
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)		

**See crosslisting for detailed unit description

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015 but normally offered in other years

CANON LAW DC

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

LITURGY DL

DL1430Y	<i>Doing and Living the Church's Liturgy</i> (=DS1430Y DP1430Y)
DL2010Y/DL3010Y	Celebrational Style

MISSIOLOGY DM

DM2016Y/DM3016Y	Liberating Mission: Gospel meets Culture
DM3014Y	Inter-Religious Dialogue in a Secular Society
DM2012Y/DM3012Y	Evangelisation Today: Theory and Praxis
DM3015Y	Recent approaches to mission

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)
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SPIRITUALITY DS

DS2320Y/DS3320Y	Mary in the Christian Tradition (=CT2/3320Y)
DS2321Y/DS3321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=CT2/3321Y)

MORAL THEOLOGY DT

DT2340Y/DT3340Y	Human Sexuality and Marriage (=CT2/3340Y)
DT3014Y	Can War be Just?
DT2230Y/DT3230Y	Catholic Social Thought in Aust & O/S (=CH2/3230Y)
DT3013Y	Theology and Ethics in Medicine

INDEX OF UNITS – POSTGRADUATE

Semester Page

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1 & 2 aft	36
NN0310Y	Art of the Icon	1 & 2 morn	37
NR1003Y	Reading the Christian Classics, 3	1 eve	38

FIELD A – HUMANITIES

LANGUAGES

AL8001Y	Hebrew A (Foundational unit)	1 eve	100
AL8002Y	Hebrew B (Foundational unit)	2 eve	101

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

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

FIELD B – BIBLICAL STUDIES

OLD TESTAMENT

BA8000Y	Biblical Interpretation (OT): History, Background, Critical Methodology (Foundational unit)	1 eve	103
BA9010Y	Pentateuch	1 morn	104
BA9011Y	Psalms	2 eve	105
BA9017Y	The Twelve Prophets	2 morn	106
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)	2 eve	107
BN9011Y	Luke - Acts	2 eve	108
BN9013Y	The Gospel of John	1 eve	109
BN9017Y	Romans	1 morn	110
BN9015Y	Biblical Land and the Gospels (Overseas Travel Unit)	June int	111
BN9415Y	Supervised Reading Unit – New Testament (15 points)		
BN9430Y	Supervised Reading Unit – New Testament (30 points)		

BIBLICAL STUDIES

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 2015, but normally offered in other years

BA9012Y	Wisdom Literature
BA9013Y	The Book of Isaiah
BA/BN9110Y	Biblical Justice and the Reign of God
BA/BN9112Y	The Bible and the Land
BA9014Y	Prophecy Apocalyptic and the Future
BA9015Y	Exile and Return
BA9016Y	Prophetic Literature - Jeremiah and Hosea
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9014Y	Galatians
BS9500Y	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y DL/DP9500Y)

FIELD C – CHRISTIAN THOUGHT AND HISTORY

		Semester	Page
CHURCH HISTORY			
CH9010Y	Reformation Histories and Theology	2 int	113
CH9013Y	Medieval Popular Religion in the West	2 eve	114
CH9212Y	Art History and Spirituality in Western Europe (= DS9212Y)	1 eve	115
CH9230Y	Catholic Social Thought in Aust. & O/S (= DT9230Y)	1 eve	116
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)	1 eve	117
CT8330Y**	Introduction to the Theology of Mission (=DM8330Y) (Foundational unit)	1 eve	130
CT9010Y	Eschatology: Living in hope	2 morn	118
CT9011Y	Who is this Christ?	1 eve	119
CT9020Y	Cosmos as Creation	1 eve	120
CT9021Y	Women in the Christian Theological Tradition	2 eve	121
CT9310Y	Signs & Gifts of God: Sacraments of Life and Church	2 eve	122
CT9331Y**	Theology in Asia: A Model of Development in Theology (=DM9331Y)	2 morn	132
CT9350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR9350Y)	1 eve	123
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 2015, but normally offered in other years

CH8100Y	Turning Points in the History of the Western Church (Foundational unit)
CH9011Y	The Foundations of Australian Catholicism
CH9012Y	Introduction to Early Christian Art and Architecture
CH9500Y	The Bible and Art Re-Visioning of Biblical Interpretation: (=BS9500Y DL/DP9500Y)
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
CT8330Y	Introduction to Theology of Mission (=DM8330Y) (Foundational unit)
CT9012Y	The Christine Doctrine of God: The Holy Trinity
CT9016Y	Church: Sign and Sacrament of God's Kingdom
CT9320Y	Mary in the Christian Tradition
CT9321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=DS9321Y)
CT9340Y	Human Sexuality & Marriage (=DT9340Y)

FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	page
CANON LAW DC			
DC9415Y	Supervised Reading Unit –Canon Law (15 points)		
DC9430Y	Supervised Reading Unit –Canon Law (30 points)		
LITURGY DL			
DL9422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)	1 morn	127
DL9423Y	Proclaiming the Word of God (=DP9423Y)	2 morn	128
DL9433Y	Rites, People and Places: Liturgy Study Tour	Nov int	129
DL9415Y	Supervised Reading Unit – Liturgy (15 points)		
DL9430Y	Supervised Reading Unit – Liturgy (30 points)		
MISSIOLOGY DM			
DM8330Y	Introduction to Theology of Mission (=CT8330Y) (Foundational unit)	1 eve	130
DM9011Y	A Comparative Study of Religions	2 eve	131
DM9331Y	Theology in Asia: A Model of Development in Theology (=CT9331Y)	2 morn	132
DM9470Y	Social Teaching and Aboriginal Australians (=DT9470Y)	1 morn	133
DM9415Y	Supervised Reading Unit – Missiology (15 points)		
DM9430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP8111Y	Foundations for Ministry (Foundational unit)	2 eve	134
	Clinical Pastoral Education (CPE)		135
DP9011Y	Counselling: Theory and Practice	1 morn	136
DP9423Y	Proclaiming the Word of God (=DL9423Y)	2 morn	128
DP9481Y	Leadership in a Faith Community (=DR9481Y)	1 eve	137
DP9415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP9430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION DR			
DR9350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT9350Y)	1 eve	123
DR9481Y**	Leadership in a Faith Community (=DP9481Y)	1 eve	137
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	138
DS9212Y**	Art History and Spirituality in Western Europe (= CH9212Y)	1 eve	115
DS9415Y	Supervised Reading Unit – Spirituality (15 points)		
DS9430Y	Supervised Reading Unit – Spirituality (30 points)		
MORAL THEOLOGY DT			
DT8000Y	Moral Theology: Principles and Practice (Foundational Unit)	1 eve	139
DT9011Y	Major Issues in Contemporary Moral Theology	1 eve	140
DT9012Y	Justice and Human Rights	2 eve	141
DT9015Y	Christianity, Economics & Social Transformation	2 eve	142
DT9470Y**	Social Teaching and Aboriginal Australians (=DM9470Y)	1 morn	133
DT9415Y	Supervised Reading Unit – Moral Theology (15 points)		
DT9430Y	Supervised Reading Unit – Moral Theology (30 points)		
SILOAM PROGRAM (HEART OF LIFE)			
Program and Contact Details see pages 143-150			
RESEARCH UNIT			
RQ9021C	Research Methodologies	1st semester	151

FIELD D – THEOLOGY: MISSION AND MINISTRY

Semester page

CAPSTONE UNIT

XS9991Y	A Faith to Live By	2 eve	153
XS9999Z	12,000 Word Research Essay		154

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

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

The required units are usually taken in the following order:

DR8601Y	Introduction to Scripture for Religious Educators	156
DR8602Y	Jesus Christ Today: In Church, Mission and Sacraments	157
DR8603Y	Foundations of Religious Education	158
DR8604Y	Making our (Christian) Choices in Life: Value Added Approach	159
DR8605Y	Integrative Exercise	160

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2015, but normally offered in other years

CANON LAW DC

DC9011Y	Canon Law A
DC9012Y	Canon Law B

LITURGY DL

DL8430Y	Doing and Living the Church's Liturgy (Foundational Unit)
DL9010Y	Celebrational Style
DL9500Y	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DP9500Y)

MISSIOLOGY DM

DM9013Y	The Cutting Edge of Mission Today: Missiology Immersion Program
DM9014Y	Interreligious Dialogue in a Secular Society
DM9015Y	Recent Approaches to Mission
DM9016Y	Liberating Mission: When Gospel Meets Culture

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

DP9422Y	Ritual and Pastoral Care (=DL9422Y)
DP9423Y	Proclaiming the Word of God (=DL9423Y)
DP9500Y	The Bible and Art : Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DL9500Y)

SPIRITUALITY DS

DS9320Y	Mary in the Christian Tradition (=CT9320Y)
DS9321Y	Franciscan Spirituality: Origins and Contemporary Relevance (=CT9321Y)

MORAL THEOLOGY DT

DT9011Y	Major Issues in Moral Theology
DT9013Y	Theology and Ethics in Medicine
DT9014Y	Can War be Just?
DT9230Y	Catholic Social Thought in Aust. & O/S (=CH9230Y)
DT9340Y	Human Sexuality and Marriage (=CT9340Y)

CAPSTONE UNIT

XS9992Y	Pastoral Leadership
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Undergraduate First Semester 2015

Monday

9.30			
1.30	NN1000Y MAK Introduction to Tertiary Studies in Theology		
5.00	DM1/2330Y CT1/2330Y JK Introduction to Theology of Mission	AL1001Y Hebrew A	CH 2/3230Y DT2/3230Y BD Catholic Social Thought in Australia & O/Seas

Tuesday

9.30	DP2/3011Y PC Counselling: Theory & Practice	BA2/3010Y M O'B Pentateuch	
5.00	BN1000Y G Bourke Gospel of Mark and Biblical Interpretation	CT2/3011Y G Brett Who is this Christ?	DP3481Y DR3481Y MK Leadership in a Faith Community

Wednesday

9.30	DL2/3422Y DP2/3422Y M Smith Ritual & Pastoral Care: In Sickness and Life's Ending		DM2/3470Y DT2/3470Y RR Social Teaching & Aboriginal Australians
5.00	BN2/3013Y M Coloe The Gospel of John	CH1001Y PP A Survey of Early and Medieval Church History (100 – 1450)	DT2/3011Y BT Major Issues in Moral Theology

Thursday

9.30	BN2/3017Y C Mon Romans		NN0310Y IH (Non Credit) 10am -12 noon Art of the Icon	
5.00	NR1003Y LN (Non Credit) Reading the Christian Classics 3	CH2/3212Y DS2/3212Y CR Art History & Spirituality in Western Europe 1300-1800	CT2/3350Y DR2/3350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist	CT2/3020Y C Most The Cosmos as Creation

Units with special arrangements:

BS3016Y MC & MR Passover and Easter in the Biblical Land Overseas intensive study Unit in Jerusalem March 10th - April 6th
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Undergraduate Second Semester 2015

Monday

9.30	BA2/3017Y MO'B The Twelve Prophets			
1.30	NN1000Y MAK Introduction to Tertiary Studies in Theology			
5.00	AL1002Y Hebrew B	BA1000Y MR Old Testament 1: Survey and Method	CH2/3013Y AW Medieval Popular Religion in the West	DT2/3015Y BD Christianity, Economics and Social Transformation

Tuesday

9.30	CT2/3010Y G Brett Eschatology: Living in Hope	DL2/3423Y DP2/3423Y MK Proclaiming the Word of God		
5.00	BA2/3011Y MR Psalms	DM2/3011Y JK A Comparative Study of Religions	DT1000Y PM Introduction to Moral Theology	

Wednesday

9.30	DS1000Y RR Introduction to Christian Spirituality			
5.00	BN2/3011Y C Mon Luke - Acts	CH1002Y PP A Survey of Early Modern & Modern Church History (1450 - present)	CT3021Y Jan Gray Women in the Christian Theological Tradition	DT2/3012Y BT Justice and Human Rights

Thursday

9.30	DM2/3331Y CT2/3331Y JK Theology in Asia: A Model of Development in Theology		NN0310Y IH (Non Credit) 10am -12 noon Art of the Icon	
5.00	CT1000Y G Brett Faith, Revelation and Theology	CT2/3310Y DP2/3310Y G Brown Signs and Gifts of God: Sacraments of Life and Church	DP2/3111Y MK Foundations for Ministry	

Units with special arrangements:

CH2/3010Y RB Reformation Histories and Theologies	Saturdays 9.30-4.30: August 1 st 15 th & 29 th Sept 12 th October 10 th & 24 th
DL2/3433Y MS Rites, People, Places: Liturgical Study Tour	4 weeks in November 2015
BN3015Y MC & MR Biblical Land and the Gospels	Overseas Intensive Study in Jerusalem June 2nd – 29th

Postgraduate First Semester 2015

Monday

9.30				
1.30	NN1000Y Introduction to Tertiary Studies in Theology			
5.00	DT8000Y PM Moral Theology: Principles & Practice	DM8330Y CT8330Y JK Introduction to Theology of Mission	AL8001Y Hebrew A	CH9230Y DT9230Y BD Catholic Social Thought in Australia & O/Seas

Tuesday

9.30	DP9011Y PC Counselling: Theory & Practice		BA9010Y MO'B Pentateuch	
5.00	CT8001Y RF Foundations for Christian Thinking	CT9011Y G Brett Who is this Christ?	DP9481Y DR9481Y MK Leadership in a Faith Community	

Wednesday

9.30	DL9422Y DP9422Y MS Ritual & Pastoral Care: In Sickness and Life's Ending		DM9470Y DT9470Y RR Social Teaching & Aboriginal Australians	
5.00	BA8000Y MO'B Biblical Interpretation (OT) History, Background, Critical Methodology	BN9013Y MC The Gospel of John	DT9011Y BT Major Issues in Contemporary Moral Theology	

Thursday

9.30	BN9017Y C Mon Romans		NN0310Y IH (Non Credit) 10am -12 noon Art of the Icon	
5.00	NR1003Y LN (Non Credit) Reading the Christian Classics 3	CH9212Y DS9212Y CR Art History & Spirituality in Western Europe 1300-1800	CT9350Y DR9350Y G Brown Sacraments of Initiation: Baptism, Confirmation, Eucharist	CT9020Y C Mos Cosmos as Creation

Postgraduate Second Semester 2015

Monday

9.30	BA9017Y MO'B	The Twelve Prophets	
1.30	NN1000Y MK	Introduction to Tertiary Studies in Theology	
5.00	AL8002Y Hebrew B	CH9013Y AW Medieval Popular Religion in the West	DT9015Y BD Christianity, Economics and Social Transformation

Tuesday

9.30	CT9010Y G Brett	Eschatology: Living in Hope	DL9423Y DP9423Y MK Proclaiming the Word of God
5.00	BA9011Y MR Psalms	BN8000Y G Bourke Biblical Interpretation (NT) History, Background, Critical Methodology	DM9011Y JK A Comparative Study of Religions XS9991Y RF A Faith to Live By

Wednesday

9.30	DS8000Y RR	Introduction to Christian Spirituality	
5.00	BN9011Y C Mon Luke - Acts	CT9021Y Jan Gray Women in the Christian Theological Tradition	DT9012Y BT Justice and Human Rights

Thursday

9.30	DM9331Y CT9331Y JK Theology in Asia: A Model of Development in Theology	NN0310Y IH (Non Credit) 10am -12 noon Art of the Icon
5.00	CT9310Y G Brown Signs and Gifts of God: Sacraments of Life and Church	DP8111Y MK Foundations for Ministry

Units with special arrangements:

CH9010Y RB	Reformation Histories and Theologies Saturdays 9.30-4.30 : August 1 st 15 th & 29 th Sept 12 th October 10 th & 24 th
DL9433Y MS	Rites, People, Places: Liturgical Study Tour Overseas Intensive Study Tour 4 weeks in November 2015
BN9015Y MC &MR	Biblical Land and the Gospels Overseas Intensive Study in Jerusalem June 2nd – 29th