

YARRA THEOLOGICAL UNION

A College of

University of Divinity

H A N D B O O K

2016

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**

TABLE OF CONTENTS

ACADEMIC CALENDAR.....	4-6
UNIVERSITY OF DIVINITY AND COLLEGES.....	7-10
YTU VISION AND MISSION.....	11-12
MEMBER COLLEGES AND FEAST DAYS	13-14
YTU ADMINISTRATION.....	15
FACULTY, SPECIAL OFFICES, SENIOR FELLOWS.....	16
ENROLMENT.....	18
FEE STRUCTURE, FEE-HELP.....	20-21
YARRA INSTITUTE FOR RELIGION & SOCIAL POLICY.....	22
LIBRARIES, LIBRARY STAFF.....	23
STUDENTS' REPRESENTATIVE COUNCIL.....	24
YOUR RIGHTS AS A UD STUDENT.....	25
GENERAL COURSE REQUIREMENTS.....	27
ARK LEARNING MANAGEMENT SYSTEM.....	29
PLAGIARISM & TURNITIN.....	30
UNDERGRADUATE ACADEMIC AWARDS.....	31
DIPLOMAS.....	32
BACHELOR DEGREES.....	33
EXPLANATION OF UNIT NUMBERING SYSTEM.....	35
NOT FOR CREDIT UNITS.....	36-39
UNDERGRADUATE UNITS.....	40-88
FIELD A – HUMANITIES UNDERGRADUATE.....	40
AL Languages/Greek & German.....	41
FIELD B – BIBLICAL STUDIES UNDERGRADUATE.....	45
BA Old Testament.....	46
BN New Testament.....	50
BS Biblical Studies.....	55
FIELD C – CHRISTIAN THOUGHT AND HISTORY UNDERGRADUATE.....	56
CH Church History.....	57
CT Systematic Theology.....	62
FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE.....	71
DC Canon Law.....	73
DL Liturgical Studies.....	75
DM Missiology.....	77
DP Pastoral Theology and Ministry Studies.....	81
DS Spirituality.....	85
DT Moral Theology.....	86
POSTGRADUATE AWARDS.....	89
POSTGRADUATE UNITS.....	99-165
FIELD A – HUMANITIES POSTGRADUATE.....	99
AL Languages/Greek & German.....	100
FIELD B – BIBLICAL STUDIES POSTGRADUATE.....	104
BA Old Testament.....	105
BN New Testament.....	109

TABLE OF CONTENTS CONTINUED

FIELD C – CHRISTIAN THOUGHT AND HISTORY POSTGRADUATE.....	114
CH Church History.....	115
CT Systematic Theology.....	119
 FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE.....	 128
DC Canon Law.....	131
DL Liturgical Studies.....	133
DM Missiology.....	135
DP Pastoral Theology and Ministry Studies.....	139
DS Spirituality.....	143
DT Moral Theology.....	144
 SILOAM UNITS.....	 146-153
 RESEARCH METHODOLOGIES.....	 154
 CAPSTONE UNITS.....	 155-157
 GCTRE UNITS.....	 158-164
 Supervised Reading Units.....	165
Recent Publications of Faculty Members.....	166
Style Guide for Essays and Assignments.....	172-179
Index of Units UNDERGRADUATE.....	180
Index of Units POSTGRADUATE.....	184
Timetable UNDERGRADUATE.....	188
Timetable POSTGRADUATE.....	190

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

2016 ACADEMIC CALENDAR

Semester 1 2016

January	18	Office re-opens– Enrolments begin	
	26	Australia Day Holiday – Office closed	
February	06	BN2/3/9013Y The Gospel of John (Sat)	9.30am-4.30pm
	09	Enrolments end	
	10	Ash Wednesday	
	12	Academic Leadership Group Meeting	2.00pm
	18	Overseas Students' Orientation	2.00pm
	19	Faculty Meeting	2.00pm
	19	Orientation & BBQ	5.00pm
	20	GCTRE Intensive Box Hill	
	20	BN2/3/9013Y The Gospel of John (Sat)	9.30am-4.30pm
	22	First Semester Lectures begin – week 1	9.30am
	24	Department Meetings	
March	02	Education Board Meeting	2.00pm
	03	Finance, Business & Development Meeting	10.00am
	04	Senate & Council Meetings	10.00am
	05	BN2/3/9013Y The Gospel of John (Sat)	9.30am-4.30pm
	05	GCTRE Intensive Box Hill	
	07-11	Hospitality Week	
	08	Faculty Seminar	1.00pm
	10-11	GCTRE Intensive Ballarat (Thurs & Fri)	
	11	Inaugural Eucharistic Celebration & Supper	7.00pm
	12	DL1/8430Y Doing & Living the Church's Liturgy	10am-4.00pm
	15	Census Date (for semester units)	
	16	Academic Leadership Group	2.00pm
	18	UD Conferral of Degrees – St Paul's Cathedral	7.30pm
	18	Spirituality Day	10.30am-3.30pm
	19	BN2/3/9013Y The Gospel of John (Sat)	9.30am-4.30pm
	21	– 1 April Non-Instruction Period	
	27	Easter Sunday	
April	04	Lectures resume	
	05	Faculty Seminar	1.00pm
	06	Department Meetings	
	07-08	GCTRE Intensive Box Hill (Thurs & Fri)	
	13	Academic Leadership Group	2.00pm
	16	BN2/3/9013Y The Gospel of John (Sat)	9.30am-4.30pm
	20	Education Board Meeting	2.00pm
	21-22	GCTRE Intensive Ballarat (Thurs & Fri)	
	25	ANZAC Day	
	27	Faculty Meeting	2.00pm
	29-30	GCTRE Intensive Mildura (Fri & Sat)	
	30	BN2/3/9013Y The Gospel of John (Sat)	9.30am-4.30pm
May	04	Department Meeting	
	10	Faculty Seminar	1.00pm
	13-14	GCTRE Intensive Mildura (Fri & Sat)	
	18	Education Board Meeting	2.00pm

2016 ACADEMIC CALENDAR

May		2017 New and Revised Units due	
	26	Finance, Business & Development Meeting	10.00am
	27	Council Meeting	10.00am
	27	Faculty Lunch	12.30pm
	27	First Semester Lectures end	
	29	- 26 June BN3/9015Y Overseas Intensive Travel Unit	
	30	May - 3 June Study Week	
June			
	01	University of Divinity Faculty Research Day	
	06	2 nd Semester enrolments begin	
	06-10	First Semester Exams (Monday – Thursday)	
	24	2 nd Semester enrolments end	
	27	Academic Leadership Group Meeting	10.00am
	27	Results due to YTU Registrar	
July	08	First Semester Results released to Students	

June 10 – July 22 MID-YEAR VACATION

Semester 2 2016

July	22	Overseas Students' Orientation	2.00pm
	23	GCTRE Intensive Box Hill	
	25	Second Semester lectures begin Week 1	
	27	Faculty Meeting	2.00pm
	30	CH8100Y Intensive (Sat)	9.30-4.30pm
August	03	Department Meetings	
	06	GCTRE Intensive Box Hill	
	09	Faculty Seminar	1.00pm
	10	Academic Leadership Group Meeting	2.00pm
	13	GCTRE Intensive Box Hill	
	13	CH8100Y Intensive (Sat)	9.30-4.30pm
	17	Education Board Meeting	2.00pm
	18	Census Date (for semester units)	
	19	SRC Evening	
	20	GCTRE Intensive Box Hill (Sat)	
	25	Finance, Business & Development Meeting	10.00am
	26	Senate & Council Meetings	10.00am
	27	CH8100Y Intensive (Sat)	9.30-4.30pm
	31	Department Meetings	2.00pm
September			
	01-02	GCTRE Intensive Ballarat (Thurs & Fri)	
	02	Spirituality Day	10.30-3.30pm
	02-03	GCTRE Intensive Mildura (Fri & Sat)	
	06	Faculty Seminar	1.00pm
	07	Academic Leadership Group Meeting	2.00pm
	09	Faculty Day	10.00 am

2016 ACADEMIC CALENDAR

September

10	CH8100Y Intensive (Sat)	9.30-4.30pm
14	Education Board Meeting	2.00pm
19-20	GCTRE Intensive Box Hill (Mon & Tues)	
19 -30	Non-Instruction Period	

October

03	Week 9 – Lectures resume	
05	Department Meetings	
08	CH8100Y Intensive (Sat)	9.30-4.30pm
10	Faculty Seminar	1.00pm
12	Academic Leadership Group Meeting	2.00pm
13-14	GCTRE Intensive Ballarat (Thurs & Fri)	
14-15	GCTRE Intensive Mildura (Fri & Sat)	
16	Open Day (Sunday)	2.00pm
19	Education Board Meeting	2.00pm
22	CH8100Y Intensive (Sat)	9.30-4.30pm
28	Second Semester lectures end	
31 Oct	- 4 Nov Study Week	

November

02	UD Teaching Day (for all academic staff)	
07-11	Second Semester Exams (Monday - Thursday)	
17	Finance, Business & Development Meeting	10.00 am
18	Council Meeting	2.00pm
18	End of Year Eucharist	7.00pm
25	Faculty Dinner	
28	Results due to YTU Registrar	
28 Nov	- Dec 16 Re-enrolment period for 2017	

December

09	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

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: 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 University of Divinity (then MCD) as a College with the right to teach for the degree of Bachelor of Theology. This was extended to approving the right to teach towards the postgraduate degrees of Master of Theology and Doctor of Theology in 1975.

Over recent years YTU, together with the other college members of University of Divinity (UD), has extended its teaching program to provide postgraduate units for candidates for the degrees of Master of Theological Studies and, from 2000, Graduate Diploma in Theology, Master of Arts and Doctor of Philosophy.

VISION STATEMENT

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.pallottine.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. Edmond Nixon CSsR
 Very Rev. Joe Dirks 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
 – Research 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
Janina Hiebel DiplTheol, PhD
Christopher Monaghan CP, BTheol, LSS, PhD
Mary Reaburn NDS, BA, BTheol, MTheol, DTheol

(Department Head)

Faculty Associate Members

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

DEPARTMENT OF CHRISTIAN THOUGHT AND HISTORY

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

Matthew Beckmann OFM, BA LLB, BTheol, MA, PhD
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 2016 CONTINUED

Faculty Associate Members

Peter Cantwell OFM, MA, PhD, MAPsS, MASH
David Leary OFM BTh, MCouns, PhD

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
Carole Carmody RSM, M Ed , Grad Dip RE, Dip T, Cert SD
Mary Coloe PBVM, BA, BTheol(Hons), DTheol
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
Marlene McGrath
Lis Teggelove RSM, Cert RE

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
Angelo O'Hagan OFM, LSS, DrTheol
Mary Scarfe BA, DipSocStud
Kathleen Williams RSM, BA, MEd(Admin), MTS, DTheol
Norman Young BA(Hons), BD(Hons), PhD

SPECIAL OFFICES

Research & RE

Michael Kelly CSsR, BTheol, STM, MEd, PhD

Chaplain

To be advised

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

All Coursework Students (except GCTRE students) need to make an appointment to see the Academic Dean.

GCTRE Students and Higher Degree by Research students need to make an appointment to see Associate Professor Michael Kelly.

Coursework student's enrolment dates:

- Monday 30 November – Friday 18 December 2015
- Monday 18 January – Tuesday 09 February 2016
- Monday 6 June – Friday 24 June 2016
- Monday 28 November 2016– Friday 16 December 2016 for Enrolments For the 2017 year

Higher Degrees by Research Enrolment Dates

- 15 November 2015: Applications for (domestic) HDR admissions, first semester 2016
- 15 November 2015: Applications for (international) HDR admissions, second semester 2016
- 15 April 2016: Applications for (domestic) HDR admissions, second semester 2016
- 15 April 2016: Applications for (international) HDR admissions, first semester 2017
- 15 November 2016: Applications for (domestic) HDR admissions, first semester 2017
- 15 November 2016: Applications for (international) HDR admissions, second semester 2017

***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, B pay 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 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):	\$1386.00 per 15 point unit of study
Postgraduate Courses	\$2154.00 per 15 point unit of study
GCTRE units	\$1435.00 per 10 point unit of study
GCTRE Integrative unit	\$717.00 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

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

No refund of fees applies after the stated **Census Dates** for 2016: **15 March for first semester and 16 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

Email address: src@ytu.edu.au

The SRC of YTU provides tea and coffee facilities in the Common Room during semester. No fee is payable for this service. However, the SRC does ask that students make a **voluntary donation** of at least \$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: 15th March 2016, Semester Two: 16th August 2016). 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 **\$1386** will incur a tax liability of **\$1732.50** per unit). For **postgraduate courses** (GradCert, GradDips, Masters, Doctorates) only the amount borrowed is subject to repayment. Only take out a loan for complete units for which you are enrolled (e.g., request a loan for one, two or three units but not fractions).
- b) You must have a Tax File Number to apply for a FEE–HELP loan.
- c) Your loan is repaid through the tax system. When your income **reaches \$54,126** (in 2016 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 **Study assist** website at: www.studyassist.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 Anne Elvey, Dr Rowan Ireland, Prof John McDowell 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 is the Library of the Franciscan Province of the Holy Spirit and is the main resource centre for Franciscan studies within Australia. Its comprehensive collection of Catholic theological material is also available to faculty and students from the University of Divinity. The collection of about 40,000 monographs and 150 journal titles is strong in patristic and medieval studies, ancient languages, contemporary theology and art history. In addition to the friars' own library resources, St Paschal Library houses two additional collections: in 1988 the Missionaries of the Divine Word (SVD) placed their missiology collection (currently 3274 books) into St Paschal Library; and in 1995 the YTU library collection (currently 3578 books) was similarly integrated. Because one of the aims of these three organisations is the education of Catholic clergy and laity, this amalgamation of library resources enriches the collection for all users.

Telephone: (03) 9896 4450

Facsimile: (03) 9898 0181

Email: info.library@franciscans.org.au

Web: www.vspc-franciscan.org.au

St Paschal Library staff:

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

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

Library Assistant: Leonie Parsons

Carmelite Library (OCarm)

214 Richardson St, Middle Park, 3206.

Tel: (03) 9682 8553.

Email: info@carmelitelibrary.org

Library strength: Spirituality

Patrick Murphy Memorial Library, Dorish Maru College(SVD)

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

Library strength: Mission Studies.

Redemptorist Seminary Library and Social Justice Library (CSsR)

Library strength: Systematic Theology and Social Justice.

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

(Social Justice Library situated in the Study Centre at YTU)

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

For addresses and telephone numbers of the libraries, refer to page 13 of this Handbook under: YTU Member Colleges

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 2016:

February	19	Orientation Programme and BBQ
March	7-11	Hospitality Week
March	11	Inaugural Eucharistic Celebration and Supper
August	19	SRC Evening
November	18	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

Email: chaplain@ytu.edu.au

The Chaplain's room is situated in the Study Centre. The Chaplain is available for all at YTU and encourages those who wish to make a set time to meet, to call or email.

YOUR RIGHTS AS A UNIVERSITY OF DIVINITY STUDENT

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

You have the right to privacy.

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

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

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

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

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

You have the right to be treated fairly in all academic and administrative matters. If you feel this has not happened, you have rights under the appeals policy to lodge an appeal, or in some cases to lodge a grievance under the grievance policy. These policies, and the procedures which go with them, are available on the University website:

<http://www.divinity.edu.au/university-of-divinity/our-governance/policies-and-procedures/>

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

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

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

The Chaplain: *to be advised*

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 or Postgraduate coursework Studies** at University of Divinity need to have achieved an average International English Language Test Score (IELTS) of at least 6.5, with no band under 6.0.

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

2. INTRODUCTION TO TERTIARY STUDIES IN THEOLOGY

NN1000Y: Introduction to Tertiary Studies in Theology will be offered in 2016. This unit is offered for one and a half hours per week in both first and second semester, and is strongly recommended for students who have not previously done tertiary study. Normally students undertake the unit only for one semester. No fee is charged.

3. STUDY LOAD

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

4. ATTENDANCE AT LECTURES AND TUTORIALS

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

5. ASSESSMENT

The University's Learning & 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 guide on pages 172-179. 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.

6. ARK: OUR LEARNING MANAGEMENT SYTEM

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

The name given to the Learning Management System is ARK.

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

Further details how to access and use ARK are available on the YTU website at www.ytu.edu.au

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 award. Candidates who fail more than 15 credit points of units during their probationary candidature will have their candidature terminated.

FIELDS OF STUDY

There are four fields of study for the awards:

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

(For disciplines within Fields see pp. 40, 45, 56, 71)

ASSESSMENT

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

DIPLOMA IN THEOLOGY

In accord with the requirements outlined in 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)
- CT1000Y 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.

The Bachelor of Ministry consists of 360 points comprised of:

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

Each course of study for the Bachelor of Ministry:

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

CREDIT

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

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

BACHELOR OF THEOLOGY: BTheol

REGULATIONS

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

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

The Bachelor of Theology consists of 360 points comprised of:

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

Each course of study for the Bachelor of Theology:

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

CREDIT

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

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

RECOGNITION

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

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

UNIT NUMBERING

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

To explain more fully by means of examples:

BN1000Y 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 180-187 the units offered at YTU in 2016 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 \$120-)

NR1004Y Reading the Christian Classics, 4 (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 gaulche; 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 (Gaulche). Handouts are also supplied.

Total Cost: \$120.00 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

Sendler, Egon. *The Icon: Image of the invisible, Elements of Theology, Aesthetics and Technique*. Translated by Steven Bigham, Redondo Beach California: Oakwood Publications, 1988.

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 3rd March until 3rd 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

NR1004Y READING THE CHRISTIAN CLASSICS, IV

1st semester Thursday evening

Non-Credit Unit

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

CONTENT

The unit will focus on four primary sources from the early Church which are Christian Classics either because of their content or the author. These will be: *The Passion of SS. Perpetua & Felicity*; *The Life of St. Martin (of Tours)* by Sulpicius Severus; *On Loving God* by Bernard of Clairvaux; *The Dialogue* by Catherine of Siena. 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

The shorter pieces can be found in collections in most of the University of Divinity Libraries. The work cited can be found in St. Paschal Library.

The Passion of Perpetua and Felicity, found in *Four Spiritual Classics*, Edited and translated by W. H. Shewring (London: Sheed & Ward; 1931)

The Life of St. Martin (of Tours), by Sulpicius Severus, found in *The Western Fathers*, translated and edited by F. R. Hoare (London: Sheed & Ward, 1954)

On Loving God, by Bernard of Clairvaux, found in *Bernard of Clairvaux, Selected Works*, translated by G. R. Evans (Mahwah: Paulist Press; 1987)

The Dialogue, by Catherine of Siena, translated by Susanne Noffke (Mahwah: Paulist Press; 1980)

Lecturer

LARRY NEMER

FIELD A – HUMANITIES UNDERGRADUATE

LANGUAGES

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

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in alternate years

AL1001Y	Hebrew A
AL1002Y	Hebrew B

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

SET TEXT: Wenham, John W. *The Elements of New Testament Greek*. Cambridge: Cambridge University Press, 2001.

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

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

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

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

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

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

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

Lecturer MARY COLOE PBVM

CONTENT

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

PREREQUISITES

AL1011Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

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

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

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

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

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

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

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

Lecturer CHRISTOPHER MONAGHAN CP

CONTENT

This unit is an introduction to German for Theological and Biblical studies. It will introduce students to the morphology and syntax of the language, vocabulary and skills in translating selected passages.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. translate simple sentences from German theological/biblical literature to English
2. demonstrate a knowledge of German vocabulary, in particular of theological and exegetical terminology
3. demonstrate an understanding of German morphology and syntax
4. use German dictionaries effectively.

ASSESSMENT

Weekly tests (equivalent to 1000 words total) (40%); One two hour exam at the end of the semester (60%)

BIBLIOGRAPHY***Books recommended for purchase**

Coles, Waltraud and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

———. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, either:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, 2007.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005

Lecturer JANINA HIEBEL

CONTENT

This unit will further the study of German for Theological and Biblical studies. It will address complex syntax structures as well as advanced grammar, and vocabulary specifically needed in translating academic texts.

PREREQUISITES

AL1031Y: Theological German A or equivalent knowledge of German language

LEARNING OUTCOMES

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

1. translate complex sentences from German theological/biblical literature to English
2. demonstrate a knowledge of German vocabulary, in particular of theological and biblical terminology
3. demonstrate an advanced understanding of German morphology and syntax
4. use German dictionaries effectively.

ASSESSMENT

Weekly tests- (equivalent to 1000 words total) (40%); One two-hour exam at the end of the semester (60%)

BIBLIOGRAPHY***Books recommended for purchase**

Coles, Waltraud and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

_____. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, either:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, 2007.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005.

Lecturer JANINA HIEBEL

FIELD B – BIBLICAL STUDIES UNDERGRADUATE

OLD TESTAMENT

BA1000Y	Old Testament 1: Survey and Method
BA2012Y/BA3012Y	Wisdom Literature
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament
BA2019Y/BA3019Y	Book of Jeremiah
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
BN2010Y/BN3010Y	The Corinthian Correspondence
BN2012Y/BN3012Y	Matthew
BN2013Y/BN3013Y	The Gospel of John
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 2016, but normally offered in alternate years

BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2016Y/BA3016Y	Prophetic Literature – Jeremiah and Hosea
BA2017Y/BA3017Y	The Twelve Prophets
BA2013Y/BA3013Y	The Book of Isaiah
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
BN2011Y/BN3011Y	Luke - Acts
BN2014Y/BN3014Y	Galatians
BN2017Y/BN3017Y	Romans

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

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

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

Level 2

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

Level 3

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

ASSESSMENT

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

Level 3: 1500 word exegetical paper (30%); 4500 word essay (70%)

BIBLIOGRAPHY

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

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

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

Fox, Michael V. *Proverbs 1-9: A New Translation with Introduction and Commentary*. AB Yale: Yale University Press, 2000.

_____. *Proverbs 10-31: A New Translation with Introduction and Commentary*. AB Yale: Yale University Press, 2009.

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

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

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

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

Lecturer: MARY REABURN NDS

CONTENT

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

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

Level 2

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

Level 3

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

ASSESSMENT

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

Level 3: 1500 word exegetical paper (30%); 4500 word major essay (70%)

BIBLIOGRAPHY

***Books recommended for purchase**

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

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

Boecker, Hans J. *Law and the administration of justice in the Old Testament and Ancient East*. Augsburg, MN: Fortress Press, 1980.

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

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

Heagle, John. *Justice Rising: The emerging biblical vision*. Maryknoll, NY: Orbis Books, 2010.

Houston, Walter J. *Contending for justice: Ideologies and theologies of social justice in the Old Testament*. London: T & T Clark, 2006.

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

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

Lecturer: MARK O'BRIEN OP

CONTENT

This unit will initially offer a general overview of the book of Jeremiah, and then focus on the call narrative in chapter 1, the oracles in chapters 2–6, the Temple sermon in chapters 7 and 26, the confessions of Jeremiah, the so-called 'scroll of consolation' in chapters 30–31, and the narrative of the fall of Jerusalem in chapters 37–44, 52. The unit will also consider the difference between the MT and LXX versions, true and false prophecy, prophetic signs, the prophet as intercessor, and prophetic charisma.

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

Level 2

- 1 demonstrate a broad knowledge of the geo-political, religious and ideological context of Jeremiah's prophecy,
1. outline the message of Jeremiah and clearly state the key themes of his preaching,
2. show evidence of the integration of key skills in the interpretation of biblical texts,
3. demonstrate the use of secondary literature, electronic databases and other scholarly literature in student research,
4. clearly identify significant passages in the text, and reflect theologically on the *Book of Jeremiah* in relation to other prophetic literature in the Old Testament.

Level 3

- 1 demonstrate an advanced knowledge of the geo-political, religious and ideological context of Jeremiah's prophecy,
2. analyse the message of Jeremiah and clearly state the key themes of his preaching,
3. show evidence of the integration of key skills in the interpretation of biblical texts,
4. demonstrate the skilled use of secondary literature, electronic databases and other scholarly literature in student research,
5. clearly identify significant passages in the text and reflect theologically on the *Book of Jeremiah* in relation to other prophetic literature in the Old Testament.

ASSESSMENT

Level 2: 1500 word exegetical paper (30%); 3000 word major essay (70%)

Level 3: 1500 word exegetical paper (30%); 4500 word major essay (70%)

BIBLIOGRAPHY

Allen, Leslie C. *Jeremiah: A Commentary*. OTL. Louisville, KY: Westminster John Knox, 2008.

Blenkinsopp, Joseph. *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel*. Louisville, KY: Westminster John Knox, 1995.

Brueggemann, Walter. *The Theology of the Book of Jeremiah*. Cambridge: Cambridge U.P., 2007.

Carroll, Robert. *Jeremiah*. OTL; London: SCM, 1986.

Holladay, William L. *Jeremiah*. Vols 1, 2. Hermeneia. Augsburg, MN: Fortress, 1986, 1989.

Lundbom, Jack. *Jeremiah 1–20; Jeremiah 21–36; Jeremiah 37–52*. Anchor Bible vols 21–21B. New York: Doubleday, 1998–2004.

McKane, W. *A Critical and Exegetical Commentary on Jeremiah*. 2 Vols. IBC. Edinburgh: T & T Clark, 1986, 1996.

Shead, Andrew G. *A Mouth Full of Fire. The Word of God in the words of Jeremiah*. NSBT 29. Downers Grove, IL: Intervarsity Press, 2012.

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]*

Highly recommended version: *Harper Collins Study Bible, NRSV.*

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

Mulgrave, VIC: 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..

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

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

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation.* 3rd ed. Minneapolis, MN: Augsburg Fortress, 2010.

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

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

Powell, Mark Allan. *Introducing the New Testament: A Historical, Literary, and Theological Survey.* Grand Rapids, MI: Baker Academic 2009.

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.

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

Lecturer: GLENDA BOURKE SGS

BN2010Y/3010Y THE CORINTHIAN CORRESPONDENCE

1st semester Thursday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

Level 3: Two 3000 word essays

BIBLIOGRAPHY

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

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

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

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

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

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

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

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

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

PREREQUISITES

Level 2: BA1000Y and BN1000Y or the equivalent

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

Level 3: Two 3000 word essays

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

BN2013Y/3013Y THE GOSPEL OF JOHN

1st semester **Saturdays**

(Min. No. 8)

Feb 6th & 20th Mar 5th & 19th April 16th & 30th 9.30 am – 4.30 pm

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

BN3015Y BIBLICAL LAND AND THE GOSPELS

May 29 - June 26 2016 Intensive Travel Unit

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 is entitled 'Rediscover Jesus in the Land with Matthew/Mark/Luke. In 2016 it will be the Gospel according to Matthew. Lectures 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.biblicalformationcentre.com
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 Matthew 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 Matthew

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

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

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

Supervisors: MARY COLOE PBVM and MARY REABURN NDS

BS3016Y PASSOVER AND EASTER IN THE BIBLICAL LAND

March 8th - April 4th Intensive Travel Unit

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.biblicalformationcentre.com

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)
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2214Y/CH3214Y	Death Dying Grief through the Lens of Art and Spirituality (=DS2/3214Y)
CH2022Y/CH3022Y**	Vatican II: History, Texts, Theology (=CT2/3022)
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/DM2330Y**	Introduction to the Theology of Mission (=DM1/2330Y)
CT2011Y/CT3011Y	Who is this Christ?
CT2016Y/CT3016Y	Church: Sign and Sacrament of God's Kingdom
CT2022Y/CT3022Y	Vatican II: History, Texts, Theology (=CH2/3022)
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church
CT3012Y	The Christian Doctrine of God: the Holy Trinity
CT3017Y	Jesus Name of Our Salvation
CT3019Y	Human Person: Oriented to Communion
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 2016, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2013Y/CH3013Y	Medieval Popular Religion in the West
CH2014Y/CH3014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH2210YCH/3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/310Y)
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y)
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2020Y/CT3020Y	Cosmos as Creation
CT2320Y/3320Y	Mary in the Christian Tradition (=DS2/3320Y)
CT2340Y/3340Y	Human Sexuality and Marriage (=DT2/3340Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)

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.

Lecturers: PETER PRICE (Unit Co-Ordinator)
MATTHEW BECKMANN OFM

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.
- _____. *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 (Unit Co-Ordinator)
MATTHEW BECKMANN OFM

CH2011Y/3011Y FOUNDATIONS OF AUSTRALIAN CATHOLICISM

1st semester Tuesday evening

(Min. No. 8)

CONTENT

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

PREREQUISITES

One unit in Church History at level one

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY

*** = set texts recommended for purchase**

- Ayres, Philip. *Prince of the Church: Patrick Francis Moran, 1830 – 1911*. Melbourne, VIC: Miegunyah Press, 2007.
- Breward, Ian. *A History of the Churches in Australasia*. Oxford: Oxford University Press, 2004.
- Campion, Edmund. *Australian Catholics: The Contribution of Catholics to the Development of Australian Society*. Melbourne, VIC: Viking Press, 1987.
- Duncan, Bruce. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: University of NSW Press, 2001.
- Gardiner, Paul. *An Extraordinary Australian, Mary MacKillop: The Authorised Biography*. Sydney, NSW: E.J. Dwyer Press, 1993.
- Livingston, Kevin. *The Emergence of an Australian Catholic Priesthood, 1835 – 1915*. Sydney, NSW: Catholic Theological Faculty Press, 1977.
- Morgan, Patrick. *Melbourne Before Mannix: Catholics in Public Life 1880 – 1920*. Ballan, Vic: Connor Court Publishers, 2012.
- O'Brien, Anne. *God's Willing Workers: Women and Religion in Australia*. Sydney, NSW: University of NSW Press, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community: An Australian History*. 3rd ed. Sydney, NSW: University of NSW Press, 1992.
- O'Sullivan, Dominic. *Faith Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.
- Walker, Carol. *A Saviour of Living Cargoes: The Life and Work of Caroline Chisholm*. Ballan, VIC: Connor Court Press, 2011.

Lecturer: PETER PRICE

CH2214Y/3214Y DEATH, DYING AND GRIEF: THROUGH THE LENS OF ART AND SPIRITUALITY

2nd semester

cross listed as DS2/3214Y

(Min. No. 8)

The first and last class will meet face to face on a Wednesday evening; the remaining classes will be on-line.

CONTENT

This unit applies insights drawn from Christian spirituality, and material culture to study a variety of responses to death, dying and bereavement. Students will be expected to engage with historical and contemporary theories and practices dealing with death and grieving. Theological reflection on and critical assessment of these practices will acquaint students with an understanding of the needs of the terminally ill and the bereaved.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. articulate the foundational beliefs that underlie two Christian rituals surrounding death and dying
2. identify how a work of art (of your choice) expresses cultural and spiritual attitudes to death and dying
3. demonstrate familiarity with several theories of grieving
4. identify (with visual examples) how art in the past might have enhanced pastoral care of the dying and the bereaved
5. **(Level 3 only)** Critically assess two or three themes that have emerged in recent literature on how Christian spirituality relates to death, dying and bereavement.

ASSESSMENT

Level 2 1000 word critical review and comparison of two carefully selected scholarly articles (30%); 1000 words on the historical context of an art work to death, dying or bereavement (30%); **Either** 2500 word research essay **OR** a 2500 word critical reflection on a personally developed art work (40%)

Level 3 1500 word critical review and comparison of two carefully selected scholarly articles (30%); 1500 words on the historical context of an art work to death, dying or bereavement (30%); **Either** a 3000 word research essay **OR** a 3000 word critical reflection on a personally developed art work (40%)

BIBLIOGRAPHY

Anderson, Megory. *Sacred Dying: Creating Rituals for the End of life*. New York: Marlowe and Company, 2003.

Ariès, Philip. *The Hour of Our Death*, tr. H. Weaver, New York: 1981.

Binski, Paul. *Medieval Death: Ritual and Representation*, London: 1996.

De Pascale, Enrico. *Death and Resurrection in Art*. Translated by Anthony Shuggar. Los Angeles, CA: J Paul Getty Museum, 2009.

Kellehear, Allan. *Death and Dying in Australia*. Melbourne, VIC: Oxford University Press, 2000.

Kelley, Melissa. *Grief: Contemporary Theory and The Practice of Ministry*. Minneapolis, MN: Fortress Press, 2010.

Le Goff, Jacques *The Birth of Purgatory*, Chicago: University of Chicago Press, 1981.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical press, 1990.

Morrill Bruce, Susan Rodgers and Joanna Ziegler eds. *Practicing Catholic Ritual, Body and Contestation in Catholic Faith*. New York: Palgrave Macmillan, 2006.

Musgrave, Beverly A. and Neil J. McGettigan, eds. *Spiritual and Psychological Aspects of Illness: Dealing with Sickness, Loss, Dying and Death*. New York: Paulist Press, 2010.

Walter, Tony. *On Bereavement: The Culture of Grief*. Philadelphia, PN: Open University Press, 1999.

Lecturers: CLAIRE RENKIN and ELEANOR FLYNN

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.
- Pabst, 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

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

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, CT: Yale University Press, 2009.
- Neufeld, Thomas R. *Recovering Jesus: The Witness of the New Testament*. Grand Rapids, MI: Brazos Press, and 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, 2009.
- Rausch, Thomas. *Who is Jesus? An Introduction to Christology*. Collegeville, MN: Liturgical Press, 2003.

Lecturer: JANETTE GRAY RSM

CONTENT

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

PREREQUISITES

Level 2: CT1000Y Faith Revelation & Theology or equivalent

Level 3: CT1000Y and at least one unit in Systematic Theology at level 2

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY

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

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

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

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

Kasper, Walter. *The Catholic Church: Nature, Reality and Mission*. London: Bloomsbury T&T Clark, 2015.

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

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

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

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

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

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

Lecturer: ROSS FISHBURN

CONTENT

This course is a seminar that is divided into three parts. Part I will study the history of the Second Vatican Council (1962-1965). Part II will study selected texts of conciliar Constitutions, Decrees, and Declarations. Among these will be the four Constitutions (Liturgy, Revelation, Church, Church in the Modern World), several Decrees (Laity, Priesthood, Mission) and two Declarations (on Religious Liberty and on Non-Christian Religions). Part III will reflect on the overarching theology of the Council and the contemporary debate on the Council's interpretation.

NO PREREQUISITES

LEARNING OUTCOMES

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

Level 2:

1. discuss the complex history of the Second Vatican Council
2. describe the contents of the following major documents of the Council: *Dei Verbum*; *Sacrosanctum Concilium*; *Lumen Gentium*; *Gaudium et Spes*
3. demonstrate awareness of the current debate about the interpretation of the Council
4. articulate a critical analysis of one of the Council documents

Level 3:

1. discuss the complex history of the Second Vatican Council
2. analyse the contents of the following major documents of the Council: *Dei Verbum*; *Sacrosanctum Concilium*; *Lumen Gentium*; *Gaudium et Spes*
3. evaluate the current debate about the interpretation of the Council
4. articulate a critical analysis of one of the Council documents

ASSESSMENT

Level 2: 1500 word Seminar Presentation on a Council Document (40%); 2500 word essay (60%)

Level 3: 2000 word Seminar Presentation on a Council Document (40%); 3000 word essay (60%)

BIBLIOGRAPHY

Alberigo, Giuseppe, and Joseph A. Komonchak, eds, *History of Vatican II*. 5 Vols. Maryknoll, NY: Orbis Books, 1998-2005.

Belitto, Christopher. ed. *Commentaries on the Documents of Vatican II: Rediscovering Vatican II*. New York/Mahwah, NJ: Paulist Press, 7 Volumes. 2006-2009.

Faggioli, Massimo. *True Reform: Liturgy and Ecclesiology in Sacrosanctum Concilium*. Collegeville, MN: The Liturgical Press, 2012.

_____. *Vatican II: The Battle for Meaning*. New York/Mahwah, NJ: Paulist Press, 2012.

Gaillardetz, Richard R., and Catherine E. Clifford. *Keys to the Council: Unlocking the Teaching of Vatican II*. Collegeville, MN: The Liturgical Press, 2012.

O'Malley, John W. *What Happened at Vatican II*. Cambridge, MA: Harvard University Press, 2008.

Rush, Ormond. *Still Interpreting Vatican II: Some Hermeneutical Principles*. New York/Mahwah, NJ: Paulist Press, 2004.

Schultenover, David. ed. *Vatican II: Did Anything Happen?* New York: Continuum, 2007.

_____. ed. *Probing the Riches of Vatican II: Fifty Years On*. Collegeville, MN: The Liturgical Press, 2015.

Documents of Vatican II on the Vatican Website

Lecturer: STEPHEN BEVANS SVD

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.

Vorgrimler, 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

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

PREREQUISITES

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

LEARNING OUTCOMES

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

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

ASSESSMENT

Two 2500 word essays (50% each)

BIBLIOGRAPHY * = set texts recommended for purchase

Grenz, Stanley *Rediscovering the Triune God*. Minneapolis, MN: Fortress Press, 2004.

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

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

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

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

LaCugna, Catherine M. *God For Us*. San Francisco, CA: Harper Collins, 1991.

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

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

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

Lecturer: CHRISTIAAN MOSTERT

CONTENT

"Where there is salvation, its name is Jesus; its grammar is the cross and resurrection" (Rowan Williams). This unit explores the key theological questions in the doctrine of salvation: what are we saved from? What are we saved for? What is the means by which we are saved? How wide is the scope of salvation? Drawing on a variety of ways in which the Christian community has spoken of salvation, the unit will undertake a critical evaluation of a range of classical and modern approaches to salvation.

PREREQUISITES

CT 1000Y and a unit of Christology

LEARNING OUTCOMES

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

1. identify the biblical roots for Christian understandings of salvation
2. analyse and compare at least two approaches to salvation from within the Christian tradition
3. describe and evaluate the consequences of these approaches or images for an understanding of the means of salvation
4. critically engage with the issue of the scope of salvation.

ASSESSMENT

1500 word short paper (25%); 3000 word essay (50%); 750 word summative reflection (25%)

BIBLIOGRAPHY

- Daly, Robert. J. *Sacrifice Unveiled*. London: T & T Clark, 2009.
- Fiddes, Paul. *Past Event and Present Salvation*. London DLT, 1989.
- Ford, David. *Self and Salvation: Being Transformed*. Cambridge, CUP, 1999.
- Gunton, Colin. *The actuality of atonement*. London: T & T Clark, 1989.
- Heim, S. Mark. *Saved from sacrifice: a theology of the cross*. Grand Rapids, MI: Eerdmans, 2006.
- Mertens, Herman-Emiel. *Not the Cross but the Crucified: An Essay in Soteriology*. Louvain: Peeters, 1992.
- O'Collins, Gerald. *Jesus our redeemer*. Oxford, OUP, 2007.
- _____. *Salvation for All: God's Other Peoples*. Oxford: OUP, 2008.
- Tanner, Kathryn. *Christ the key*. Cambridge: CUP, 2010.
- Volf, Miroslav. *Exclusion and embrace*. Nashville, TN: Abingdon, 1996.
- Williams, Rowan. *Resurrection*. London: DLT, 2002.

Lecturer: MATTHEW BECKMANN OFM

CONTENT

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

PREREQUISITES

CT1000Y, CT2011Y or equivalent and at least one more unit of Systematic Theology at level 2; at least two units in Biblical Studies.

LEARNING OUTCOMES

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

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

ASSESSMENT

1500 word essay (30%); 3000 word essay (40%)

BIBLIOGRAPHY * = set texts recommended for purchase

- *Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang Publishers, 2013.
- Duffy, Stephen. *The Dynamics of Grace: Perspectives in Theological Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.
- Edwards, Denis. *Human Experience of God*. New York: Paulist Press, 1983.
- *Gonzalez, Michelle A. *Created in God's Image: An Introduction to Feminist Theological Anthropology*. New York: Orbis Books, 2007.
- Rahner, Karl. *Foundations of Christian Faith*. New York: Crossroad, 1990 (1978).
- *Rolnick, Philip. *Person, Grace and God*. Grand Rapids, MI: William E. Eerdmans Publishing Company, 2007.
- *Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.
- Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1991.
- *Schults, F. LeRon. *Reforming Theological Anthropology: After the Philosophical Turn to Relationality*. Grand Rapids, MN: William E. Eerdmans Publishing Company, 2003.
- Zizoulis, John D. *Being as Communion: Studies in Personhood and the Church*. Crestwood, NY: St Vladimirs Seminary Press, 1985.
- Welker, Michael. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: William Eerdmans Publishing Company, 2014.

Lecturer: GREG BRETT

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 assess 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, CA: Harper & Row, 1988.

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

Clifford, Anne M. *Introducing Feminist Theology*. Maryknoll, NY: 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.

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

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

LITURGY

DL1430Y	Doing and Living the Church's Liturgy (=DP1430Y DS1430Y)
DL2010Y/DL3010Y	Liturgy: Presiding and Participating in Community Celebrations
DL3415Y	Supervised Reading Unit – Liturgical Studies (15 points)
DL3430Y	Supervised Reading Unit – Liturgical Studies (30 points)

MISSIOLOGY

DM1330Y/DM2330Y	Introduction to the Theology of Mission (=CT1/2330Y)
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture
DM2015Y/DM3015Y	Recent Approaches to Mission
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society
DM3415Y	Supervised Reading Unit – Missiology (15 points)
DM3430Y	Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y DS1430Y)
DP1001Y	Foundations for Pastoral Practice
DP2003Y/DP3003Y	Pastoral Counselling: Theory and Practice II
DP2011Y/DP3011Y	Counselling: Theory and Practice Clinical Pastoral Education (CPE)
DP3415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
DP3430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

RELIGIOUS EDUCATION

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

SPIRITUALITY

DS1430Y**	Doing and Living the Church's Liturgy (=DP1430Y DL1430Y)
DS1000Y	Foundations for Christian Spirituality
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

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

DT2016Y/DT3016Y	Equity and Sustainability
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & O/S (=CH2/3230Y)
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)

**See crosslisting for detailed unit description

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

Units not offered in 2016, but normally offered in other years

LITURGY DL

DL2422Y/DL3422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP2/3422Y)
DL2423Y/DL3423Y	Proclaiming the Word of God (=DP2/3423Y)
DL2433Y/DL3433Y	Rites, People and Places: Liturgy Study Tour

MISSIOLOGY DM

DM2011Y/DM3011Y	A Comparative Study of Religions
DM2012Y/DM3012Y	Evangelisation Today: Theory and Praxis
DM2015Y/DM3015Y	Recent Approaches to Mission
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM2470Y/DM3470Y	Social Teaching and Aboriginal Australians (=DT2/3470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)
DP2422Y/DP3422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL2/3422Y)
DP2111Y/DP3111Y	Foundations for Ministry
DR2350Y/DR3350Y**	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT9350Y)
DP3481Y	Leadership in a Faith Community (=DR3481Y)

SPIRITUALITY DS

DS2101Y	Spiritual Leaders (Heart of Life)
DS2212Y/DS3212Y	Art History and Spirituality in Western Europe (= CH2/3212Y)
DS2320Y/DS3320Y	Mary in the Christian Tradition (=CT2/3320Y)

MORAL THEOLOGY DT

DT2012Y/DT3012Y	Justice and Human Rights
DT2340Y/DT3340Y	Human Sexuality and Marriage (CT2/3340Y)
DT3013Y	Theology and Ethics in Medicine
DT3014Y	Can War be Just?

CONTENT

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

PREREQUISITES

At least one unit in Moral Theology or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

Three pieces of written work are required at both levels:

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

Lecturer: ROSEMARIE JOYCE CSB

CONTENT

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

PREREQUISITES

Canon Law A

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

Lecturer: ROSEMARIE JOYCE CSB

1st Semester

Sun 14 Feb, 2-5pm Rite of Election, St Patrick's Cathedral; (One week before beginning of semester); Sat 12 March, 10-4pm (at YTU); Mondays, 6-9pm on the following dates: 22 & 29 Feb, 7 March; 4, 11, 18 & 25 April; 9, 16 & 23 May

CONTENT

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

NO PREREQUISITES**LEARNING OUTCOMES**

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Boselli, Goffredo. *The Spiritual Meaning of the Liturgy: School of Prayer, Source of Life*. Collegeville, MN: Liturgical Press, 2014.
- Capra, Elio. *Called, Gifted, Sent*. Melbourne, VIC: James Gould House Publications, 2010.
- Day, Juliette and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship: An Alcuin Guide*. Collegeville, MN: Liturgical Press (A Pueblo Book), 2013.
- * Ferrone, Rita. *Liturgy: Sacrosanctum Concilium*. Rediscovering Vatican II Series. New York: Paulist Press, 2007.
- Johnson, Lawrence. *The Three Days: A Liturgical Guide*. Washington, DC: Federation of Diocesan Liturgical Commissions, 2012.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago IL: Liturgy Training Publications, 2004.
- Pecklers, Keith F. *Worship: New Century Theology*. London: Continuum, 2003.
- Pilcher, Carmel et al, eds. *Vatican Council II: Reforming Liturgy*. Adelaide, SA: ATF Theology, 2013.
- Searle, Mark et al. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2005.
- * Vincie, Catherine. *Celebrating Divine Mystery: A Primer in Liturgical Theology*. Collegeville, MN: Liturgical Press, 2009.
- Whalen, Michael D. *Seasons and Feasts of the Church Year: An Introduction*. New York: Paulist Press, 2004.
- White, James F. *Introduction to Christian Worship*. Third edition. Nashville, TN, Abingdon Press, 2000.

Lecturer:

MARGARET SMITH SGS

CONTENT

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

PREREQUISITES

Prior studies and/or experience in liturgical celebration

LEARNING OUTCOMES

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

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

ASSESSMENT

Level 2: Weekly Journal Reflections: Reading & Praxis (2000 words) (40%); Practicum and Critical Reflection (2500 words) (60%)

Level 3: Weekly Journal Reflections: Reading & Praxis (3000 words) (40%); Practicum and Critical Reflection (2500 words) (60%)

BIBLIOGRAPHY

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

Lecturers: PETER PRICE and PHILIP MALONE MSC

CONTENT

The unit will begin with the conceptual clarification of the terms mission and missiology followed by an analysis of the biblical foundations of mission and its historical developments leading to the contemporary issues. It will also examine the key Catholic documents on mission.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. discuss the meaning of the terms mission and missiology
2. interpret the biblical foundation of mission
3. describe the missionary nature of Christian vocation
4. analyse the impact of colonialism on mission

ASSESSMENT

A 1500 word tutorial presentation and discussion of a case study in mission (40%);
2500 word essay describing the missionary nature of the church and critically examining how it can be practiced in contemporary Australia (60%)

BIBLIOGRAPHY

- Baukhram, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker Academic, 2003.
- Bevans, Stephen B., and Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Blackburn, W. Ross. *The God who Makes Himself Known: Missionary Heart of the Book of Exodus*. Downers Grove, IL: Intervarsity Press, 2012.
- 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.
- Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.
- Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis Books, 2006.
- Ott, Craig. *et al. Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Redford, B. Shawn. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis Books, 2009.
- Sunquist, Scott W. *Understanding Christian Mission. Participation in Suffering and Glory*. Grand Rapids, MI: Baker Academic, 2013.
- Skreslet, H. Stanley. *Comprehending Mission*. Maryknoll, NY: Orbis Books, 2012.

Lecturer: JACOB KAVUNKAL SVD

DM2016Y/3016Y LIBERATING MISSION: WHEN GOSPEL MEETS CULTURE

1st semester, Tuesday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Level two: DT1330Y or equivalent.

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY

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

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

Gallagher, Robert L., and Paul Hertig, eds. *Landmark Essays in Mission and World Christianity*. Maryknoll, NY: Orbis Books, 2009.

Gorringe, Timothy. *Furthering Humanity: A Theology of Culture*. Burlington, MA: Ashgate, 2004.

Grenham, Thomas, G. *The Unknown God: Religious and Theological Inculturation*. Oxford: Peter Lang, 2005.

Kraft, Charles H. *Christianity in Culture: A Study in Dynamic Biblical Theologizing in Cross-Cultural Perspective*. Maryknoll, NY: Orbis Books, 1991.

Pocock, Michael. *The Changing Faces of World Missions: Engaging Contemporary Issues and Trends*. Grand Rapids, MI: Baker Academic, 2005.

Pui-lan, Kwok, ed. *Hope Abundant: Third World and Indigenous Women's Theology*. Maryknoll, NY: Orbis Books, 1998.

Reynolds, Robyn. *Catholic Sacrament engaging with Wadeye Culture*. PhD unpublished thesis. Darwin: Northern Territory University, 2000.

Tanner, Kathryn. *Theories of Culture: A New Agenda for Theology*. Minneapolis, MN: Fortress Press, 1997.

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

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

NO PREREQUISITES**LEARNING OUTCOMES**

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

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

ASSESSMENT

Level 2: 1500 word essay, tutorial presentation and discussion about one of the challenges to mission in Australia (40%); 3000 word essay on Lk 4:19 critically presenting any one of the recent approaches to mission (60%)

Level 3: 2000 word essay, tutorial presentation and discussion about one of the challenges to mission in Australia (40%); 3000 word essay on Lk 4:19 critically presenting any one of the recent approaches to mission (60%)

BIBLIOGRAPHY

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

Lecturer: JACOB KAVUNKAL SVD

CONTENT

The unit is designed to explore the significance of inter-religious dialogue in a multi-religious context. It will underline the theological unity based on the common origin and destiny of all, the divine Mystery, Who is in dialogue with humanity. The unit will examine biblical and theological foundations for inter-religious dialogue. It will also address related challenges and opportunities as well as engage in some actual dialogue leading to a harmonious society in the Australian context and beyond.

NO PREREQUISITES**LEARNING OUTCOMES**

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Becker, Karl, and Ilaria Morali, eds. *Catholic Engagement with World Religions*. New York: Orbis Books, 2010.
- Clooney, Francis. *Hindu God, Christian God: How Reason Helps Break down the Boundaries between Religions*. Oxford: University Press, 2002.
- _____. *The New Comparative Theology. Interreligious Insights from the Next Generation*. New York: T&T Clark, 2010.
- Cornille, Catherine. *The Impossibility of Interreligious Dialogue*. New York: The Crossroad Pub. 2008.
- Hill, Brennan. *World Religions and Contemporary Issues*. Mystic CT: Twenty Third Pub., 2013.
- Howe, Rule L. *The Miracle of Dialogue*. Edinburgh: St. Andrew Press, 1963.
- O'Collins, Gerald. *Salvation For All: God's Other Peoples*. Oxford: University Press, 2008.
- Painadath, Sebastian. *We are Co-Pilgrims*, Delhi: ISPCK, 2006.
- Panikkar, Raimon. *The Intra-Religious Dialogue*. New York: Paulist Press, 1978.
- Phan, Peter. *Being Religious Interreligiously: Asian Perspectives on Interfaith Dialogue*, New York: Orbis Books, 2004.
- Race, Alan, and Paul, Hedges. *Christian approaches to Other Faiths*. London: SCM Press, 2008.
- Timmerman, Christiane and Barbara, Segaert. *How to Conquer the Barriers to Intercultural Dialogue*. Bruxelles: PIE – Peter Lang, 2007.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

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

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

ASSESSMENT

1000 word essay demonstrating a clear understanding of human development theory (20%);

1000 word seminar paper on one specific cultural understanding of the self (20%);

2000 word essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment. (60%)

BIBLIOGRAPHY

Boyd, Denise, and Helen Bee. *Lifespan Development*. 6th ed. Sydney, NSW: Pearson, 2011.

Harré, Rom. *The Singular Self: An Introduction to the Psychology of Personhood*. London: Sage Publications, 1998.

Harter, Susan. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford Publications, 2012.

Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.

Lerner, Richard M. *Concepts and Theories of Human Development*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum, 1997.

Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. Hoboken, NJ: Jossey-Bass Publishers, 1998.

Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 2nd ed. New York: Image Books, 1979/2010.

Rogoff, Barbara. *The Cultural Nature of Human Development* Oxford: Oxford University Press, 2003.

Taylor, Charles. "The Dialogical Self." In *The Interpretive Turn: Philosophy, Science, Culture*, edited by D.R. Hiley, J.F. Bohman and R. Shusterman, 304-314. Ithica: Cornell University Press, 1991.

Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: William B. Eerdmans, 2014.

Lecturer: DAVID LEARY OFM

CONTENT

Following on from *Counselling: Theory and Practice I*, this unit will begin by exploring, in broad terms, the process of assessment, referral and counselling practice within a pastoral care environment. The unit content will then focus in on, and explore, a number of therapeutic models for pastoral care and counselling intervention. Based on current research, this will allow the student to explore and assess the therapeutic theories, key concepts and constructs, and therapeutic systems most appropriate for the pastoral care environment. The unit material will lead the student to an understanding of evidence-based practice: what works, and for whom, in pastoral counselling. The unit will then explore the ethical and professional issues involved with engaging in pastoral counselling and pastoral care.

NO PREREQUISITES

DP2/3011Y Counselling: Theory and Practice I

LEARNING OUTCOMES

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

1. demonstrate understanding of the overall approach and process of pastoral care and pastoral counselling in the contemporary pastoral setting
2. articulate the key concepts and constructs of pastoral counselling and therapeutic work
3. analyse the main schools of thought regarding counselling in the pastoral setting
4. evaluate the available research on evidence-based counselling practice
5. develop a synthesis of theory and practice in respect of pastoral counselling
6. Construct and describe appropriate pastoral counselling interventions using case material to illustrate a clear understanding.

ASSESSMENT

Level 2: 1000 word essay 25%; 1500 word essay 30%; 2000 word essay (45%)

Level 3: 1500 word essay 25%; 1500 word essay 30%; 2500 word essay (45%)

BIBLIOGRAPHY

- Allen, Jon G., and Peter Fonagy, eds. *Handbook of Mentalization-Based Treatment*. Chichester, West Sussex: John Wiley & Sons, 2006.
- Beck, Judith S. *Cognitive Behavior Therapy: Basics and Beyond*. New York: Guilford Press, 2011.
- Brownell, Philip. *Spiritual Competency in Psychotherapy*. New York: Springer Publishing Company, 2014.
- Duncan, Barry L., Scott D. Miller, Bruce E. Wampold and Mark A. Hubble, eds. *The Heart and Soul of Change: Delivering What Works in Therapy*. Washington, DC: American Psychological Association, 2010.
- Fonagy, Peter, David Cottrell, Jeannette Phillips, Dickon Bevington, Danya Glaser and Elizabeth Allison. *What Works for Whom? A Critical Review of Treatments for Children and Adolescents*. 2nd ed. New York: Guilford Press, 2014.
- Kottler, Jeffrey A., T.L. Sexton and S.C. Whiston. *The Heart of Healing: Relationships in Therapy*. San Francisco, CA: Jossey-Bass Publishers, 1994.
- Lemma, Alessandra. *Introduction to the Practice of Psychoanalytic Psychotherapy*. Chichester, West Sussex: John Wiley & Sons, 2003.
- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. New York: Image Books, 1979.
- O'Hara, Denis. *Hope in Counselling and Psychotherapy*. Thousand Oaks, CA: Sage Publications, 2013.
- Symington, Neville. *The Making of a Psychotherapist*. London: Karnac Books, 1996.

Lecturer: DAVID LEARY OFM

CONTENT

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

PREREQUISITES

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

LEARNING OUTCOMES

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

1. articulate the sequential steps of an overall counselling model
2. commence a counselling session and connect with the client
3. explore beyond the telling of the story to ask what changes are sought
4. demonstrate competency to plan the first small steps of the change process
5. engage in self-critique to see where are the blind spots in the helping process
6. demonstrate the basics of a clinical interview.

ASSESSMENT

Level 2: Weekly 15 minute tests (30%); recorded counselling session (student-to student) with critical self-critique (70%)

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

Lecturer: PETER CANTWELL OFM

DP8273S CLINICAL PASTORAL EDUCATION (CPE)

This unit is offered at Postgraduate level, but Undergraduate students may enrol in it.

AIM AND CONTENT

Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian pastoral ministry. Through supervised encounters with people, and the feedback from peers and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain new understanding of the human situation.

PREREQUISITES:

One unit in Biblical Studies, Systematic theology and pastoral Theology & Ministry Studies

ADMISSION

At present CPE programmes are available in several centres in Victoria:

Alfred & Community CPE Centre – 9076 3138;

Austin Hospital CPE Centre –

Based at Heidelberg Repatriation Hospital – 9496 2895;

Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;

Mercy Centre – Mercy Hospital for Women – 8458 4688;

Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 9656 1301

Royal Melbourne Hospital – 9342 2155

Southern Health CPE Programme –

Monash Clayton, Pastoral Care Office – 9594 2332

Casey Berwick – 8768 1583

Uniting CPE - the John Paver Centre – 9251 5489

Email: andy.calder@victas.uca.org.au

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

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education. Concurrent enrolment in the unit through YTU, as well as through the CPE provider is essential for credit to be obtained.

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

METHOD

Each unit consists of 400 hours of supervised learning in pastoral ministry for a group of between three and six peers, including ten hours of individual supervision, sixty hours of peer group supervision and 150 hours in the practice of pastoral ministry. 60 hours are allocated for personal written reflection on experience and written unit requirements. The unit can be completed over a minimum of ten and a maximum of forty-four weeks.

ASSESSMENT

Progress is assessed by the Clinical Supervisor and will include written reports, case studies, evaluations and theological reflections.

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 and the methods of spirituality
2. Discourse on the development of spirituality over time
3. Give a critical reflection on a selected aspect of Christian spirituality
4. Make a critical personal response to a specific selected aspect of the unit.

ASSESSMENT

1000 word 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.

Schreiter, R. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis, 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, 2006

Lecturer: ROBYN REYNOLDS OLSH

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

1st Semester Wednesday morning

(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

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.

Francis. *Evangelii Gaudium: The Joy of the Gospel: Apostolic Exhortation*. Frederick, MD: The Word Among Us Press, 2013.

Jonsen, Albert R., Robert M. Veatch, and LeRoy Walters, eds. *Sourcebook In Bioethics: A Documentary History*. Washington, DC: Georgetown University Press, 1998.

Kasper, Walter. *Mercy: The Essence of the Gospel and the Key to Christian Life*. Mahwah, NJ: Paulist Press, 2014.

Kass, Leon R. *Life, Liberty and the Defense of Dignity: The Challenge for Bioethics*. San Francisco, CA: Encounter Books, 2002.

*Noonan, John T. *A Church that Can and Cannot Change*. Notre Dame, IN: University of Notre Dame Press, 2005.

Williams, Oliver F., ed. *Peace Through Commerce: Responsible Corporate Citizenship and the Ideals of the United Nations Global Compact*. Notre Dame, IN: University of Notre Dame Press, 2008.

———. *Corporate Social Responsibility: The Role of Business in Sustainable Development*. New York: Routledge, 2014.

Lecturers: BERNARD TEO CSSR

CONTENT

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

PREREQUISITES

One foundational unit in Moral Theology, 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 sustainability and economic development
2. critically evaluate arguments examined in the unit
3. demonstrate understanding of the moral principles involved in economic activity and the environment
4. discuss the moral dimensions of these issues and their consequences
5. outline the responsibilities of the churches in affirming values needed for equitable development and sustainability.
6. **Level 3** critically evaluate major moral aspects in current economic and environmental issues.

ASSESSMENT

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

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

BIBLIOGRAPHY

- Cavanagh, John, and Jerry Mander, eds. *Alternatives to Economic Globalization*. San Francisco CA: Berrett-Koehler, 2004.
- 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.
- Hollenbach, David SJ. *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics*. Washington DC: Georgetown University Press, 2003.
- Pabst, 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 Age of Sustainable Development*. New York: Columbia University Press, 2015.
- _____. *Commonwealth: Economics for a Crowded Planet*. Melbourne, VIC: Allen Lane, 2008.
- _____. *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: Marquette University Press, 2009.
- Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: W.W. Norton & Co., 2010.
- _____. *Making Globalization Work: the next Steps to Global Justice*. London: Allen Lane, 2006.
- Today, Michael and Stephen Smith. *Economic Development*. Harlow: Addison Wesley, 2015.

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.

Please see page 90 for dates for applications for higher degrees by research.

PATHWAYS FROM UNDERGRADUATE STUDIES IN THEOLOGY BT^{THEOL} or BM^{IN} (ALSO BA/BT^{THEOL}; BT^{THEOL}/BM^{IN})	
<p>■ BT^{THEOL}, BM^{IN} (ALSO BA/BT^{THEOL}, BT^{THEOL}, BM^{IN})</p> <p style="text-align: center;">↓</p> <p>[1] BT^{THEOL} (Hons) consists of 60 points (4 units) and a 12,000 word research essay (30 points). BT^{THEOL}(Hons) may articulate directly to MT^{HEOL}, MP^{HIL} 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}, MP^{HIL}), 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 MP^{HIL}</p> <p>[1] A 40,000 word thesis (including eight hours of postgraduate seminars per annum)</p> <p style="text-align: center;">or</p> <p>[2] 30 points of post-graduate study (including eight hours of postgraduate seminars per annum)) plus a 25,000 word thesis.</p> <p>■ DT^{HEOL} 100,000 word thesis</p>	<p>■ BT^{THEOL}, BM^{IN} (ALSO BA/BT^{THEOL}, BT^{THEOL}, 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 MP^{HIL}</p> <p>[1] A 40,000 word thesis thesis (including eight hours of postgraduate seminars per annum)</p> <p style="text-align: center;">or</p> <p>[2] 30 points of post-graduate study thesis (including eight hours of postgraduate seminars per annum) plus a 25,000 word thesis.</p>

UNIVERSITY OF DIVINITY
POSTGRADUATE AWARDS (CONTINUED)

**PATHWAYS FOR GRADUATES
 IN OTHER DISCIPLINES**

■ **GRADUATE CERTIFICATE
 IN THEOLOGY**

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

■ **GRADUATE DIPLOMA IN THEOLOGY
 [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 eight hours of postgraduate seminars per annum.

■ **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) On completing the GCTRE, a person may enrol directly into the MA(theol).

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, Social Justice 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

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

or

- major thesis of 40,000 words

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

Articulation: Doctor of Philosophy

MASTER OF THEOLOGY (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

- 30 points of postgraduate (additionally, participation in eight hours of postgraduate seminars per year of candidacy) and a minor thesis of 25,000 words
- or**
- major thesis of 40,000 words (additionally, participation in eight hours of postgraduate seminars per year of candidacy)

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

Articulation: Doctor of Theology, Doctor of Philosophy

DOCTOR OF PHILOSOPHY (PHD)

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

Entry Requirements:

- a Graduate Diploma in Theology from the Institution, or 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 participate in eight hours of postgraduate seminars per year of candidacy.

Normal Duration:

Minimum 4 years (4 years full-time,
8 years part-time)

DOCTOR OF THEOLOGY (DTHEOL)

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

Entry Requirements:

- A Specialised Graduate Diploma in Theology from the Institution, 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 participate in eight hours of postgraduate seminars per year of candidacy.

Normal Duration:

Minimum 4 years (4 years full-time,
8 years part-time)

FIELD A – HUMANITIES POSTGRADUATE

LANGUAGES

AL8011Y	New Testament Greek A (Foundational unit)
AL8012Y	New Testament Greek B (Foundational unit)
AL8031Y	Theological German A (Foundational unit)
AL8032Y	Theological German B (Foundational unit)

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in other years

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

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

SET TEXT: Wenham, John W. *The Elements of New Testament Greek*. Cambridge: Cambridge University Press, 2001.

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

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

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

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

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

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

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

Lecturer: MARY COLOE PBVM

CONTENT

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

PREREQUISITES

AL8011Y

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

Lecture notes covering the required grammar will be provided.

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

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

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

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

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

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit is an introduction to German for Theological and Biblical studies. It will introduce students to the morphology and syntax of the language, vocabulary and skills in translating selected passages.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. translate simple sentences from German theological/biblical literature to English
2. translate short passages of German texts that have been studied, as well as simpler unknown German texts, and answer comprehension questions on these texts
3. demonstrate a knowledge of German vocabulary, in particular of theological and biblical terminology
4. demonstrate an understanding of German morphology and syntax
5. use German dictionaries effectively.

ASSESSMENT

Weekly tests- (equivalent to 1,000 words total) (40%); One three-hour exam (60%)

BIBLIOGRAPHY *Texts recommended for purchase

Coles, Waltraud and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

———. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, **either**:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, **2007**.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005.

Lecturer: JANINA HIEBEL

AL8032Y THEOLOGICAL GERMAN B

Foundational Unit

(Min. No. 8)

2nd semester Thursday evening

CONTENT

This unit will further the study of German for Theological and Biblical studies. It will address complex syntax structures as well as advanced grammar, and vocabulary specifically needed in translating academic texts.

PREREQUISITES

(AL8031Y) Theological German A or equivalent knowledge of German language

LEARNING OUTCOMES

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

1. translate complex sentences from German theological/biblical literature to English
2. translate short passages of German texts that have been studied, as well as simpler unknown German texts, and answer comprehension questions on these texts
3. demonstrate a knowledge of German vocabulary, in particular of theological and biblical terminology
4. demonstrate an advanced understanding of German morphology and syntax
5. use German dictionaries effectively.

ASSESSMENT

Weekly tests- (equivalent to 1,000 words total) (40%); One three-hour exam at the end of the semester (60%)

BIBLIOGRAPHY * Books recommended for purchase

Coles, Waltraud and Bill Dodd. *Reading German: A Course Book and Reference Grammar*. Oxford: OUP, 1997.

Manton, J. D. *Introduction to Theological German: A Beginner's Course for Theological Students*. London: Inter-Varsity Press, 1971.

Mosse, Walter M. *A Theological German Vocabulary: German Theological Key Words Illustrated in Quotations from Martin Luther's Bible and The Revised Standard Version*. Eugene, OR: Wipf and Stock, 2006.

Siliakus, M. A. *500 German Theological Terms and Their Translations Together with 500 Useful Phrases*. Adelaide, 1971.

* Wilson, April. *German Quickly: A Grammar for Reading German*. Rev. ed. New York: Peter Lang, 2007.

Ziefle, Helmut W. *Modern Theological German: A Reader and Dictionary*. Grand Rapids, MI: Baker Books, 1997.

———. *Dictionary of Modern Theological German*. Grand Rapids, MI: Baker Books, 1991.

* A major German-English dictionary, **either**:

Collins German Dictionary. Complete & Unabridged. 7th ed. Glasgow: HarperCollins, 2007.

or:

Oxford-Duden German Dictionary. Edited by the Dudenredaktion and the German Section of the Oxford University Press Dictionary Department. 3rd ed. Oxford: Oxford University Press, 2005.

Lecturer: JANINA HIEBEL

FIELD B – BIBLICAL STUDIES POSTGRADUATE

OLD TESTAMENT

BA8000Y	Biblical Interpretation (OT): History, Background, Critical Methodology (Foundational unit)
BA9012Y	Wisdom Literature
BA9018Y	Justice Mercy and Theodicy in the Old Testament
BA9019Y	Book of Jeremiah
BA9415Y	Supervised Reading Unit – Old Testament (15 points)
BA9430Y	Supervised Reading Unit – Old Testament (30 points)

NEW TESTAMENT

BN8000Y	Biblical Interpretation (NT): History, Background, Critical Methodology (Foundational unit)
BN9010Y	The Corinthian Correspondence
BN9012Y	Matthew
BN9013Y	The Gospel of John
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 2016, but normally offered in other years

BA9013Y	The Book of Isaiah
BA9014Y	Prophecy Apocalyptic and the Future
BA9015Y	Exile and Return
BA9016Y	Prophetic Literature – Jeremiah and Hosea
BN9017Y	Romans
BA/BN9110Y	Biblical Justice and the Reign of God
BA/BN9112Y	The Bible and the Land
BN9011Y	Luke - Acts
BN9014Y	Galatians
BS9500Y	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y DL/DP9500Y)

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

BIBLIOGRAPHY

*Bible, preferably with the Deuterocanonical or Apocrypha Books. Suitable versions are the NRSV (New Revised Standard Version), NAB (New American Bible), NJB (New Jerusalem Bible).

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.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures.* Oxford University Press, 2006.

McKenzie, Steven L., and Stephen R. Haynes, eds. *To Each Its Own Meaning: An Introduction to Biblical Criticisms and Their Application.* 2nd revised and expanded ed. Louisville, KY: Westminster John Knox, 1999.

Miller, J. Maxwell. "Introduction to the History of Ancient Israel." Vol. 1 of *The New Interpreter's Bible*, edited by Leander E. Keck. 244-271. Nashville, TN: Abingdon, 1994.

Petersen, David L. *The Prophetic Literature.* Louisville KY/ London: Westminster John Knox, 2002.

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

Turner, Marie. *A Friendly Guide to the Old Testament.* Mulgrave, VIC: Garratt Publishing, 2014.

Lecturer: JANINA HIEBEL

Elective unit

2nd semester Monday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Successful completion of BA8000Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

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

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

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

Fox, Michael V. *Proverbs 1-9: A New Translation with Introduction and Commentary*. AB Yale CT: Yale University Press, 2000.

_____. *Proverbs 10-31: A New Translation with Introduction and Commentary*. AB Yale CT: Yale University Press, 2009.

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

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

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

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

Lecturer: MARY REABURN NDS

Elective unit

2nd semester Wednesday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Successful completion of BA8000Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Birch, Bruce C. *Let justice roll down: The Old Testament, ethics, and Christian life*. Louisville, KY: Westminster John Knox, 1991.
- Boda, Mark J. *A Severe Mercy: Sin and Its Remedy in the Old Testament*. Siphrut; Literature and Theology of the Old Testament Scriptures. Winona Lakes IN.: Eisenbrauns, 2009.
- Boecker, Hans J. *Law and the administration of justice in the Old Testament and Ancient East*. Augsburg, MN: Fortress Press, 1980.
- Crenshaw, James L. *Theodicy in the Old Testament*. London: SPCK, 1983.
- . *Defending God: Biblical Responses to the Problem of Evil*. Oxford: OUP, 2005.
- Heagle, John. *Justice Rising: The emerging biblical vision*. Maryknoll, NY: Orbis Books, 2010.
- Houston, Walter J. *Contending for justice: Ideologies and theologies of social justice in the Old Testament*. London: T & T Clark, 2006.
- *O'Brien, Mark A. *Restoring the Right Relationship: The Bible on Divine Righteousness*. Adelaide: ATF Press, 2014.
- Weinfeld, Moshe. *Social Justice in Ancient Israel and in the Ancient Near East*. Minneapolis, MN: Fortress Press, 1995.

Lecturer: MARK O'BRIEN OP

Elective unit

1st semester Thursday evening

(Min. No. 8)

CONTENT

This unit will initially offer a general overview of the book of Jeremiah, and then focus on the call narrative in chapter 1, the oracles in chapters 2–6, the Temple sermon in chapters 7 and 26, the confessions of Jeremiah, the so-called 'scroll of consolation' in chapters 30–31, and the narrative of the fall of Jerusalem in chapters 37–44, 52. The unit will also consider the difference between the MT and LXX versions, true and false prophecy, prophetic signs, the prophet as intercessor, and prophetic charisma.

PREREQUISITES

Successful completion of BA8000Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

2000 word exegetical paper (30%); 4000 word major essay (70%)

BIBLIOGRAPHY

- Allen, Leslie C. *Jeremiah: A Commentary*. OTL. Louisville, KY: Westminster John Knox, 2008.
- Blenkinsopp, Joseph. *Sage, Priest, Prophet: Religious and Intellectual Leadership in Ancient Israel*. Louisville, KY: Westminster John Knox, 1995.
- Brueggemann, Walter. *The Theology of the Book of Jeremiah*. Cambridge: Cambridge U.P., 2007.
- Carroll, Robert. *Jeremiah*. OTL; London: SCM, 1986.
- Holladay, William L. *Jeremiah*. Vols 1, 2. Hermeneia. Augsburg, MN: Fortress, 1986, 1989.
- Lundbom, Jack. *Jeremiah 1–20; Jeremiah 21–36; Jeremiah 37–52*. Anchor Bible vols 21–21B. New York: Doubleday, 1998–2004.
- McKane, W. *A Critical and Exegetical Commentary on Jeremiah*. 2 Vols. IBC. Edinburgh: T & T Clark, 1986, 1996.
- Shead, Andrew G. *A Mouth Full of Fire. The Word of God in the words of Jeremiah*. NSBT 29. Downers Grove, IL: Intervarsity Press, 2012.

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

ASSESSMENT

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

BIBLIOGRAPHY * = Set texts recommended for purchase

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

Highly recommended version: *Harper Collins Study Bible, NRSV*.

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

Boxall, Ian. *New Testament Interpretation*. SCM Study Guide. Norfolk: SCM Press, 2007.

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

Johnson, Luke Timothy. *The Writings of the New Testament: An Interpretation*. 3rd ed. Minneapolis, MN: Augsburg Fortress, 2010.

Levine, Amy-Jill, and Marc Zvi Brettler, eds. *The Jewish Annotated New Testament: NRSV Translation*. New York: Oxford University Press, 2011.

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

———. *Social Science Commentary on the Gospel of John*. Minneapolis, MN: Fortress, 1998.

Moloney, Francis J. *A Friendly Guide to the New Testament*. Mulgrave, VIC: John Garratt Publishing, 2010.

———. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators and Believers*. Mulgrave, VIC: Garratt Publishing, 2015.

* Perkins, Pheme. *Reading the New Testament*. 3rd ed. Revised and Updated. New York, NY: Paulist, 2012. (Most easily available through Amazon or Book Depository)

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

Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Tuggerah, NSW: Social Science Press, 2003.

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

Lecturer: GLENDA BOURKE SGS

Elective unit

1st semester Thursday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

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

Lecturer: CHRISTOPHER MONAGHAN CP

Elective unit

2nd semester Monday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Two foundational units in Biblical Studies or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

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

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

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

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

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

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

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

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

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

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

Lecturer: CHRISTOPHER MONAGHAN CP

CONTENT

This unit 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 1 hour 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. *The Gospel 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

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 Matthew

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

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

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

Supervisors: MARY COLOE PBVM and MARY REABURN NDS

FIELD C – CHRISTIAN THOUGHT AND HISTORY

POSTGRADUATE

CHURCH HISTORY

- CH8100Y Turning Points in the History of the Western Church (**Foundational unit**)
- CH9011Y Foundations of Australian Catholicism
- CH9022Y** Vatican II: History, Texts, Theology (=CT9022Y)
- CH9230Y Catholic Social Thought in Aust. & O/S (= DT9230Y)
- CH9214Y Death Dying & Grief; through the lens of Spirituality (DS9214Y)
- CH9415Y Supervised Reading Unit – Church History (15 points)
- CH9430Y Supervised Reading Unit – Church History (30 points)

SYSTEMATIC THEOLOGY

- CT8002Y Introduction to Theology in a Global Perspective (**Foundational unit**)
- CT9011Y Who is this Christ?
- CT9012Y The Christian Doctrine of God: The Holy Trinity
- CT9016Y Church: Sign and Sacrament of God's Kingdom
- CT9017Y Jesus: Name of Our Salvation
- CT9019Y Human Person: Oriented to Communion
- CT9022Y Vatican II : History, Texts, Theology (=CH9022Y)
- CT9021Y Women in the Christian Theological Tradition
- CT9310Y Signs & Gifts of God: Sacraments of Life and Church
- 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 2016, but normally offered in other years

- CH9010Y Reformation Histories and Theology
- CH9012Y Introduction to Early Christian Art and Architecture
- CH9013Y Medieval Popular Religion in the West
- CH9210Y Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700(DS9210Y)
- CH9211Y In search of the Foundress: The Painted life of Mary Ward (1585 - 1645) (=DS9211Y)
- CH9212Y Art History and Spirituality in Western Europe (= DS9212Y)
- CT8001Y Foundations for Christian Thinking (**Foundational unit**)
- CT9010Y Eschatology: Living in hope
- CT9020Y Cosmos as Creation
- CT9320Y Mary in the Christian Tradition
- CT9331Y** Theology in Asia: A Model of Development in Theology (=DM9331Y)
- CT9340Y Human Sexuality & Marriage (=DT9340Y)
- CT9350Y Sacraments of Initiation: Baptism, Confirmation, Eucharist
- CH9500Y The Bible and Art Re-Visioning of Biblical Interpretation: (=BS9500Y DL/DP9500Y)

**see crosslisting for detailed description

CONTENT

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

PREREQUISITES

None

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Bauman, Michael, and Martin I. Klauber, eds. *Historians of the Christian Tradition: Their methodology and influence on Western thought*. Nashville, TN: Broadman and Holman, 1995T
- Bradley, James, and Richard Muller. *Church History: An Introduction to Research, Reference Works and Methods*. Grand Rapids, MI: Eerdmans, 1995.
- Ellingsen, Mark. *Reclaiming our roots: An Inclusive Introduction to Church History*. Vol. 1 – *The Late First Century to the Eve of the Reformation*; vol. 2 – *From Martin Luther to Martin Luther King Jr*. Harrisburg, PA: Trinity Press International, 1999.
- González, Justo L. *The Changing Shape of Church History*. St. Louis, MO: Chalice Press, 2002.
- Hastings, Adrian, ed. *World history of Christianity*. London: Cassell, 1999; Grand Rapids, MI: Eerdmans, 2000.
- MacCulloch, Diarmaid. *A History of Christianity: The First Three Thousand Years*. London: Allen Lane, 2009. U.S. edition (2010): *Christianity: The First Three Thousand Years*.
- . *Christian History: An introduction to the Western Tradition*. Werrington, Peterborough: Epworth, 2006. First published in 1987 by Epworth Press as *Groundwork of Christian History*.
- Malone, Mary T. *Women and Christianity*. Vols. 1 and 2. Dublin: Columba Press, 2000–2003.
- Miles, Margaret Ruth. *The Word Made Flesh: A History of Christian Thought*. Oxford: Blackwell, 2005.
- Noll, Mark A. *Turning points: Decisive Moments in the History of Christianity*. Grand Rapids, MI: Baker Books, 1997, 2000.

Lecturer: RICHARD BLANDFORD

Elective unit

1st semester Tuesday evening

(Min. No. 8)

CONTENT

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

PREREQUISITES

One unit in Church History at level one

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Ayres, Philip. *Prince of the Church: Patrick Francis Moran, 1830 – 1911*. Melbourne, VIC: Miegunyah Press, 2007.
- Breward, Ian. *A History of the Churches in Australasia*. Oxford: Oxford University Press, 2004.
- Campion, Edmund. *Australian Catholics: The Contribution of Catholics to the Development of Australian Society*. Melbourne, VIC: Viking Press, 1987.
- Duncan, Bruce. *Crusade or Conspiracy? Catholics and the Anti-Communist Struggle in Australia*. Sydney, NSW: University of NSW Press, 2001.
- Gardiner, Paul. *An Extraordinary Australian, Mary MacKillop: The Authorised Biography*. Sydney, NSW: E.J. Dwyer Press, 1993.
- Livingston, Kevin. *The Emergence of an Australian Catholic Priesthood, 1835 – 1915*. Sydney, NSW: Catholic Theological Faculty Press, 1977.
- Morgan, Patrick. *Melbourne Before Mannix: Catholics in Public Life 1880 – 1920*. Ballan, Vic: Connor Court Publishers, 2012.
- O'Brien, Anne. *God's Willing Workers: Women and Religion in Australia*. Sydney, NSW: University of NSW Press, 2005.
- O'Farrell, Patrick. *The Catholic Church and Community: An Australian History*. 3rd ed. Sydney, NSW: University of NSW Press, 1992.
- O'Sullivan, Dominic. *Faith Politics and Reconciliation: Catholicism and the Politics of Indigeneity*. Adelaide, SA: ATF Press, 2005.
- Walker, Carol. *A Saviour of Living Cargoes: The Life and Work of Caroline Chisholm*. Ballan, VIC: Connor Court Press, 2011.

Lecturer: PETER PRICE

The first and last class will meet face to face on a Wednesday evening; the remaining classes will be on-line.

CONTENT

This unit applies insights drawn from Christian spirituality, and material culture as well as pastoral practice to study a variety of responses to death, dying and bereavement. Students will be expected to engage with historical and contemporary theories and practices dealing with death and grieving. Reflection on, and critical assessment of, these practices will acquaint students with an understanding of the needs of the terminally ill and the bereaved.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. identify how a work of art (of your choice) expresses cultural and spiritual attitudes to death and dying
2. articulate the foundational beliefs that underlie two Christian rituals surrounding death and dying
3. critically assess several theories of grieving
4. identify (with visual examples) how art in the past might have enhanced pastoral care of the dying and the bereaved
5. critically assess two or three themes that have emerged in recent literature on how Christian spirituality relates to death, dying and bereavement.

ASSESSMENT: Choose **One** of the following alternatives:

1. Provide a personally developed art work in any medium which displays your engagement with one or more themes studied in this unit. The work will be accompanied by a critical reflection. 6000 words (100%)

OR

2. 6000 word Research essay (100%)

BIBLIOGRAPHY

Anderson, Megory. *Sacred Dying: Creating Rituals for the End of life*. New York: Marlowe and Company, 2003.

Ariès, Philip. *The Hour of Our Death*, tr. H. Weaver, New York: 1981.

Binski, Paul. *Medieval Death: Ritual and Representation*, London: 1996.

De Pascale, Enrico. *Death and Resurrection in Art*. Translated by Anthony Shuggar. Los Angeles, CA: J Paul Getty Museum, 2009.

Kellehear, Allan. *Death and Dying in Australia*. Melbourne, VIC: Oxford University Press, 2000.

Kelley, Melissa. *Grief: Contemporary Theory and The Practice of Ministry*. Minneapolis, MN: Fortress Press, 2010.

Le Goff, Jacques *The Birth of Purgatory*, Chicago: University of Chicago Press, 1981.

Morrill, Bruce. *Divine Worship and Human Healing: Liturgical Theology at the Margins of Life and Death*. Collegeville, MN: Liturgical press, 1990.

Morrill Bruce, Susan Rodgers and Joanna Ziegler eds. *Practicing Catholic Ritual, Body and Contestation in Catholic Faith*. New York: Palgrave Macmillan, 2006.

Musgrave, Beverly A. and Neil J. McGettigan, eds. *Spiritual and Psychological Aspects of Illness: Dealing with Sickness, Loss, Dying and Death*. New York: Paulist Press, 2010.

Walter, Tony. *On Bereavement : The Culture of Grief*. Philadelphia, PN: Open University Press, 1999.

Lecturer:

CLAIRE RENKIN and ELEANOR FLYNN

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.
- Pabst, 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

CONTENT

This course is an introduction to Catholic systematic theology from a global perspective. The first part of the course treats the nature of Revelation, Faith and Theology and reflects on several contemporary understandings of Anselm's classic definition of theology--faith seeking understanding--in the light of global theological consciousness. The second part treats the communal, ecclesial nature of theology, first as a source for doing theology, secondly as a source and parameters of theology in tradition, and third as setting the parameters of theology through the church's teaching office. The third part of the course deals with theological method from the perspective of procedure (historical theology and theological reflection, theology as critical reflection on praxis) and starting point (models of contextual theology, Catholic method). The final part of the course is a survey of the history of theology from a global perspective, including theologians from the East, women, recognizing early theologians from North Africa, and--in the twentieth century--recognizing theology as being done from all parts of the world.

NO PREREQUISITES

LEARNING OUTCOMES

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

1. identify and describe the sources of theology
2. critically assess the history of theological development in the Catholic tradition
3. analyse and assess attempts at contextual theologies in the global Church
4. compose a theological statement using a particular theological method
5. discuss the strengths and limitations of the role the magisterium plays in the development of theology

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Bevans, Stephen. *Introduction to Theology from a Global Perspective*. Maryknoll, NY: Orbis, 2009.
- . *Models of Contextual Theology*. Maryknoll, NY: Orbis, 2002.
- De Mesa, José and Lode Wostyn. *Doing Theology: Basic Realities and Processes*. Quezon City, Philippines: Claretian Publications, 1990.
- González, Justo, *A Concise History of Christian Doctrine*. Nashville, TN: Abingdon, 2005.
- Irrázaval, Diego, *Inculturation: New Dawn of the Church in Latin America*. Maryknoll, NY: Orbis, 2000.
- Kennedy, P., *A Modern Introduction to Theology*. London: I.B. Tauris, 2006.
- Lane, D., *The Experience of God: An Invitation to do Theology*. Rev. ed. New York: Paulist Press, 2003.
- Magesa, Laurenti. *Anatomy of Inculturation: Transforming the Church in Africa*. Maryknoll, NY: Orbis, 2004.
- Pathil, Kuncheria, and Dominic Veliath. *An Introduction to Theology*. Bangalore: The Theological Publications in India, 2003.
- Sedmak, Clemens. *Doing Local Theology: A Guide for Artisans of a New Humanity*. Maryknoll, NY: Orbis, 2002.

Lecturer: STEPHEN BEVANS SVD

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 a foundation unit in Systematic Theology (CT)

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.
- 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, CT: Yale University Press, 2009.
- Neufeld, Thomas R. *Recovering Jesus: The Witness of the New Testament*. Grand Rapids, MI: Brazos Press, and 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, 2009.
- Rausch, Thomas. *Who is Jesus? An Introduction to Christology*. Collegeville, MN: Liturgical Press, 2003.

Lecturer: JANETTE GRAY RSM

Elective unit

2nd semester Thursday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

CT8000Y and CT9011Y

LEARNING OUTCOMES

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

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

ASSESSMENT

6000 word essay (100%)

BIBLIOGRAPHY

Grenz, Stanley *Rediscovering the Triune God*. Minneapolis, MN: Fortress Press, 2004.

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

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

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

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

LaCugna, Catherine M. *God For Us*. San Francisco, CA: Harper Collins, 1991.

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

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

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

Lecturer: CHRISTIAAN MOSTERT

Elective unit

2nd semester Tuesday evening

(Min. No. 8)

CONTENT

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

PREREQUISITES

Three foundational units, including one unit in Systematic Theology

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY

- Bosch, David. *Transforming Mission*. Maryknoll, NY: Orbis, 1991.
- Dulles, Avery. *Models of the church*. New York: Doubleday, 1987.
- Fuellenbach, John. *Church, Community for the Kingdom*. Maryknoll, NY: Orbis 2002.
- Gaillardetz, Richard. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis, 2008.
- Kasper, Walter. *The Catholic Church: Nature, Reality and Mission*. London: Bloomsbury T&T Clark, 2015.
- Kung, Hans. *The Church*. London: Burns & Oates, 1967.
- Lakeland, Paul. *Church: Living Communion*. Engaging Theology: Catholic Perspectives. Collegeville, MN: Liturgical Press, 2009.
- McBrien, Richard. *The Church: Evolution of Catholicism*. New York: Harper, 2008.
- Moltmann, Jürgen. *The Church in the Power of the Spirit*. London: SCM, 1977.
- Robinson, John Arthur Thomas. *The Body*. London: SCM, 1952.
- Tillard, Jean-Marie Roger. *Church of Churches: the Ecclesiology of Communion*. Collegeville, MN: Liturgical Press, 1992.

Lecturer: ROSS FISHBURN

Elective unit

1st semester Monday evening

(Min. No. 8)

CONTENT

"Where there is salvation, its name is Jesus; its grammar is the cross and resurrection" (Rowan Williams). This unit explores the key theological questions in the doctrine of salvation: what are we saved from? What are we saved for? What is the means by which we are saved? How wide is the scope of salvation? Drawing on a variety of ways in which the Christian community has spoken of salvation, the unit will undertake a critical evaluation of a range of classical and modern approaches to salvation.

PREREQUISITES

A foundational unit in CT Systematic Theology

LEARNING OUTCOMES

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

1. identify the biblical roots for Christian understandings of salvation
2. analyse and compare at least two approaches to salvation from within the Christian tradition
3. describe and evaluate the consequences of these approaches or images for an understanding of the means of salvation
4. critically engage with the issue of the scope of salvation.
5. Demonstrate a critical awareness of at least one classical and one modern treatment of salvation.

ASSESSMENT

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

BIBLIOGRAPHY

- Daly, Robert. J. *Sacrifice Unveiled*. London: T & T Clark, 2009.
- Fiddes, Paul. *Past Event and Present Salvation*. London DLT, 1989.
- Ford, David. *Self and Salvation: Being Transformed*. Cambridge, CUP, 1999.
- Gunton, Colin. *The actuality of atonement*. London: T & T Clark, 1989.
- Heim, S. Mark. *Saved from sacrifice: a theology of the cross*. Grand Rapids, MI: Eerdmans, 2006.
- Mertens, Herman-Emiel. *Not the Cross but the Crucified: An Essay in Soteriology*. Louvain: Peeters, 1992.
- O'Collins, Gerald. *Jesus our redeemer*. Oxford, OUP, 2007.
- _____. *Salvation for All: God's Other Peoples*. Oxford: OUP, 2008.
- Tanner, Kathryn. *Christ the key*. Cambridge: CUP, 2010.
- Volf, Miroslav. *Exclusion and embrace*. Nashville, TN: Abingdon, 1996.
- Williams, Rowan. *Resurrection*. London: DLT, 2002.

Lecturer: MATTHEW BECKMANN OFM

Elective unit

2nd semester Tuesday evening

(Min. No. 8)

CONTENT

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

PREREQUISITES

At least one foundational unit in Systematic Theology; Two foundational units in Biblical studies highly recommended.

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- *Brett, Gregory. *The Theological Notion of the Human Person: A Conversation between the Theology of Karl Rahner and the Philosophy of John Macmurray*. Bern: Peter Lang Publishers, 2013.
- Duffy, Stephen. *The Dynamics of Grace: Perspectives in Theological Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1993.
- Edwards, Denis. *Human Experience of God*. New York: Paulist Press, 1983.
- *Gonzalez, Michelle A. *Created in God's Image: An Introduction to Feminist Theological Anthropology*. New York: Orbis Books, 2007.
- Rahner, Karl. *Foundations of Christian Faith*. New York: Crossroad, 1990 (1978).
- *Rolnick, Philip. *Person, Grace and God*. Grand Rapids, MI: William E. Eerdmans Publishing Company, 2007.
- *Ross, Susan. *Anthropology: Seeking Light and Beauty*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.
- Sachs, John R. *The Christian Vision of Humanity: Basic Christian Anthropology*. Collegeville, MN: Michael Glazier/Liturgical Press, 1991.
- *Schults, F. LeRon. *Reforming Theological Anthropology: After the Philosophical Turn to Relationality*. Grand Rapids, MN: William E. Eerdmans Publishing Company, 2003.
- Zizoulis, John D. *Being as Communion: Studies in Personhood and the Church*. Crestwood, NY: St Vladimirs Seminary Press, 1985.
- Welker, Michael. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, MI: William Eerdmans Publishing Company, 2014.

Lecturer: GREG BRETT

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, CA: 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, NY: 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 course is a seminar that is divided into three parts. Part I will study the history of the Second Vatican Council (1962-1965). Part II will study selected texts of conciliar Constitutions, Decrees, and Declarations. Among these will be the four Constitutions (Liturgy, Revelation, Church, Church in the Modern World), several Decrees (Laity, Priesthood, Mission) and two Declarations (on Religious Liberty and on Non-Christian Religions). Part III will reflect on the overarching theology of the Council and the contemporary debate on the Council's interpretation.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. Analyse the complex history of the Second Vatican Council
2. Appraise the contents of the following major documents of the Council: *Dei Verbum*; *Sacrosanctum Concilium*; *Lumen Gentium*; *Gaudium et Spes*
3. Critically evaluate the current debate about the interpretation of the Council
4. Articulate a critical analysis of one of the Council documents

ASSESSMENT

2000 word Seminar Presentation on a Council Document (40%); 4000 word essay (60%)

BIBLIOGRAPHY

Alberigo, Giuseppe, and Joseph A. Komonchak, eds, *History of Vatican II*. 5 Vols. Maryknoll, NY: Orbis Books, 1998-2005.

Belitto, Christopher. ed. *Commentaries on the Documents of Vatican II: Rediscovering Vatican II*. New York/Mahwah, NJ: Paulist Press, 7 Volumes. 2006-2009.

Faggioli, Massimo. *True Reform: Liturgy and Ecclesiology in Sacrosanctum Concilium*. Collegeville, MN: The Liturgical Press, 2012.

_____. *Vatican II: The Battle for Meaning*. New York/Mahwah, NJ: Paulist Press, 2012.

Gaillardetz, Richard R., and Catherine E. Clifford. *Keys to the Council: Unlocking the Teaching of Vatican II*, Collegeville, MN: The Liturgical Press, 2012.

O'Malley, John W. *What Happened at Vatican II*. Cambridge, MA: Harvard University Press, 2008.

Rush, Ormond. *Still Interpreting Vatican II: Some Hermeneutical Principles*. New York/Mahwah, NJ: Paulist Press, 2004.

Schultenover, David. ed. *Vatican II: Did Anything Happen?* New York: Continuum, 2007.

_____. ed. *Probing the Riches of Vatican II: Fifty Years On*. Collegeville, MN: The Liturgical Press, 2015.

Documents of Vatican II on the Vatican Website

Lecturer: STEPHEN BEVANS SVD

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
 1. articulate the eschatological, missiological and ethical dimensions of the sacraments
 2. 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.
- Vorglimmer, 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.

Lecturer: GAVIN BROWN

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

CANON LAW DC

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

LITURGY DL

- DL8430Y Doing and Living the Church's Liturgy (=DP8430Y DS8430Y) **(Foundational Unit)**
- DL9010Y Liturgy: Presiding and Participating in Community Celebrations
- DL9415Y Supervised Reading Unit – Liturgy (15 points)
- DL9430Y Supervised Reading Unit – Liturgy (30 points)

MISSIOLOGY DM

- DM8330Y Introduction to Theology of Mission **(Foundational unit)**
- DM9014Y Interreligious Dialogue in a Multi-Religious Society
- DM9015Y Recent Approaches to Mission
- DM9016Y Liberating Mission: When Gospel Meets Culture
- DM9415Y Supervised Reading Unit – Missiology (15 points)
- DM9430Y Supervised Reading Unit – Missiology (30 points)

PASTORAL THEOLOGY AND MINISTRY STUDIES DP

- DP8430Y** Doing and Living the Church's Liturgy (=DL8430Y DS8430Y) **(Foundational Unit)**
- DP8001Y Foundations for Pastoral Practice) **(Foundational Unit)**
- DP9011Y Counselling: Theory and Practice
- DP9003Y Pastoral Counselling: Theory and Practice II
Clinical Pastoral Education (CPE)
- DP9415Y Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)
- DP9430Y Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)

RELIGIOUS EDUCATION DR

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

SPIRITUALITY DS

- DS8000Y Foundations for Christian Spirituality **(Foundational unit)**
- DS8430Y** Doing and Living the Church's Liturgy (=DP8430Y DL8430Y) **(Foundational Unit)**
- DS9214Y** Death Dying & Grief; through the lens of Spirituality (CH9214Y)
- DS9415Y Supervised Reading Unit – Spirituality (15 points)
- DS9430Y Supervised Reading Unit – Spirituality (30 points)

FIELD D – THEOLOGY: MISSION AND MINISTRY POSTGRADUATE

MORAL THEOLOGY DT

- DT9011Y Major Issues in Contemporary Moral Theology
DT9016Y Equity and Sustainability
DT9230Y** Catholic Social Thought in Aust. & O/S (CH9230Y)
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 147-154

CAPSTONE UNITS

- XS9992 Pastoral Leadership
12,000 word Research Essay (see page 158 for details)
RQ9021C Research Methodologies (see page 155)

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION

(See page 165 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 2016, but normally offered in other years

LITURGY DL

- DL9422Y Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)
 DL9423Y Proclaiming the Word of God (=DP9423Y)
 DL9433Y Rites, People and Places : Liturgy Study Tour
 DL9500Y The Bible and Art: Re-Visioning of Biblical Interpretation
 (= BS9500Y CH9500Y DP9500Y)

MISSIOLOGY DM

- DM9011Y A Comparative Study of Religions
 DM9013Y The Cutting Edge of Mission Today: Missiology Immersion Program
 DM9331Y Theology in Asia: A Model of Development in Theology (=CT9331Y)
 DM9470Y Social Teaching and Aboriginal Australians (=DT9470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES

- DP8111Y Foundations for Ministry (**Foundational unit**)
 DP9011Y Counselling: Theory and Practice
 DP9422Y** Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)
 DP9423Y** Proclaiming the Word of God (=DL9423Y)
 DP9481Y Leadership in a Faith Community (=DR9481Y)
 DP9500Y The Bible and Art: Re-Visioning of Biblical Interpretation
 (= BS9500Y CH9500Y DL9500Y)

SPIRITUALITY

- DS9212Y Art History and Spirituality in Western Europe (= CH9212Y)
 DS9320Y Mary in the Christian Tradition (=CT9320Y)

RELIGIOUS EDUCATION DR

- DR9481Y** Leadership in a Faith Community (=DP9481Y)

MORAL THEOLOGY DT

- DT8000Y Moral Theology: Principles and Practice (Foundational unit)
 DT9012Y Justice and Human Rights
 DT9015Y Christianity, Economics & Social Transformation
 DT9340Y Human Sexuality and Marriage (=CT9340Y)
 DT9470Y Social Teaching and Aboriginal Australians (=DM9470Y)

CAPSTONE UNITS

- XS9991Y A Faith to Live By

Elective unit

1st semester Monday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

At least one unit in moral theology or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

Two 1000 word tutorial papers (20% each); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

Lecturer: ROSEMARIE JOYCE CSB

Elective unit

2nd semester Monday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Canon Law A

LEARNING OUTCOMES

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

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

ASSESSMENT

Two tutorial papers of 1000 words each (20% each); 4000 word essay (60%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

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

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

Lecturer: ROSEMARIE JOYCE CSB

Sun 14 Feb, 2-5pm, Rite of Election, St Patrick's Cathedral (One week before beginning of semester); Sat 12 March, 10-4pm (at YTU); Mondays, 5-8pm on the following dates: 22 & 29 Feb, 7 March; 4, 11, 18 & 25 April; 9, 16 & 23 May

CONTENT

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

NO PREREQUISITES**LEARNING OUTCOMES**

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Boselli, Goffredo. *The Spiritual Meaning of the Liturgy: School of Prayer, Source of Life*. Collegeville, MN: Liturgical Press, 2014.
- Capra, Elio. *Called, Gifted, Sent*. Melbourne, VIC: James Gould House Publications, 2010.
- Day, Juliette and Benjamin Gordon-Taylor, eds. *The Study of Liturgy and Worship: An Alcuin Guide*. Collegeville, MN: Liturgical Press (A Pueblo Book), 2013.
- * Ferrone, Rita. *Liturgy: Sacrosanctum Concilium*. Rediscovering Vatican II Series. New York: Paulist Press, 2007.
- Johnson, Lawrence. *The Three Days: A Liturgical Guide*. Washington, DC: Federation of Diocesan Liturgical Commissions, 2012.
- Lysik, David, ed. *The Liturgy Documents: A Parish Resource*. 4th ed. Chicago IL: Liturgy Training Publications, 2004.
- Pecklers, Keith F. *Worship: New Century Theology*. London: Continuum, 2003.
- Pilcher, Carmel et al, eds. *Vatican Council II: Reforming Liturgy*. Adelaide, SA: ATF Theology, 2013.
- Searle, Mark et al. *Called to Participate: Theological, Ritual and Social Perspectives*. Collegeville, MN: Liturgical Press, 2005.
- * Vincie, Catherine. *Celebrating Divine Mystery: A Primer in Liturgical Theology*. Collegeville, MN: Liturgical Press, 2009.
- Whalen, Michael D. *Seasons and Feasts of the Church Year: An Introduction*. New York: Paulist Press, 2004.
- White, James F. *Introduction to Christian Worship*. Third edition. Nashville, TN, Abingdon Press, 2000.

Lecturer:

MARGARET SMITH SGS

DL9010Y LITURGY: PRESIDING AND PARTICIPATING IN COMMUNITY CELEBRATIONS

Elective unit

2nd semester Tuesday morning

(Min. No. 8)

CONTENT

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

PREREQUISITES

Prior studies and/or experience in liturgical celebration

LEARNING OUTCOMES

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

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

ASSESSMENT

Weekly Journal Reflections: Reading & Praxis (2500 words) (40%); Practicum and Critical Reflection (3500 words)(60%)

BIBLIOGRAPHY

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

Lecturers: PETER PRICE and PHILIP MALONE MSC

CONTENT

The unit will begin with the conceptual clarification of the terms mission and missiology followed by an analysis of the biblical foundations of mission and its historical developments leading to the contemporary issues. It will also examine the key Catholic documents on mission.

NO PREREQUISITES**LEARNING OUTCOMES**

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

1. Discuss the meaning of the terms mission and missiology
2. discuss the biblical foundation of mission
3. describe the missionary nature of Christian vocation
4. analyse the impact of colonialism on mission
5. demonstrate the origin of mission in the nature of God
6. evaluate the approach to mission which sees it as the vocation of all the baptised

ASSESSMENT

2000 word tutorial presentation and case study in mission (40%); 4000 word essay describing the missionary nature of the church and critically examining how it can be practiced in contemporary Australia (60%)

BIBLIOGRAPHY

- Bauckham, Richard. *Bible and Mission: Christian Witness in a Postmodern World*. Grand Rapids, MI: Baker Academic, 2003.
- Bevans, Stephen B., and Roger P. Schroeder. *Constants in Context: A Theology of Mission for Today*. Maryknoll, NY: Orbis, 2004.
- Blackburn, W. Ross. *The God who Makes Himself Known: Missionary Heart of the Book of Exodus*. Downers Grove, IL: Intervarsity Press, 2012.
- 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.
- Kavunkal, Jacob. *Anthropophany: Mission as Making a New Humanity*. New Delhi: ISPCK, 2008.
- Oborji, Francis A. *Concepts of Mission*. Maryknoll, NY: Orbis Books, 2006.
- Redford, B. Shawn. *Missiological Hermeneutics: Biblical Interpretation for the Global Church*. Eugene, OR: Pickwick, 2012.
- Ogbu U.Kalu and Others. *Mission After Christendom*. Louisville, KY: Westminster John Knox Press, 2010.
- Ott, Craig. *et al. Encountering Theology of Mission*. Grand Rapids, MI: Baker Academic, 2010.
- Schroeder, Roger. *What is the Mission of the Church*. Maryknoll, NY: Orbis Books, 2009.
- Skreslet, H. Stanley. *Comprehending Mission*. Maryknoll, NY: Orbis Books, 2012.
- Tennent, C. Timothy. *Invitation to World Missions: A Trinitarian Missiology for the Twenty-first Century*. Grand Rapids, MI: Kregel Publication, 2010.

Lecturer: JACOB KAVUNKAL SVD

Elective Unit

1st semester Thursday evening

(Min. No. 8)

CONTENT

The unit is designed to explore the significance of inter-religious dialogue in a multi-religious context. It will underline the theological unity based on the common origin and destiny of all, the divine Mystery, who is in dialogue with humanity. The unit will examine biblical and theological foundations for inter-religious dialogue. It will also address related challenges and opportunities and engage in some actual dialogue, leading to a harmonious society in the Australian context and beyond.

PREREQUISITES

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

ASSESSMENT

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

BIBLIOGRAPHY

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

Lecturer: JACOB KAVUNKAL SVD

CONTENT

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

PREREQUISITES

An introductory unit in Missiology/Theology

LEARNING OUTCOMES

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

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

ASSESSMENT

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

BIBLIOGRAPHY * = set texts recommended for purchase

- Barnett, Mike ed. *Discovering the Mission of God: Best Missional Practice for the 21st Century*. Downers Grove, IL: IVP Academic, 2012.
- Bevans, Stephen and Schroeder Roger. *Prophetic Dialogue: Reflections on Christian Mission Today*. Maryknoll, NY: Orbis Books, 2011.
- Bevans, Stephen B. *Mission and Culture*. Maryknoll, NY: Orbis Books, 2012.
- Bolger, Ryan ed. *The Gospel after Christendom: New Voices, New Cultures, New Expressions*. Grand Rapids, MI: Baker Academic, 2012.
- Coloe, Mary L. *Creation is Groaning*. Collegeville, MN: Liturgical Press, 2013.
- Drew, Rose. *Buddhist and Christian? An Exploration of Dual Belonging*. London: Routledge, 2011.
- Engelsviken, Tormod, Erling Lundebj and Dagfinn Solheim. *The Church Going Global: Mission and Globalization*. Oxford: Regnum, 2011.
- Francis, *Evangelii Gaudium: The Joy of the Gospel*. Vatican: Libreria Editrice Vaticana, 2013.
- Grau, Marion. *Rethinking Mission in the Postcolony: Salvation, Society and Subversion*. London: T & T Clark, 2011.
- Kalu, Vethanayagamony & Chia. (eds) *Mission after Christendom, Emergent Themes in Contemporary Mission*. Louisville, KY: Westminster John Knox Press, 2010.
- Schreier, Robert, and Knud Jorgensen eds. *Mission as Ministry of Reconciliation*. Oxford: Regnum, 2013.
- Smith, David. *Mission After Christendom*. London: Dalton-Longman-Todd, 2003.
- Walls, Andrew, and Cathy, Ross, eds. *Mission in the Twenty First Century*. Maryknoll, NY: Orbis Books, 2008.

Lecturer: JACOB KAVUNKAL SVD

CONTENT

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

PREREQUISITES

DT8330Y or equivalent

LEARNING OUTCOMES

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

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

ASSESSMENT

1500 word Tutorial Paper (30%); 4500 word essay (70%)

BIBLIOGRAPHY

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

Lecturer: ROBYN REYNOLDS OLSH

CONTENT

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

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

ASSESSMENT

1500 word essay demonstrating a clear understanding of human development theory (20%);

1500 word seminar paper on one specific cultural understanding of the self (20%);

3000 word essay demonstrating how human development theory, and theological perspectives on the self, are relevant to a pastoral practice environment. (60%)

BIBLIOGRAPHY

Boyd, Denise and Helen Bee. *Lifespan Development*. 6th ed. Sydney: Pearson, 2011.

Harré, Rom. *The Singular Self: An Introduction to the Psychology of Personhood*. London: Sage Publications, 1998.

Harter, Susan. *Construction of the Self: Developmental and Sociocultural Foundations*. New York: Guilford Publications, 2012.

Kopas, Jane. *Sacred Identity: Exploring a Theology of the Person*. Mahwah, NJ: Paulist Press, 1995.

Lerner, Richard M. *Concepts and Theories of Human Development*. 3rd ed. Mahwah, NJ: Lawrence Erlbaum, 1997.

Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. Hoboken, NJ: Jossey-Bass Publishers, 1998.

Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 2nd ed. New York: Image Books, 1979/2010.

Rogoff, Barbara. *The Cultural Nature of Human Development* Oxford: Oxford University Press, 2003.

Taylor, Charles. "The Dialogical Self." In *The Interpretive Turn: Philosophy, Science, Culture*, edited by D.R. Hiley, J.F. Bohman and R. Shusterman, 304-314. Ithica: Cornell University Press, 1991.

Welker, Michael, ed. *The Depth of the Human Person: A Multidisciplinary Approach*. Grand Rapids, Michigan: William B. Eerdmans, 2014.

Lecturer: DAVID LEARY OFM

CONTENT

Following on from *Counselling: Theory and Practice I*, this unit will begin by exploring, in broad terms, the process of assessment, referral and counselling practice within a pastoral care environment. The unit content will then focus in on, and explore, a number of therapeutic models for pastoral care and counselling intervention. Based on current research, this will allow the student to explore and assess the therapeutic theories, key concepts and constructs, and therapeutic systems most appropriate for the pastoral care environment. The unit material will lead the student to an understanding of evidence-based practice: what works, and for whom, in pastoral counselling. The unit will then explore the ethical and professional issues involved with engaging in pastoral counselling and pastoral care.

PREREQUISITES

DP9011Y Counselling: Theory and Practice

LEARNING OUTCOMES

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

1. understand the overall approach and process of pastoral care and pastoral counselling in the contemporary pastoral setting.
2. articulate the key concepts and constructs of pastoral counselling and therapeutic work.
3. explore, compare and contrast the main schools of thought regarding counselling in the pastoral setting.
4. analyse and appraise the available research on evidenced-based counselling practice.
5. construct and describe appropriate pastoral counselling interventions using case material to illustrate a clear understanding.
6. articulate and critically evaluate a synthesis of theory and practice in respect of pastoral counselling within a complex pastoral environment, demonstrating an ability to implement theory into practice.

ASSESSMENT

1500 word essay (25%); 2000 word essay (30%); 2500 word essay (45%)

BIBLIOGRAPHY

- Allen, Jon G., and Peter Fonagy, eds. *Handbook of Mentalization-Based Treatment*. Chichester, West Sussex: John Wiley & Sons, 2006.
- Brownell, Philip. *Spiritual Competency in Psychotherapy*. New York: Springer Publishing Company, 2014.
- Duncan, Barry L., Scott D. Miller, Bruce E. Wampold and Mark A. Hubble, eds. *The Heart and Soul of Change: Delivering What Works in Therapy*. Washington, DC: American Psychological Association, 2010.
- Fonagy, Peter, David Cottrell, Jeannette Phillips, Dickon Bevington, Danya Glaser and Elizabeth Allison. *What Works for Whom? A Critical Review of Treatments for Children and Adolescents*. 2nd ed. New York: Guilford Press, 2014.
- Kottler, Jeffrey A., T.L. Sexton and S.C. Whiston. *The Heart of Healing: Relationships in Therapy*. San Francisco, CA: Jossey-Bass Publishers, 1994.
- Lemma, Alessandra. *Introduction to the Practice of Psychoanalytic Psychotherapy*. Chichester, West Sussex: John Wiley & Sons, 2003.
- Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. New York: Image Books, 1979.
- O'Hara, Denis. *Hope in Counselling and Psychotherapy*. Thousand Oaks, CA: Sage Publications, 2013.
- Symington, Neville. *The Making of a Psychotherapist*. London: Karnac Books, 1996.

Lecturer: DAVID LEARY OFM

CONTENT

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

PREREQUISITES

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

LEARNING OUTCOMES

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

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

ASSESSMENT

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

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

BIBLIOGRAPHY * = set texts recommended for purchase

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

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

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

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

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

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

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

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

Lecturer: PETER CANTWELL OFM

DP8273S CLINICAL PASTORAL EDUCATION (CPE)

This unit is offered at Postgraduate level, but Undergraduate students may enrol in it.

AIM AND CONTENT

Clinical Pastoral Education (CPE) is recognised as an educational experience and a dimension of Christian pastoral ministry. Through supervised encounters with people, and the feedback from peers and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain new understanding of the human situation.

PREREQUISITES:

One unit in Biblical Studies, Systematic theology and pastoral Theology & Ministry Studies

ADMISSION

At present CPE programmes are available in several centres in Victoria:

Alfred & Community CPE Centre – 9076 3138;

Austin Hospital CPE Centre –

Based at Heidelberg Repatriation Hospital – 9496 2895;

Barwon Health, Geelong Hospital – 5222 4212 or 0409 255 146;

Mercy Centre – Mercy Hospital for Women – 8458 4688;

Peter MacCallum Cancer Centre – paula.donnoli@petermac.org 9656 1301

Royal Melbourne Hospital – 9342 2155

Southern Health CPE Programme –

Monash Clayton, Pastoral Care Office – 9594 2332

Casey Berwick – 8768 1583

Uniting CPE - the John Paver Centre – 9251 5489

Email: andy.calder@victas.uca.org.au

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

Admission to these units is by selection on the basis of written application and personal interview. Preference may be given to students who have completed two or three years of theological education. Concurrent enrolment in the unit through YTU, as well as through the CPE provider is essential for credit to be obtained.

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

METHOD

Each unit consists of 400 hours of supervised learning in pastoral ministry for a group of between three and six peers, including ten hours of individual supervision, sixty hours of peer group supervision and 150 hours in the practice of pastoral ministry. 60 hours are allocated for personal written reflection on experience and written unit requirements. The unit can be completed over a minimum of ten and a maximum of forty-four weeks.

ASSESSMENT

Progress is assessed by the Clinical Supervisor and will include written reports, case studies, evaluations and theological reflections.

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 and the methods of spirituality
2. Discourse on the development of spirituality over time
3. Give a critical reflection on a selected aspect of Christian spirituality
4. Analyse traditional and contemporary approaches to spirituality
5. Make a critical personal response to selected aspects of the unit.

ASSESSMENT

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

BIBLIOGRAPHY

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

Edwards, Denis. *Ecology at the Heart of Faith*. Maryknoll, NY: Orbis 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, R. *The Ministry of Reconciliation: Spirituality and Strategies*. Maryknoll, NY: Orbis, 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, 2006.

Lecturer: ROBYN REYNOLDS OLSH

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.

Francis, *Evangelii Gaudium: The Joy of the Gospel*. Apostolic Exhortation. Frederick, MD: The Word Among Us Press, 2013.

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.

Williams, Oliver F., C.S.C., 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.

Williams, Oliver F., C.S.C. *Corporate Social Responsibility: The Role of Business in Sustainable Development*. New York: Routledge, 2014.

Lecturers: BERNARD TEO CSsR

CONTENT

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

PREREQUISITES

One foundational unit in Moral Theology or its equivalent

LEARNING OUTCOMES

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

1. Identify and analyse key factors in the debates over economics and/or sustainable development
2. evaluate and critique the arguments examined in the unit
3. demonstrate understanding of the moral principles involved in economic and social development
4. analyse the moral dimensions of one or more economic or environmental issues and their consequences for human development
5. critically evaluate major moral aspects in current economic and/or environmental issues
6. evaluate the responsibilities of the churches in relation to current issues in economic policy and environmental sustainability.

ASSESSMENT

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

BIBLIOGRAPHY

- Cavanagh, John, and Jerry Mander, eds. *Alternatives to Economic Globalization*. San Francisco CA: Berrett-Koehler, 2004.
- 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.
- Hollenbach, David SJ. *The Global Face of Public Faith: Politics, Human Rights, and Christian Ethics*. Washington DC: Georgetown University Press, 2003.
- Pabst, 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 Age of Sustainable Development*. New York: Columbia University Press, 2015.
- _____. *Commonwealth: Economics for a Crowded Planet*. Melbourne, VIC: Allen Lane, 2008.
- _____. *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: Marquette University Press, 2009.
- Stiglitz, Joseph E. *Freefall: America, Free Markets and the Sinking of the World Economy*. New York: W.W. Norton & Co., 2010.
- _____. *Making Globalization Work: the next Steps to Global Justice*. London: Allen Lane, 2006.
- Today, Michael and Stephen Smith. *Economic Development*. Harlow: Addison Wesley, 2015.

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 University of Divinity will pay the following:

University of Divinity Tuition fees:	(full time) \$ 12924
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$ 2050
Total:	\$ 14974

Students undertaking the Siloam programme as not for credit students will pay the following:

Heart of Life Programme fees:	\$ 9222
Costs for Heart of Life Residential weekends (x4) and student amenities:	\$ 2050
Total:	\$ 11272

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 2016

Residential weekend:

February 5 – 7 (full-time participants)

Orientation: Week beginning February 8

First Semester: February 8 – June 24

Mid-semester break: March 25 - April 10

Second Semester: July 18 - November 21

Mid-semester break: September 17 - October 2

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 21

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, NSW: St. Pauls, 1985.

———. *Ecology at the Heart of Faith*. Maryknoll NY: Orbis, 2006.

Larkin, Ernest. *Silent Presence*. Mahwah, NJ: 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: PAUL BEIRNE, MARY COLOE PBVM and ROBYN REYNOLDS OLSH

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, IL: 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, PETER MALONE MSC

Supervisor: KATHY CLARK

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: KATHLEEN SPOKES

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: CAROLE CARMODY RSM

Practicum Supervisors: KATHY CLARK, LIS TEGGELOVE RSM and MARLENE McGRATH

This unit is taught at Catholic Theological College East Melbourne

1st semester (face to face and online)

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 the different disciplines within 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*. Edited and translated by 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: JOHN McDOWELL (Coordinator)

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 2016

12,000 word Research Essay (see page 158 for details)

XS9992Y Pastoral Leadership

CAPSTONE UNITS AVAILABLE IN OTHER YEARS

units not offered in 2016, but normally offered in alternate years

XS9991Y A Faith to Live By

Capstone Unit

2nd semester Thursday evening

CONTENT

This unit focuses on the fact that graduates will, in many ways, assume positions of leadership within the Christian community. The roles will differ but this unit will help students develop principles and practices of leadership that are coherent with their personal faith commitment and their theological studies. Drawing on the sources of faith (Scripture, Tradition, experience) and the literature on leadership, students will develop methods for theological reflection, an understanding of the relationship between faith and community, an examination of qualities of leadership, pastoral planning skills, and creative approaches to the challenges that confront all who are called to leadership.

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

LEARNING OUTCOMES

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

1. demonstrate an understanding of biblical and theological approaches to leadership
2. evaluate Christian appropriations of contemporary leadership models
3. demonstrate creativity and initiative in the integration of the various disciplines of theology and their application to pastoral situations
4. develop approaches to theological reflection and pastoral planning
5. articulate a comprehensive approach to leadership in a faith community.

ASSESSMENT 6000 word assignment (100%)

BIBLIOGRAPHY

- Benefiel, Margaret. *Soul at Work: Spiritual Leadership in Organizations*. New York: Seabury Books, 2005.
- Davies, Mervyn, and Graham Dodds. *Leadership in the Church for a People of Hope*. London: T & T Clark, 2011.
- Day, David, and John Antonakis, eds. *The Nature of Leadership*. 2nd ed. Thousand Oaks, CA: Sage Publications, 2012.
- Doohan, Leonard. *Courageous Hope: The Call of Leadership*. New York/Mahwah, NJ: Paulist Press, 2011.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: a People Called and Sent*. Maryknoll, NY: Orbis Books, 2008.
- Groome, Thomas H. *Educating for Life: A Spiritual Vision for Every Teacher and Parent*. Allen, TX: Thomas Moore, 1998.
- Gula, Richard M. *The Way of Goodness and Holiness: A Spirituality for Pastoral Ministers*. Collegeville, MN: Liturgical Press, 2011.
- Kinast, Robert L. *What are they saying about Theological Reflection?* New York/Mahwah, NJ: Paulist Press, 2000.
- Massaro, Thomas. *Living Justice: Catholic Social Teaching in Action*. Lanham, MD: Rowman and Littlefield Publishers, 2008.
- Northouse, Peter G. *Leadership: Theory and Practice*. 5th ed. Thousand Oaks, CA: SAGE Publications Inc., 2010.
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing, 1989.
- Sofield, Loughlan, and Carol Juliano. *Collaboration: Uniting our Gifts in Ministry*. Notre Dame, IN: Ave Maria Press, 2000.
- Sullivan, John, ed. *Communicating Faith*. Washington, DC: Catholic University of America Press, 2011.

Lecturer: MICHAEL A KELLY CSsR

12,000 WORD RESEARCH ESSAY

Capstone Unit

unit value 30 points

	Semester One 2016	Semester two 2016
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 Research Coordinator at their college, who can assist the student in finding a suitable supervisor.
- Students must complete a '12,000 word research essay: Unit outline' form, including an outline of the topic to be researched, learning outcomes and the assessment schedule.
<http://www.divinity.edu.au/documents/12000-word-research-essay-outline-form/>
This must be signed by the student, the College Research Coordinator, and the nominated supervisor and must be lodged with the University of Divinity Director of Research no later than the census date of the semester in which the essay will be written. Incomplete applications will be returned and will not be processed. The University of Divinity Director of Research will assess each application and, where the application is satisfactory, confirm the enrolment.
- The University of Divinity Director of Research will forward each completed '12,000 word research essay outline' form to the appropriate Chair of Examiners for approval or amendment. Once an essay outline is approved, the University of Divinity Director of Research shall appoint examiners, in consultation with the supervisor and appropriate Chair of Examiners.

Ethics Clearance

Where the approved topic requires human subject research, or material not in the public domain, or for any other reason requires an ethics clearance, the student shall submit an application to the University of Divinity Human Research Ethics Committee, which shall exercise an expedited review process, in which the University of Divinity Director of Research and *no more than two other* members of HREC are involved.

GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION (GCTRE)

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

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

It introduces students to contemporary scholarship in scripture, theology and religious education, so as to assist them in the planning, implementation and evaluation of programs of religious education.

STRUCTURE

Four (4) units of study (each worth 10 points) are taken normally over a two year period. These units are usually taught intensively over four days: either two Saturdays and two days in the school term holidays; or two consecutive days twice during the semester. The course is taught at Box Hill, Mildura and Ballarat with the latter two venues having different unit code numbers.

The required units are usually taken in the following order:

DR8601Y Introduction to Scripture for Religious Educators

DR8602Y Jesus Christ Today: In Church, Mission and Sacraments

DR8603Y Foundations of Religious Education

DR8604Y Making (Christian) Choices in Life: Value Added Approach

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

FEES

GCTRE units	\$1435	per (10) point unit of study
GCTRE Integrative unit	\$717	per 5 point unit of study

FUNDING

Many students are sponsored by the relevant Catholic Education Office. Enquiries related to funding should initially be directed to the Accreditation Officer at Catholic Education Melbourne or the teacher's principal in the Ballarat Diocese.

PREREQUISITE

Undergraduate degree or equivalent to enrol in the course.

Normally, successful completion of the first year units is a prerequisite for undertaking the second year units. The reason is that the units are sequenced as part of the curriculum for the course.

CONTENT

This unit introduces teachers to the Scriptures by focussing on particular sections of the First (Old) and Second (New) Testaments and how these are interpreted within the Catholic tradition. It provides an overview of: the relationship between Scripture and Revelation, principles and methods of biblical interpretation, the significance of the Exodus and the Sinai covenant within Judaism and Christianity, the social, political and religious context of first century CE Judaism, and the formation of the Gospels. Passages will be chosen from Genesis 1-11, Exodus 1-14, Mark's Gospel and Matthew 1-2 and Luke 1-2.

LEARNING OUTCOMES

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

1. recognise and describe the role of Scripture as witness to God's revelation for members of the Jewish and Christian faiths
2. understand and explain why Scripture was written, and is read, in particular social, political and religious contexts
3. demonstrate an understanding that the Gospels present different 'portraits' of Jesus
4. identify methods of interpretation and engage in basic literary analysis of texts
5. apply learnings to support a position on the appropriate uses of Scripture in religious education

ASSESSMENT

2000 word exegetical exercise (50%); 2000 word essay (50%)

BIBLIOGRAPHY * = set texts recommended for purchase

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

Coloe, Mary L. *The Two hands of God: Creation and Scripture*. Mulgrave, VIC: Garratt Publishing, 2014.

Coloe, Mary L. *The Birth Stories of Jesus*: Mulgrave, VIC: Garratt Publishing, 2015.

Coogan, Michael D. *The Old Testament: A Historical and Literary Introduction to the Hebrew Scriptures*, Oxford University Press, 2006.

Hendrickx, Herman. *The Infancy Narratives*. Rev. ed. London: Geoffrey Chapman, 1984.

Monaghan, Christopher J. *The Gospels: God with us*. Mulgrave, VIC: Garratt Publishing, 2014.

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

* _____. *Reading the New Testament in the Church: A Primer for Pastors, Religious Educators and Believers*. Mulgrave, VIC: Garratt Publishing, 2015.

Rhoads, David. *Mark as Story: Introduction to the Narrative of a Gospel*. 2nd ed. Minneapolis, MN: Fortress, 1999.

*Ryan, Maurice, ed. *Reading the Bible: An Introduction for Students*. Hamilton, QLD Lumino Press, 2009.

Scullion, J. J. *Genesis. An Introduction for Students, Teachers and Preachers*. Collegeville, MN: Liturgical Press, 1992.

Witherup, Ronald D., ed. *Christ in the Gospels of the Liturgical Year Raymond E. Brown, S.S. (1928–1998)*. Collegeville, MN: Liturgical Press, 2008.

Lecturers: ROSE MARIE PROSSER, MARY COLOE PBVM and MARY REABURN NDS

CONTENT

This unit seeks to present with ecumenical sensitivity a general introduction to the origin, nature and development of the Church of Jesus Christ as the community of his followers. This entails an examination of the question 'who is Jesus?' On this foundation the unit presents the Church itself as the sign and instrument of Jesus Christ today, for the coming of the reign of God on earth. It is in this context that sacraments are understood as signs of the loving presence and self-giving of God in Christ. In developing this point the unit sketches the origin, nature and development of the Church's ritual sacraments in reflecting and sustaining the Church in its mission. The unit's consistent focus is on the whole Church as the Spirit-filled People of God and Body of Christ, and on the presence of the Holy Spirit in the life, sacraments, mission and ministries of the Church.

LEARNING OUTCOMES

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

1. outline the origin of the Church from the person of Jesus Christ and his early disciples
2. describe how the mission of the Church in the world today continues the mission of Jesus Christ
3. identify particular human experiences as possible signs and paths to the mystery of God
4. outline how the early Christians understood themselves as communities of Christ and their sacraments as celebrating their shared commitment to Christ and his mission.
5. explain how the Church's ritual sacraments originate in both the Christ-event and in the Church's response
6. describe the role of the Holy Spirit as the life and soul of the Church, its mission, its ministries, and its sacraments

ASSESSMENT

Two 2000 word essays (50% each)

BIBLIOGRAPHY

- Bausch, William. *A New Look at the Sacraments*. Mystic, CT: Twenty-Third Publications, 1983
- Chauvet, Louis-Marie. *The Sacraments*. Collegeville, MN: Liturgical Press, 2001.
- Cooke, Bernard. *Sacraments and Sacramentality*. Mystic, CT: Twenty-Third Publications, 1983.
- De Gidio, Sandra. *Sacraments Alive: Their History, Celebration and Significance*. Mystic, CT: Twenty-Third Publications, 1991.
- Fullenbach, John. *Church: Community for the Kingdom*. Maryknoll, NY: Orbis Books, 2002.
- Gaillardetz, Richard R. *Ecclesiology for a Global Church: A People Called and Sent*. Maryknoll, NY: Orbis Books, 2006.
- Guize, Tad. *The Book of Sacramental Basics*. New York/Ramsey, NJ: Paulist Press, 1981.
- Lohfink, Gerhard. *Jesus of Nazareth: What He Wanted, Who He Was*. Collegeville, MN: Michael Glazier/Liturgical Press, 2012.
- _____. *No Irrelevant Jesus: On Jesus and the Church Today*. Collegeville, MN: Michael Glazier/Liturgical Press, 2014.
- Martos, J. *Doors to the Sacred: A Historical Introduction to Sacraments in the Catholic Church*. Tarrytown, NY: Triumph Books, 2001.
- Morrill, Bruce. *Divine Worship and Human Healing*. Collegeville, MN: Liturgical Press, 2010.
- Noll, Ray. *Sacraments: A New Understanding for a New Generation*. Mystic, CT: Twenty-Third Publications, 1999.

Lecturers: GREG BRETT CM and MICHAEL A KELLY CSsR

CONTENT

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

LEARNING OUTCOMES

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

1. articulate an understanding of the nuances of meaning in the term "religious education" and of the critical role played by context in the delivery of religious education
2. identify and explain the roles of scripture, tradition and experience in the processes of religious education
3. demonstrate knowledge of the social, political and religious context that gave rise to Catholic schools and of their evolution to the present
4. recognise, explain and assess the possibilities of some contemporary approaches to "religious education"
5. develop and critically evaluate a unit of work in religious education for delivery to a specific group of students
6. identify the roles of prayer, ritual, liturgy and social justice in the maintenance of Catholic identity and the possibilities of enrichment through interfaith dialogue

ASSESSMENT

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

BIBLIOGRAPHY

- Archdiocesan Texts: **Melbourne:** *To Know, Worship and Love*; **Ballarat:** *Awakenings*
Benjamin, Anne, and Dan Riley, eds. *Catholic Schools: Hope in Uncertain Times*. Mulgrave, 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.
- Lovat, Terence J. *What is This Thing Called Religious Education: A Decade On?* Katoomba, NSW: Social Science Press, 2002.
- Maher, Anthony, and Bob Hanley. *Educating Hearts: Seven Characteristics of a Good School*. Strathfield: St Pauls Publications, 2013.
- Pollefeyt, Didier, and Jan Bouwens. *Identity in Dialogue: Assessing and enhancing Catholic school identity. Research methodology and research results in Catholic schools in Victoria, Australia*. Zürich: LIT VERLAG GmbH & Co. KG Wien, 2014.
- Ryan, Maurice. *A Common Search: The History and Forms of Religious Education in Catholic Schools*. Hamilton, QLD: Lumino Press, 2007.

Lecturer: MICHAEL A. KELLY CSsR

CONTENT

This unit has a threefold purpose. Drawing on scripture and Catholic theological tradition, the unit aims to provide a framework for understanding the nature and place of moral decision making in Christian living. It will explore methods and strategies for teaching Christian morality in Catholic schools, and provide opportunities for teachers to integrate their study of the scriptures, tradition and the sacraments into their own faith and professional development. Areas to be studied include the meaning of Christian morality, sources of moral knowledge, human freedom, sin and redemption, conscience formation, meaning and function of Church authority, and a strategy for making moral decisions in accordance with Church teaching

LEARNING OUTCOMES

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

1. identify the process of moral decision making in regard to current ethical questions
2. articulate the Catholic moral tradition on relevant issues
3. discuss current moral issues objectively, critically, and intelligently
4. apply Catholic moral methodology to the making of Christian moral choices
5. critique different perspectives on contemporary moral issues.
6. communicate in an age appropriate manner with students about the importance and relevance for (Christian) living of making (Christian) moral choices. 2,3,4,5

ASSESSMENT

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

BIBLIOGRAPHY

Curran, Charles, ed. *Conscience: Readings in Moral Theology*. No. 14. New York: Paulist Press, 2004.

Curran, Charles, and Lisa Fullam, eds. *Ethics and Spirituality*. Readings in Moral Theology, No.17. New York: Paulist Press, 2014.

Gula, Richard. *Call To Holiness: Moral Discernment*. New York: Paulist Press, 2003.

Keenan, James F. *Commandments of Compassion*. Franklin, WI: Sheed & Ward, 1999.

Lamoureux, Patricia, and Paul J. Wadell. *The Christian Moral Life: Faithful Discipleship for a Global Society*. Maryknoll, NY: Orbis Books, 2010.

McBride, Alfred, *Christ Our Compass: Making Moral Choices*, Cincinnati, OH: Franciscan Media, 2013;

Mattison, William C, III, *Introducing Moral Theology: True Happiness and the Virtues*, Grand Rapids, MI: Brazen Press, 2008.

Mordini, Tony. *Ethics for Today: Analyzing Values and Beliefs*. Melbourne, VIC: John Garratt Publishing, 2002.

Nichols, Alan. *Street called Choice: Ethical Choices for Ordinary People*. Melbourne, VIC: Acorn Press, 2005.

Shelton, Charles. *Achieving Moral Health: An Exercise Plan for Your Conscience*. New York: Crossroad Publishing, 2000.

Lecturers: PHILIP MALONE MSC and BERNARD TEO CSsR

DR8605Y INTEGRATIVE EXERCISE

DR8605Y Box Hill; **DR8625Y** Mildura; **DR8645Y** Ballarat

(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 2016

Box Hill (YTU) Classes: 9:00am–4:00pm

Semester one

DR8601Y 1st year	Introduction to Scripture for Religious Educators (RMP) Sat 20 th Feb; Sat 5 th March; Thurs 7th April, Fri 8th April
DR8603Y 2nd year	Foundations of Religious Education (MAK) Sat 20 th Feb; Sat 5 th March; Thurs 7th April, Fri 8th April

Semester two

DR8602Y 1st year	Jesus Christ Today: Church, Mission and Sacraments (G Brett - MAK) Sat 23 rd July; Sat 6 th Aug; Mon 19 th Sept; Tues 20 th Sept
DR8604Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (BT) Sat 13 th Aug; Sat 20 th Aug; Mon 19 th Sept; Tues 20 th Sept
2nd year	Integrative Exercise

Mildura Classes: Friday and Saturday 9:00am–4:00pm

Semester one

DR8623Y 2nd year	Foundations of Religious Education (MAK) Fri 29 th April; Sat 30 th April; Fri 13 th May; Sat 14 th May
---------------------	---

Semester two

DR8624Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (PM) Fri 2 nd Sept; Sat 3 rd Sept; Fri 14 th Oct; Sat 15 th Oct
2nd year	Integrative Exercise

Ballarat Classes: Thursday and Friday 9:00am–4:00pm

(Secondary only Religious Education and Pedagogy = REAP) Same program as GCTRE

Semester one

DR8644Y 2nd year	Making our (Christian) Choices in Life: A Value Added Approach (PM) Thurs 10 th Mar; Fri 11 th Mar; Thurs 21 st April; Fri 22 nd April
---------------------	--

Semester two

DR8643Y 2nd year:	Foundations of Religious Education (MAK) Thurs 1 Sept; Fri 2 Sept; Thurs 13 Oct; Fri 14 Oct
2nd year	Integrative Exercise

Dates: Version 2: 16 October, 2015

Lecturer

RMP	Rose Marie Prosser	PM	Philip Malone
MR	Mary Reaburn	BT	Bernard Teo
MAK	Michael Kelly	MC	Mary Coloe
G Brett	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.

John N. Collins

Diakonia Studies: Critical Issues in Ministry. New York: Oxford University Press, 2014.

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

Diakonia: Re-interpreting the Ancient Sources. Oxford Scholarship Online
eISBN:9780199852383, 2011.

"A Monocultural Usage: *διακον*- words in Classical, Hellenistic, and Patristic Sources." *Vigiliae Christianae* 66, no.3 (2012): 287-309.

"Theology of Ministry in the Twentieth Century: Ongoing Problems or New Orientations?" *Ecclesiology* 8, no.1 (2012): 11-32.

Mary Coloe

Books

A Friendly Guide to John's Gospel. Mulgrave: John Garratt. 2013.

Chapters in Books

"Gentiles in the Gospel of John: Narrative Possibilities - John 12:12-43." In *Attitudes to Gentiles in Ancient Judaism and Early Christianity*, edited by David C. Sim and James S. McLaren, 209 – 223. LNTS 499; London: T & T Clark, 2013

"The Mother of Jesus: A Woman Possessed". In *Character Studies in the Fourth Gospel: Narrative Approaches to Seventy Figures in John*, edited by Steven A. Hunt, D. Francois Tolmie and Ruben Zimmermann, 202-213. WUNT. Tübingen: Mohr Siebeck, 2013.

"The Woman of Samaria: Her Characterization, Narrative, and Theological significance," in *Characters and Characterisation in the Gospel of John*, edited by Christopher Skinner, 182-96. LNTS 461. London: T & T Clark, 2013.

"Creation in the Gospel of John." In *Creation is Groaning: Biblical and Theological Perspectives*, edited by Mary L. Coloe, 71- 90. Collegeville: Liturgical Press, 2013.

Bruce Duncan

"Globalisation and the Morality of Economics." *Interface: a Forum for Theology in the World.* Vol. 16, no. 1 (2013): 35-63.

"Pope Francis's Call for Social Justice in the Global Economy." *Australasian Catholic Record* 91, no. 3 (July 2014): 178-93.

Social Justice: Fuller Life in a Fairer World. Friendly Guide Series. Mulgrave, VIC: Garratt Publishing, 2012.

"Tackling Capitalism: What Vatican II achieved and what still needs to be done." *Pacifica*, 26, no. 2 (2013), 199-214.

"Islam, Peacemaking and Terrorism." *Australasian Catholic Record*, 92, no. 2 (April 2015), 204-224.

Brian Gallagher

Richardson, Sue pbvm, and Brian Gallagher msc. *Communal Wisdom: A Practical Guide for Group Discernment*. Box Hill: Heart of Life, 2009.

Taking God to Heart: A Living Spirituality. Strathfield NSW: St. Pauls, 2008. Reprinted 2013.

Brian Gleeson

"The Reality of Sin and the Need for Grace: A Survey of a Perennial Question." *Australasian Catholic Record* 90, no.4 (October 2013): 424-432.

"The Resurrection: An Examination of the Evidence." A Commentary in Five Parts, www.catholica.com.au, November-December 2011.

"Eucharistic Presidency: Its Meaning and Function." *Australasian Catholic Record* 87, no. 2 (April 2010): 203-214.

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

"Jesus Christ: The Grace of God in Person." In 'Resources.' Australian Catholic Bishops' Website *The Year of Grace: Starting Afresh from Christ*, 2012.

Janina Hiebel

Ezekiel's Vision Accounts as Interrelated Narratives: A Redaction-Critical and Theological Study. BZAW 475. Berlin, Boston: De Gruyter, 2015.

John Hill

"The Dynamics of Written Discourse and the Book of Jeremiah MT." In *Jeremiah (Dis)Placed: New Directions in Writing/Reading Jeremiah*. LHBOTS 529, edited by A. R. Pete Diamond and Louis Stulman, 104–11. London/New York: T & T Clark, 2011.

"Restorationism — A Biblical Reflection." *Australasian Catholic Record* 88, no.1 (2011): 77–87.

Jacob Kavunkal

"The New Evangelization from an Asian Perspective," *Verbum SVD* 55/2-3(2014): 192-204.

"The Universal Significance of the Logos in the Bible." *Australian Journal of Mission Studies* 8, no. 1 (June 2014): 80-84.

Errol, D'Lima, Kurien, Kunnumpuram, and Jacob, Kavunkal eds. *A Concise Encyclopaedia of Christianity in India*. Pune: Jnana Deepa Vidyapeeth and Mumbai: St Pauls, 2014.

"Asiatische missionarische Spiritualitaet." In *Weltkirchliche Spiritualitaet: ThEW 4 Theologie der Einen Welt*. Freiburg.Basel.Wien: Herder, 2013, 321-334.

"Mission as the Integrating Principle of Biblical and Theological Studies." *Pacifica: Australasian Theological Studies* 27, no.1 (February 2014): 68-77/

Rosemarie Joyce

"Leaving a Religious Institute." *The Canonist* 1 no. 2 (2010): 91-103.

Michael A. Kelly

"Australia and Christian Education," "Baltimore Catechism," "Hofinger, Johannes," "New Zealand and Christian Education," In *Encyclopedia of Christian Education* (2015), 102-104, 110-111 in Vol. 1 and 593-594, 875-876 in Vol II.

"Introduction," 3-9. In *Creating a Welcoming Space: Reflections on Church and Mission – Essays to Honour Larry Nemer SVD*. Northcote: Morning Star Publishing, 2014.

"Proclaiming the Word of God during the Lent/Easter Season 2013." *The Summit* 40, no. 1 (February) 40-41.

"Practical Theology." In *Lexicon of Redemptorist Spirituality*, edited by Sean Wales and Denis Billy, 217-219. Rome: General Secretariat for Redemptorist Spirituality, 2011.

Kelly, Michael A. "Kepemimpinan Gereja Dalam Zaman Penuh Tantangan." Di *Menerobos Batas: Merobohkan Prasangka*. Jilid 1; Pendasaran dan Praksis Dialog. Menyongsong HUT Ke-65 Dr John M. Prior. Editors, Paul Budi Kleden and Robert Mirsal, 195-212. Maumere: Penerbit Ledalero, 2011.

Ennio Mantovani

Mission: Collision or Dialogical Encounter? Chronicle of St. Paul's Parish, Yobai, According to the Diaries and Correspondence of Her Founder, Fr. Ennio Mantovani svd, 1962-1977. Studia Instituti Missiologici SVD. Nettetal: Steyler Verlag, 2011.

Sent to Baptise or What? Letters from Papua New Guinea 1962-1977. Ballan, VIC: Connor Court Publishing. Melbourne: Modotti Press, 2011.

"Mission: Collision or Dialogical Encounter? Reflections on my missiological journey." *Australian Journal of Mission Studies* 4, no 2 (December 2010): 43-50.

"Knowledge and Power in New Guinea." *Australian Journal of Mission Studies* Vol 7 (1), (June 2013) 16-22.

"Who Do You Say I Am? My Journey of Faith as a Missionary *Verbum* SVD 54 (2013) 112-126.

Hilary Martin

"The New Cathedral of Oakland, California: How Does it Pray?" *New Blackfriars* 91, no. 1034 (July, 2010): 363-369.

Christopher J. Monaghan

O'Brien, Mark OP, and Christopher Monaghan CP, eds. *God's Word and the Church's Council: Vatican II and Divine Revelation.* Adelaide, SA: ATF Theology, 2014.

A Friendly Guide to Paul. Mulgrave, VIC: Garratt, 2014.

The Gospels: God with Us, Mulgrave, VIC: Garratt, 2014.

"Pablo apóstol y la Pasión de Jesús." In *Pasión de Jesucristo*, edited by Merino, Luis Díez and Robin Ryan and Adolfo Lippi, 745-756. Madrid: San Pablo. 2015.

"Pasión de Cristo en la carta a los hebreos" In *Pasión de Jesucristo*, edited by Merino, Luis Díez and Robin Ryan and Adolfo Lippi, 804-816. Madrid: San Pablo, 2015.

Christiaan Mostert

"Salvation's Setting: Election, Justification and the Church. In *God of Salvation: Soteriology in Theological Perspective*, edited by Ivor J. Davidson and Murray A. Rae, Chapter 8. Farnham: Ashgate, 2011.

"God's Transcendence and Compassion." *Pacifica* 24 (June 2011): 172-189.

"Radical Eschatology: Comparing Bram van de Beek and Wolfhart Pannenberg." In *Strangers and Pilgrims on Earth: Essays in Honour of Abraham van de Beek*, edited by E. Van der Borgh and P. ven Geest, 397-412. Leiden & Boston: Brill, 2012.

"Grace in Two Theological Traditions." Co-authored with Janette Gray RSM. In *Immense, Unfathomed, Unconfined: The Grace of God in Creation, Church and Community: Essays in Honour of Norman Young*, edited by Sean Winter, 93-108. Melbourne, VIC: Uniting Academic Press, 2013.

"Moltmann's Crucified God." *Journal of Reformed Theology* 7 (2013): 160-80.

Campion Murray, trans.

Early Franciscan Ascetical Writings, Vols I-XII. Translated from the original Latin. Phoenix, AZ: Tau Publishing, 2012 - .

Vol. II. *A Meditation in Solitude of One who is Poor*, by an Anonymous 13th century author.

Vol. IV. *A Commentary on the Book of Wisdom*, by St Bonaventure.

Vol. VI. *Love's Prompting*, by James of Milan, and *Canticle of One who is Poor for the Beloved*, by John of Pecham.

Vol. XI. *A Treatise on Inspiration*, by St Bernardine of Siena.

Vol. XII. *A Treatise on Peace*, by Gilbert of Tournai.

Cormac Nagle

"Genetic Testing and Insurance." *Chisholm Health Ethics Bulletin* 15, no. 4 (2010): 9-12.

"Person-centred care." *Health Matters* 59 (Spring 2011): 30-31.

"Giving Due Emphasis the Human Person in Catholic Moral Teaching." *The Australasian Catholic Record* 90, no. 1 (2013): 47-59.

"Ectopic Pregnancies - Some Moral Questions" *Health Matters* 65 (Autumn 2013): 28-29.

"The 'for life' Position of the Church," in *Health Matters* 69 (Autumn 2014) 16-17

Lawrence Nemer

Book:

The Great Age of Mission: Some Historical Studies in Mission History. Sankt Augustin: Steyler Verlag, 2013.

Articles:

"Australian Divine Word Missionaries Go To "The Missions": The First Recruits." *Verbum SVD* 52:1-2 (2011): 99-116

"Treasures Old and New: An Historian's Reflections on Contemporary Catholic Mission Theology." *Australian Journal of Mission Studies* 5, no.1, (June 2011): 2-8.

"Muehsamer Beginn in Australien: Der Beitrag der deutschen Missionsbrueder vor dem Zweiten Weltkrieg." In *2014 Steyler Missionschronik*, pp.126-133

Mark O'Brien

The ABC of Sunday Matters: Reflections on the Lectionary Readings for Years A, B, and C. Hindmarsh, SA: ATF Theology, 2013.

"Prophetic Stories Making a Story of Prophecy," In *Israelite Prophecy and the Deuteronomistic History: Portrait, Reality, and the Formation of a History*, Ancient Israel and Its Literature 14, edited by Mignor J. Jacobs and Raymond F. Person, 190-186. Atlanta, GA: SBL, 2013.

Restoring the Right Relationship. The Bible on Divine Righteousness. Adelaide: ATF Press, 2014.

'The Hebrew Bible/Old Testament Studies in Twentieth Century Australia and Aotearoa New Zealand,' in *Hebrew Bible/Old Testament. The History of Its Interpretation. Volume III/2. The Twentieth Century—From Modernism to Post-Modernism.* Magne Saebo (ed.) (Göttingen: Vandenhoeck & Ruprecht, 2014) 269-84.

'The Ties that Bind in Numbers 26–36,' *Australian Biblical Review* 62 (2014) 1-13.

Peter Price

"John Henry Cardinal Newman and Papal Infallibility." *Pacifica* 24, no.1 (February 2011): 58 – 79.

"The Diaspora Church: Laity and 'Laicity' in the Post-Vatican II Era." *Pacifica* 26, no. 2 (June 2013): 184 – 198.

General Editor. *A World United or a World Exploited: Christian Perspectives on Globalisation.* Adelaide: ATF Press, 2013.

"The Cardinal Manning Papers: Searching for Missing Sources." In *Creating a Welcoming Space: Reflections on Church and Mission: Essays to Honour Larry Nemer svd*, edited by Ross Fishburn, Michael Kelly, Christopher Monaghan and Peter Price, Chapter 7. Melbourne: Morning Star Publishing, 2014.

"John Neylon Molony, 1927 - ." *Footprints: Journal of the Melbourne Diocesan Historical Commission.* 29:2 (December 2014), pp.36-41.

John Prior

Book Chapters

"New Daybreak in Mission: From *Ad Gentes* to *Inter Gentes*," *Revisiting Vatican II: 50 Years of Renewal, Vol. I: Keynote and Plenary Papers of the DVK International Conference on Vatican II*, 31 January - 3 February 2013, ed. Shaji George Kochuthara, Bangalore: Dharmaram Publications, 2014, 393-403.

"Presence, Patience, Persistence: Mission in a Hub of Human Trafficking." In *Creating a Welcoming Space: Reflections on Church and Mission. Essays to Honour Larry Nemer, SVD*, Edited by Ross Fishburn, Michael Kelly, Christopher Monaghan and Peter Price, 235-252. Northcote VIC: Morning Star Publishing, 2014.

"'Failed Migrants' Return: A Transforming Word from the Book of Ruth." *God's People on the Move: Biblical and Global Perspectives on Migration and Mission*, edited by vanThanh Nyugen and John Prior, 132-143. Eugene OR: Pickwick Publications, 2014.

John Prior continued

Two Journal Articles

"Le pentecôtisme en Indonésie: leçons d'une croissance phénoménale." *Spiritus* No.216 (2014), 291-306.

"A Vision of Faith for Asia: New Evangelisation in a Muslim Context." *Verbum SVD* 55/2-3 (2014), 205-217.

Claire Renkin

"*Altera Magdalena?* Clare as *sponsa Christi* and mirror imagery in a German Fifteenth Century Life of St Clare." In *Interpreting Francis and Clare of Assisi from the Middle Ages to the Present*, edited by Constant J. Mews and Claire Renkin, 255-270. Melbourne: Broughton Publishing, 2010.

"Real Presence: Seeing, Touching, Tasting: Visualising the Eucharist in Late Medieval Art." *Reinterpreting the Eucharist: Explorations in Feminist Theology and Ethics*, edited by Anne Elvey, Kim Power, Claire Renkin and Carol Hogan, London: Equinox Publishing, 2012.

Constant Mews and Claire Renkin. "Gregory the Great and the Latin West." In *The Brill Companion to Gregory the Great*, edited by B. Neil and M. dal Santo. Leiden – Boston: Brill, 2013.

Robyn Reynolds

"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.

Review of *Dreaming a New Earth: Raimon Pannikar and Indigenous Spiritualities*, edited by Gerald Hall and Joan Hendriks, 234-235. Preston, Vic: Mosaic Press, 2012. *Pacifica* Vol 27, no. 2, June 2014.

'Missionary Turned Around: Bound to be free.' Charles Strong Trust Lecture, Australian Association for the Study of Religion Conference, Adelaide, October 2. 2013.

<http://users.esc.net.au/~nhabel/lectures/2013Part2RobynReynoldsMissionaryTurnedAround.pdf>

Margaret Smith

Children's Daily Prayer Under the Southern Cross 2012. Melbourne: Spectrum Publications, 2011.

Children's Daily Prayer Under the Southern Cross 2013. Melbourne: Spectrum Publications, 2012.

"**Sacrosantum Concilium*: The Australian Way. Part 1: Readiness." *Australian Journal of Liturgy* 13, no. 2 (2012): 52-65.

"**Sacrosantum Concilium*: The Australian Way. Part II: Implementation." *Australian Journal of Liturgy* 13, no. 4 (2013): 172-189.

"Celebrating the Paschal Triduum: 'Rehearsal' for Paschal Living". Feature article in *The Good Oil*. E-journal of Sisters of the Good Samaritan, April 2014.

Anna Welch

"Presence and Absence: Reading Clare of Assisi in Franciscan Liturgy and Community." In *Gender, Catholicism and Spirituality: Women and the Roman Catholic Church in Britain and Europe 1200–1900*, edited by Carmen Mangion and Lawrence Lux-Sterritt, 19-37. Basingstoke, UK: Palgrave Macmillan, 2010.

With Anne Holloway: "The Founder as *Alter Christus*: Constructions of Communal Identity in the Order of Preachers and Order of Friars Minor in the Thirteenth and Fourteenth Centuries." In *Interpreting St Francis and St Clare in a Multi-religious Society: from the Middle Ages to the Present*, edited by Constant J. Mews, and Claire Renkin, 71-95. Mulgrave, VIC: Broughton Publishing, 2010.

"Richard Lewer." In *101 Contemporary Australian Artists*, edited by Kelly Gellatly, 122-123. Melbourne: National Gallery of Victoria, 2012.

With Constant J. Mews: "The Codex Sancti Paschalis and the 'Fossanova' Manuscripts of the Phillips Collection." *La Trobe Library Journal* 90 (2012): 151–156.

Kathleen Williams

"Objectified Conversion as Foundational in Theology: A Conversation between Rosemary Haughton and Bernard Lonergan, S.J." In *Lonergan Workshop volume 23: Ongoing Collaboration in the Year of St. Paul*, edited by Fred Lawrence, 513-541. Boston, MA: Boston College, 2012.

"Graced Friendship and Being Oneself: Releasing Excellence." In *Essays in Honor of Fred Lawrence, from his grateful students*, edited by M.Shawn Copeland and Jeremy D Wilkins, with a Foreward Tribute by Frederick E. Crowe, S.J. Milwaukee WI: Marquette University Press, 2015 (publication in process).

Norman Young

"Die Uniting Church in Australien." In *Methodistische Kirchen*, edited by Walter Klaiber, 293-314. Gottingen: Vandenhoeck & Ruprecht, 2011.

"Studies on Creation." *With Love to the World* 13, no. 4 (Nov. 2011): 52-59.

"Running the Relay Race." *CrossPurposes*. Hawthorn Parish, UCA, 2011,6-7.

"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 GUIDE

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

The University of Divinity has adopted the following as its preferred style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and the University of Chicago Press Editorial Staff. (Chicago: The University of Chicago Press, 2013). There are two basic documentation systems in the text, notes-bibliography style (or simply bibliography style) and parenthetical citations (reference list style). We have adopted the bibliography style.

This text is available from most major book stores and is priced from \$30.00-\$35.00.

Research students can also utilise the UD license for the software package called Endnote. This is available for overnight upload from St Paschal Library.

LAYOUT

- Essays are to be typed on A4 paper
- Essays may be printed on both sides of the paper provided that the paper used is at least 80 g/m²
- Typing should be spaced, at least, at 1.5 between lines
- Text is in 12 point font
- Allow a left margin of three centimetres for the comments of the marker
- A hand written paper requires permission from the lecturer

COVER PAGE

- A title sheet is available outside the Office of the Academic Dean, or from www.ytu.edu.au under the heading ADMIN go to YTU forms. This cover sheet must be attached to each piece of work submitted for assessment.
- If the submission is electronic through ARK, then the first page should state: Unit Code and Name, Lecturer's Name, Assessment Title, Student Name, Student Number. (All pages are to be numbered).

SYNOPSIS

- A synopsis of the essay on a separate page is to precede the work proper. This requirement does not apply to short papers.

CHAPTERS / SECTIONS

- If the essay is divided into distinct sections or chapters, there should also be a list of contents, giving page references.

PAGE NUMBERS

- Pages should be numbered in the top right corner. The first page of the essay is counted, but not usually numbered.

QUOTATIONS

- Quotations included in the text of the essay should be indicated by quotation marks for shorter pieces. Lengthy quotations (four lines or more) should be indented and single spaced so that they stand separate from the text. Quotation marks are then unnecessary.
- Scriptural references are given in brackets in the text of the essay, e.g., (Jer 1:4-9).
- Details of references are given either in a footnote (at the bottom of the page) or gathered together at the end of the essay as endnotes. Either form may be used. Word processing referencing tools automatically elevate the reference number one space above the text (superscript).
- Footnotes and endnotes are single spaced, and should be numbered consecutively throughout the assignment.
- When a footnote or endnote note is exactly the same as the preceding one put Ibid. (*Ibidem* is Latin for "in the same place"). In notes, Ibid. should be capitalised but not italicised. Since Ibid. is an abbreviation, it must end with a full stop. If the citation includes a page number, put a comma after Ibid. If the page number of a reference is the same as the previous note, do not include a page number after Ibid. Do not use Ibid. after a note that contains more than one citation, and avoid using Ibid. to refer to footnotes that do not appear on the same page.
- Where a note refers to a work quoted earlier, it is sufficient to give the author's name, an abbreviated title of the work, and the page, e.g., Westermann, *Genesis*, 2,169-181. This usage is to be followed rather than *op.cit.* or *art.cit.*

PUNCTUATION.

As well as the normal rules of punctuation, the following should be used:

- . " (full stop inside quotation marks at end of quotation).
- , " (comma always inside quotation marks).
- "; ": (semi-colon and colon remain outside quotation marks).
- ?" (when the quotation itself is a question).
- "? (if the student is questioning the actual quoted material).
- ..." (matter omitted from within a quotation).
- '...' (quotation within a quotation, use single quotation marks for the inner set of quoted words)

FOREIGN WORDS

- Foreign words should be *italicised*, except those in their proper script such as Greek and Hebrew.

APPENDICES

- Appendices are added at the end of the essay, before the bibliography.

BIBLIOGRAPHY

- A bibliography, appropriately set out, completes the essay.

MATTERS OF STYLE

1. Inclusive Language

It is the policy of YTU to use inclusive language at all times. However, in quotations one must use the words that have been used in the original text (e.g., 'man', 'mankind', and 'He' in reference to God). In assignments, students are expected to use inclusive terms such as 'person', 'human being', 'humanity', 'God' rather than 'man', 'men', 'mankind', 'He', etc. As far as possible, the generic use of 'he', 'him', and 'his', should be avoided. This may be accomplished by using 'he', or 'she', 'one', the plural or the passive. This will sometimes require careful thought and the recasting of sentences to express gender neutrality.

2. Numbers

Unless specific guidelines are proposed for a piece of quantitative research the following guidelines apply.

- Write the "twentieth century" not the "20th century"
- Never begin a sentence with a numeral, either spell the number or recast the sentence ("Fifty days after the resurrection the Church celebrates the feast of Pentecost.")
- If a number under a hundred occurs on its own, spell it (there are four not 4 canonical gospels)
- Write in Arabic numerals (1,2,3) when you have series of numbers over a hundred in a sentence (105 cows, 575 sheep and 7 horses)

3. Foreign Words

Italicise isolated words and phrases in foreign languages that are technical, or unlikely to be familiar to readers of English.

- e.g., Paulo Freire coined the term *conscientização* to speak of the process of developing critical consciousness.
- e.g., *Ressentiment* was first used as a philosophical term by Friedrich Nietzsche.

Do not italicise foreign words that are so familiar that they appear in standard English dictionaries: e.g., *de facto*, *de gustibus*, *vis-à-vis*.

4. Abbreviations

Abbreviations generally have a full stop/period after them: for e.g., *Ibid.*, etc., (Conventional abbreviations for books of the Bible are an exception to this rule (see below). The full stop may be followed by a comma as in *ibid.*, but it may never be followed by a second full stop.

- Truncations which give only the first part of an abbreviated word are indicated by a concluding period (Prof., Rev., ed., trans., vol.); contractions, which give the beginning and end of an abbreviated word, in British and English usage do not have a concluding period the first and last letter of a word, do not have full stops (e.g., Fr, Revd, Dr, St, vols).
- The abbreviations 'don't', 'can't', 'won't' etc. should not be used in essays, except in quoted conversations. (We wouldn't say you can't say won't but don't).

SCRIPTURAL REFERENCES

Abbreviations of biblical books are not followed by a full stop. In regard to the appropriate abbreviations our style guide follows the conventions of the *Journal of Biblical Literature*, 107 (1988): 582-583. Accordingly:

Gen	Hos	Ps (<i>pl.</i> Pss)	1-2-3-4 Kgdms	Sus	Eph
Exod	Joel	Job	Add Esth	Tob	Phil
Lev	Amos	Prov	Bar	Wis	Col
Num	Obad	Ruth	Bel		1-2 Thess
Deut	Jonah	Cant	1-2 Esdr	Matt	1-2 Tim
Josh	Mic	Eccl / Qoh	4 Ezra	Mark	Titus
Judg	Nah	Lam	Jdt	Luke	Phlm
1-2 Sam	Hab	Esth	Ep Jer	John	Heb
1-2 Kgs	Zeph	Dan	1-2-3-4 Macc	Acts	Jas
Isa	Hag	Ezra	Pr Azar	Rom	1-2 Pet
Jer	Zech	Neh	Pr Man	1-2 Cor	1-2-3 John
Ezek	Mal	1-2 Chr	Sir	Gal	Jude
					Rev

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

1. References are written with a colon between chapter and verse(s), and a semi-colon separating one reference from another: e.g., Matt 16:16; Mark 8:29; Luke 9:20. Sometimes, when a part only of a verse is referred to, 'a' or 'b' may be added according as to whether the first or second part is concerned: e.g., Matt 16:16b; Rom 5:12a.

FOOTNOTES/ENDNOTES and BIBLIOGRAPHY

While footnotes/endnotes and bibliographical entries are similar in appearance, the following details of variation should be noted and followed. Name inversion (surname first, given name second, e.g., Smith, John.) is used in a bibliography as names are ordered alphabetically. In a footnote the bibliographic data is given in a continuous sequence, so commas and parentheses are used to separate the various elements. In a bibliography, on the other hand, the data are given as discrete elements and are therefore separated by periods.

FOOTNOTES /ENDNOTES

Footnotes are used to acknowledge the sources of information for an essay or assignment. Footnotes allow the reader of an assignment to note the research that underlies an essay and, if desired, to retrieve the reference for their own use or to check the accuracy of a quotation.

Footnotes must be used to indicate the source for:

- direct quotations
- any paraphrase or summary of an author's ideas or arguments (a paraphrase is your own rendition of essential information and ideas expressed by someone else)

Information taken from the internet or an electronic source must be acknowledged in a properly formatted note (See style in **ONLINE PUBLICATIONS** below).

All word processing software allows you to insert references into your text. A footnote is marked by a superscript number at the end of a sentence or quotation to which the note refers. At the bottom of the page, the number is repeated, followed by the citation.

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

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

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

BIBLIOGRAPHY

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

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

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

Bibliography. Books are listed alphabetically, according to authors' surnames. Order: surname of author, initial(s), or given name(s) [full stop]. Book title (italicised) [full stop]. Place of publication [colon]: publisher [comma], date [full stop]. Other information - name of series in which work is found, editor, total number of volumes, edition - is included between title and place of publication, each followed by a full stop. (See examples given below).

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

BOOKS

One Author

Footnote

Denis Edwards, *Breath of Life: A Theology of the Creator Spirit* (Maryknoll, NY: Orbis Books, 2004), 92.

Bibliography

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

Two or Three Authors

Footnote

Evelyn E. Whitehead and James D. Whitehead, *Wisdom of the Body: Making Sense of our Sexuality* (New York: The Crossroad Publishing Company, 2001), 111.

Bibliography

Whitehead, Evelyn E., and James D. Whitehead. *Wisdom of the Body: Making Sense of our Sexuality.* New York: The Crossroad Publishing Company, 2001.

Four or More Authors

Footnote

A.K.M. Adam et al., *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* (Grand Rapids, MI: Baker Academic, 2006), 132.

Bibliography

Adam, A.K.M., Stephen E. Fowl, Kevin Vanhoozer and Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* Grand Rapids, MI: Baker Academic, 2006.

Editor Only

Footnote

Maurice Ryan, ed., *Reading the Bible: An Introduction for Students* (Tuggerah, NSW: Social Science Press, 2003), 85.

Bibliography

Ryan, Maurice. ed. *Reading the Bible: An Introduction for Students*. Tuggerah, NSW: Social Science Press, 2003.

Book with editor and/or translator in addition to an author

Footnote

André Vauchez, *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*, ed. Daniel Bornstein, trans. Margery J. Schneider (Notre Dame, IN: University of Notre Dame Press, 1993), 107.

Bibliography

Vauchez, André. *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*. Edited by Daniel E. Bornstein. Translated by Margery J. Schneider. Notre Dame, IN: University of Notre Dame Press, 1993.

Book with editor and/or translator in place of an author

Footnote

Louise Ropes Loomis, trans., *The Council of Constance: The Unification of the Church*, ed. and annotated by John Hine Mundy and Kennerly M. Woody (New York: Columbia University Press, 1961), 82.

Bibliography

Loomis, Louise Ropes, trans. *The Council of Constance: The Unification of the Church*. Edited and annotated by John Hine Mundy and Kennerly M. Woody. New York: Columbia University Press, 1961.

Particular Edition

Footnote

Gary Yukl, *Leadership in Organizations*, 6th ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2006), 273.

Bibliography

Yukl, Gary. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2006.

Single Chapter in an Edited Book

Footnote

John Hill, "The Threat from the North – Reflections on a Theme both Ancient and Modern," in *Wisdom for Life*, ed. Michael A. Kelly and Mark A. O'Brien (Adelaide: ATF Press, 2006), 37.

Bibliography

Hill, John. "The Threat from the North – Reflections on a Theme both Ancient and Modern." In *Wisdom for Life*, edited by Michael A. Kelly and Mark A. O'Brien, 35-44. Adelaide: ATF Press, 2006.

Article or Chapter in a Multivolume Work

Footnote

Gail O'Day, "The Gospel of John: Introduction, Commentary and Reflections," vol. 9 of *The New Interpreter's Bible*, ed. Leander E. Keck (Nashville, TN: Abingdon Press, 1995), 498.

Bibliography

O'Day, Gail. "The Gospel of John: Introduction, Commentary and Reflections." Vol. 9 of *The New Interpreter's Bible*, edited by Leander E. Keck, 493-865. Nashville, TN: Abingdon Press, 1995.

ARTICLES OR ESSAYS

In Encyclopedia

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

Footnote

Julia Upton, "Baptism," *The New Dictionary of Theology* (1989), 78.

Bibliography

Upton, Julia. "Baptism." In *The New Dictionary of Theology* (1989), 77-80.

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

In Journals

Footnote

Robert J. Daly, "Images of God and the Imitation of God," *Theological Studies* 68, no.1 (March 2007): 45.

Bibliography

Daly, Robert J. "Images of God and the Imitation of God." *Theological Studies*. 68, no.1 (March 2007): 36-51.

Newspapers

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

Footnote

Katie McGhie, "Basque in the glory," *Herald Sun*, 25 July, 2008.

ONE SOURCE QUOTED IN ANOTHER

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

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

Footnote

Dominique Barthélemy, *Les Devanciers d'Aquila* (Leiden: Brill, 1963), 146-147, quoted in John J. Collins, *Daniel*, Hermeneia (Minneapolis, MN: Fortress Press, 1993), 10.

Bibliography

Barthélemy, Dominique. *Les Devanciers d'Aquila*. Leiden: Brill, 1963. 146-147. Quoted in John J. Collins, *Daniel*. Hermeneia. Minneapolis, MN: Fortress Press, 1993.

VATICAN DOCUMENTS

Footnote

Vatican II, *Dei Verbum*, (*Dogmatic Constitution on Divine Revelation*), in *Vatican Council II: The Conciliar and Post Conciliar Documents*, ed. Austin Flannery, vol. I, new rev. ed. (Northport, NY: Costello Publishing Company, 1998), # 24.

Bibliography

Vatican II. *Dei Verbum* (*Dogmatic Constitution on Divine Revelation*). In *Vatican Council II: The Conciliar and Post Conciliar Documents*. Edited by Austin Flannery. Vol. I, New Rev. Ed.. Northport, NY: Costello Publishing Company, 1998.

Footnote

John Paul II, *Veritatis Splendor*, Encyclical Letter (Homebush: St. Paul's, 1993), # 3.

Bibliography

John Paul II. *Veritatis Splendor*. Encyclical Letter. Homebush: St. Paul's, 1993.

stands for paragraph but may also be written as n. (i.e., number)

ONLINE PUBLICATIONS

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

Footnote

Brian Gleeson, "Images, Understandings, and Models of the Church in History: An Update," *Australian EJournal of Theology* 12 (July 2008), http://www.acu.edu.au/ACU_National/schools/theology/ejournal/aejt_12/ (accessed 21 July 2008).

Bibliography

Gleeson, Brian. "Images, Understandings, and Models of the Church in History: An Update." *Australian EJournal of Theology* 12 (July 2008), http://www.acu.edu.au/ACU_National/schools/theology/ejournal/aejt_12/ (accessed 21 July 2008).

INDEX OF UNITS – UNDERGRADUATE

Semester Page

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1 & 2 aft	37
NN0310Y	Art of the Icon	1 & 2 morn	38
NR1003Y	Reading the Christian Classics, 4	1 eve	39

FIELD A – HUMANITIES

LANGUAGES

AL1011Y	New Testament Greek A	1 eve	41
AL1012Y	New Testament Greek B	2 eve	42
AL1031Y	Theological German A	1 eve	43
AL1032Y	Theological German B	2 eve	44

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in other years

AL1001Y	Hebrew A
AL1002Y	Hebrew B

FIELD B – BIBLICAL STUDIES

OLD TESTAMENT

BA1000Y	Old Testament 1: Survey and Method	2 Eve	46
BA2012Y/BA3012Y	Wisdom Literature	2 Morn	47
BA2018Y/BA3018Y	Justice Mercy and Theodicy in the Old Testament	2 Morn	48
BA2019Y/BA3019Y	Book of Jeremiah	1 Eve	49
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	1 Eve	50
BN2010Y/BN3010Y	The Corinthian Correspondence	1 Morn	51
BN2012Y/BN3012Y	Matthew	2 Eve	52
BN2013Y/BN3013Y	The Gospel of John	1 Sat	53
BN3015Y	Biblical Land and the Gospels (Overseas Travel Unit)	Int	54
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)	Int	55
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 2016, but normally offered in alternate years

BA2010Y/BA3010Y	Pentateuch
BA2011Y/BA3011Y	Psalms
BA2016Y/BA3016Y	Prophetic Literature – Jeremiah and Hosea
BA2017Y/BA3017Y	The Twelve Prophets
BA2013Y/BA3013Y	The Book of Isaiah
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
BN2011Y/BN3011Y	Luke - Acts
BN2014Y/BN3014Y	Galatians
BN2017Y/BN3017Y	Romans

FIELD C – CHRISTIAN THOUGHT AND HISTORY

Semester Page

CHURCH HISTORY

CH1001Y	Early/Medieval Church History (100-1450)	1 Eve	57
CH1002Y	Early Modern & Modern Church History (1450-Present)	2 Eve	58
CH2011Y/CH3011Y	Foundations of Australian Catholicism	1 Eve	59
CH2214Y/CH3214Y	Death Dying Grief through the Lens of Art and Spirituality (=DS2/3214Y) (online)	2 Eve	60
CH2022Y/CH3022Y**	Vatican II: History, Texts, Theology (=CT2/3022)	1 Eve	65
CH2230Y/CH3230Y	Catholic Social Thought in Aust. & O/S (=DT2/3230Y)	1 Eve	61
CH3415Y	Supervised Reading Unit – Church History (15 points)		
CH3430Y	Supervised Reading Unit – Church History (30 points)		

SYSTEMATIC THEOLOGY

CT1000Y	Faith, Revelation and Theology	2 Eve	62
CT1330Y/DM2330Y**	Introduction to the Theology of Mission (=DM1/2330Y)	1 Morn	77
CT2011Y/CT3011Y	Who is this Christ?	1 Eve	63
CT2016Y/CT3016Y	Church: Sign and Sacrament of God's Kingdom	2 Eve	64
CT2022Y/CT3022Y	Vatican II: History, Texts, Theology (=CH2/3022)	1 Eve	65
CT2310Y/CT3310Y	Signs and Gifts of God: Sacraments of Life and Church	2 Eve	66
CT3012Y	The Christian Doctrine of God: The Holy Trinity	2 Morn	67
CT3017Y	Jesus Name of Our Salvation	1 Eve	68
CT3019Y	Human Person: Oriented to Communion	2 Eve	69
CT3021Y	Women in the Christian Theological Tradition	2 Eve	70
CT3415Y	Supervised Reading Unit – Systematic Theology (15 points)		
CT3430Y	Supervised Reading Unit – Systematic Theology (30 points)		

**See cross listing for detailed unit description

FIELD C UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in other years

CH2010Y/CH3010Y	Reformation Histories and Theologies
CH2011Y/CH3011Y	Foundations of Australian Catholicism
CH2012Y/CH3012Y	Introduction to Early Christian Art and Architecture
CH2013Y/CH3013Y	Medieval Popular Religion in the West
CH2014Y/CH3014Y	Creating Communal Identity: Early Franciscan Liturgy, Art and Popular Texts
CH2210YCH/3210Y	Seers, Saints and Sinners: Visual Traditions and the Construction of Women's Identity in the Christian Tradition, c. 1300-1700 (=DS2/310Y)
CH2212Y/CH3212Y	Art History and Spirituality in Western Europe (=DS2/3212Y)
CT2010Y/CT3010Y	Eschatology: Living in Hope
CT2020Y/CT3020Y	Cosmos as Creation
CT2320Y/3320Y	Mary in the Christian Tradition (=DS2/3320Y)
CT2340Y/3340Y	Human Sexuality and Marriage (=DT2/3340Y)
CT2350Y/CT3350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=DR2/3350Y)

FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	Page
CANON LAW			
DC2011Y/DC3011Y	Canon Law A	1 Morn	73
DC2012Y/DC3012Y	Canon Law B	2 Morn	74
DC3415Y	Supervised Reading Unit – Canon Law (15 points)		
DC3430Y	Supervised Reading Unit – Canon Law (30 points)		
LITURGY			
DL1430Y	Doing and Living the Church's Liturgy (=DP1430Y DS1430Y)	1 Eve	75
DL2010Y/DL3010Y	Liturgy: Presiding and Participating in Community Celebrations	2 Morn	76
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)	1 Morn	77
DM2016Y/DM3016Y	Liberating Mission: When Gospel Meets Culture	1 Morn	78
DM2015Y/3015Y	Recent Approaches to Mission	2 Morn	79
DM3014Y	Inter-Religious Dialogue in a Multi-religious Society	1 Eve	80
DM3415Y	Supervised Reading Unit – Missiology (15 points)		
DM3430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES			
DP1430Y**	Doing and Living the Church's Liturgy (=DL1430Y DS1430Y)	1 Eve	75
DP1001Y	Foundations for Pastoral Practice	2 Morn	81
DP2003Y/3003Y	Pastoral Counselling: Theory and Practice	2Morn	82
DP2011Y/3011Y	Counselling: Theory and Practice	1 Morn	83
DP8273S	Clinical Pastoral Education (CPE)		84
DP3415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP3430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION			
DR3415Y	Supervised Reading Unit – Religious Education (15 points)		
DR3430Y	Supervised Reading Unit – Religious Education (30 points)		
SPIRITUALITY			
DS1430Y**	Doing and Living the Church's Liturgy (=DP1430Y DL1430Y)	1 Eve	75
DS1000Y	Foundations for Christian Spirituality	2 Morn	85
DS3415Y	Supervised Reading Unit – Spirituality (15 points)		
DS3430Y	Supervised Reading Unit – Spirituality (30 points)		
MORAL THEOLOGY			
DT1000Y	Introduction to Moral Theology	1 Morn	86
DT2011Y/DT3011Y	Major Issues in Contemporary Moral Theology	2 Eve	87
DT2016Y/DT3016Y	Equity and Sustainability	2 Eve	88
DT2230Y/DT3230Y**	Catholic Social Thought in Aust. & O/S (=CH2/3230Y)	1 Eve	61
DT3415Y	Supervised Reading Unit – Moral Theology (15 points)		
DT3430Y	Supervised Reading Unit – Moral Theology (30 points)		

**See crosslisting for detailed unit description

FIELD D – THEOLOGY: MISSION AND MINISTRY UNDERGRADUATE

FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in other years

LITURGY DL

DL2422Y/DL3422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP2/3422Y)
DL2423Y/DL3423Y	Proclaiming the Word of God (=DP2/3423Y)
DL2433Y/DL3433Y	Rites, People and Places: Liturgy Study Tour

MISSIOLOGY DM

DM2011Y/DM3011Y	A Comparative Study of Religions
DM2012Y/DM3012Y	Evangelisation Today: Theory and Praxis
DM2015Y/DM3015Y	Recent Approaches to Mission
DM2331Y/DM3331Y	Theology in Asia: A Model of Development in Theology (=CT2/3331Y)
DM2470Y/DM3470Y	Social Teaching and Aboriginal Australians (=DT2/3470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP1430Y	Doing and Living the Church's Liturgy (=DS1430Y DL1430Y)
DP2011Y/DP3011Y	Counselling: Theory and Practice
DP2422Y/DL3422Y**	Ritual and Pastoral Care: In Sickness and Life (=DL2/3422Y)
DP2/3111Y	Foundations for Ministry
DR2350Y/DR3350Y**	Sacraments of Initiation: Baptism, Confirmation, Eucharist (=CT9350Y)
DP3481Y	Leadership in a Faith Community (=DR3481Y)

SPIRITUALITY DS

DS2212Y/DS3212Y	Art History and Spirituality in Western Europe (CH2/3212Y)
DS2320Y/DS3320Y	Mary in the Christian Tradition (=CT2/3320Y)

MORAL THEOLOGY DT

DT2012Y/DT3012Y	Justice and Human Rights
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?

INDEX OF UNITS – POSTGRADUATE

Semester Page

NOT FOR CREDIT UNITS

NN1000Y	Introduction to Tertiary Studies in Theology	1/2 aft	37
NN0310Y	Art of the Icon	1/2 morn	38
NR1003Y	Reading the Christian Classics, 4	1 eve	39

FIELD A – HUMANITIES

LANGUAGES

AL8011Y	New Testament Greek A (Foundational unit)	1 Eve	100
AL8012Y	New Testament Greek B (Foundational unit)	2 Eve	101
AL8031Y	Theological German A (Foundational unit)	1 Eve	102
AL8032Y	Theological German B (Foundational unit)	2 Eve	103

FIELD A UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in other years

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

FIELD B – BIBLICAL STUDIES

OLD TESTAMENT

BA8000Y	Biblical Interpretation (OT): History, Background, Critical Methodology (Foundational unit)	1 Eve	105
BA9012Y	Wisdom Literature	2 Morn	106
BA9018Y	Justice Mercy and Theodicy in the Old Testament	2 Morn	107
BA9019Y	Book of Jeremiah	1 Eve	108
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	109
BN9010Y	The Corinthian Correspondence	1 Morn	110
BN9012Y	Matthew	2 Morn	111
BN9013Y	The Gospel of John	1 Sat	112
BN9015Y	Biblical Land and the Gospels (Overseas Travel Unit)	May/Jun	113
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 2016, but normally offered in other years

BA9013Y	The Book of Isaiah
BA9014Y	Prophecy Apocalyptic and the Future
BA9015Y	Exile and Return
BA9016Y	Prophetic Literature – Jeremiah and Hosea
BN9017Y	Romans
BA/BN9110Y	Biblical Justice and the Reign of God
BA/BN9112Y	The Bible and the Land
BN9011Y	Luke - Acts
BN9014Y	Galatians
BS9500Y	Re-Visioning of Biblical Interpretation: The Bible and Art (=CH9500Y L/DP9500Y)

FIELD C – CHRISTIAN THOUGHT AND HISTORY

		Semester	Page
CHURCH HISTORY			
CH8100Y	Turning Points in the History of the Western Church (Foundational unit)	2 Sat	115
CH9011Y	Foundations of Australian Catholicism	1 Eve	116
CH9022Y**	Vatican II: History, Texts, Theology (=CT9022Y)	1 Eve	126
CH9214Y	Death Dying & Grief; through the lens of Spirituality (DS9214Y)	Wed/OL	117
CH9230Y	Catholic Social Thought in Aust. & O/S (= DT9230Y)	1 Eve	118
CH9415Y	Supervised Reading Unit – Church History (15 points)		
CH9430Y	Supervised Reading Unit – Church History (30 points)		
SYSTEMATIC THEOLOGY			
CT8002Y	Introduction to Theology in a Global Perspective (Foundational unit)	1 Eve	119
CT9011Y	Who is this Christ?	1 Eve	120
CT9012Y	The Christian Doctrine of God: The Holy Trinity	2 Morn	121
CT9016Y	Church: Sign and Sacrament of God's Kingdom	2 Eve	122
CT9017Y	Jesus: Name of Our Salvation	1 Eve	123
CT9019Y	Human Person: Oriented to Communion	2 Eve	124
CT9021Y	Women in the Christian Theological Tradition	2 Eve	125
CT9022Y	Vatican II: History, Texts, Theology (=CH9022Y)	1 Eve	126
CT9310Y	Signs & Gifts of God: Sacraments of Life and Church	2 Eve	127
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 2016, but normally offered in other years

CH9010Y	Reformation Histories and Theology
CH9012Y	Introduction to Early Christian Art and Architecture
CH9013Y	Medieval Popular Religion in the West
CH9210Y	Seers, Saints and Sinners: Visual Traditions and the construction of Women's Identity in the Christian Tradition, c. 1300-1700 (DS9210Y)
CH9211Y	In search of the Foundress: The Painted life of Mary Ward (1585 - 1645) (=DS9211Y)
CH9212Y	Art History and Spirituality in Western Europe (= DS9212Y)
CH9500Y	The Bible and Art Re-Visioning of Biblical Interpretation: (=BS9500Y DL/DP9500Y)
CT8001Y	Foundations for Christian Thinking (Foundational unit)
CT9010Y	Eschatology: Living in hope
CT9020Y	Cosmos as Creation
CT9320Y	Mary in the Christian Tradition
CT9331Y**	Theology in Asia: A Model of Development in Theology (=DM9331Y)
CT9340Y	Human Sexuality & Marriage (=DT9340Y)
CT9350Y	Sacraments of Initiation: Baptism, Confirmation, Eucharist

**see crosslisting for detailed description

FIELD D – THEOLOGY: MISSION AND MINISTRY

		Semester	Page
CANON LAW DC			
DC9011Y	Canon Law A	1 Morn	131
DC9012Y	Canon Law B	2 Morn	132
DC9415Y	Supervised Reading Unit – Canon Law (15 points)		
DC9430Y	Supervised Reading Unit – Canon Law (30 points)		
LITURGY DL			
DL8430Y	Doing and Living the Church's Liturgy (=DP8430Y DS8430Y) (Foundational Unit)	1 Mon/Sat	133
DL9010Y	Liturgy: Presiding and Participating in Community Celebrations	2 Morn	134
DL9415Y	Supervised Reading Unit – Liturgy (15 points)		
DL9430Y	Supervised Reading Unit – Liturgy (30 points)		
MISSIOLOGY DM			
DM8330Y	Introduction to Theology of Mission (Foundational unit)	1 Morn	135
DM9014Y	Interreligious Dialogue in a Multi-Religious Society	1 Eve	136
DM9015Y	Recent Approaches to Mission	2 Morn	137
DM9016Y	Liberating Mission: When Gospel Meets Culture	1 Morn	138
DM9415Y	Supervised Reading Unit – Missiology (15 points)		
DM9430Y	Supervised Reading Unit – Missiology (30 points)		
PASTORAL THEOLOGY AND MINISTRY STUDIES DP			
DP8430Y**	Doing and Living the Church's Liturgy (=DL8430Y DS8430Y) (Foundational Unit)	1 Mon/Sat	133
DP8001Y	Foundations for Pastoral Practice (Foundational Unit)	2 Morn	139
DP9003Y	Pastoral Counselling: Theory and Practice II	2 Morn	140
DP9011Y	Counselling: Theory and Practice	1 Morn	141
DP8273S	Clinical Pastoral Education (CPE)		142
DP9415Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (15 points)		
DP9430Y	Supervised Reading Unit – Pastoral Theology & Ministry Studies (30 points)		
RELIGIOUS EDUCATION DR			
DR9415Y	Supervised Reading Unit – Religious Education (15 points)		
DR9430Y	Supervised Reading Unit – Religious Education (30 points)		
SPIRITUALITY DS			
DS8000Y	Foundations for Christian Spirituality (Foundational unit)	2 Morn	143
DS8430Y**	Doing and Living the Church's Liturgy (=DP8430Y DL8430Y) (Foundational Unit)	1 Mon/Sat	133
DS9214Y**	Death Dying & Grief; through the lens of Spirituality (CH9214Y)	2 Wed/OL	117
DS9415Y	Supervised Reading Unit – Spirituality (15 points)		
DS9430Y	Supervised Reading Unit – Spirituality (30 points)		
MORAL THEOLOGY DT			
DT9011Y	Major Issues in Contemporary Moral Theology	2 Wed/Sat	144
DT9016Y	Equity and Sustainability	2 Eve	145
DT9230Y**	Catholic Social Thought in Aust. & O/S (CH9230Y)	1 Eve	118
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 146-153

CAPSTONE UNITS

RQ9021C	Research Methodologies	1	154
XS9992	Pastoral Leadership	2 Eve	156
12,000 word Research Essay			157

UNITS FOR GRADUATE CERTIFICATE IN TEACHING RELIGIOUS EDUCATION*(See page 164 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

POSTGRADUATE FIELD D UNITS AVAILABLE IN OTHER YEARS

Units not offered in 2016, but normally offered in other years

LITURGY DL

DL9422Y	Ritual and Pastoral Care: In Sickness and Life's Ending (=DP9422Y)
DL9423Y	Proclaiming the Word of God (=DP9423Y)
DL9433Y	Rites, People and Places : Liturgy Study Tour
DL9500Y	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DP9500Y)

MISSIOLOGY DM

DM9011Y	A Comparative Study of Religions
DM9013Y	The Cutting Edge of Mission Today: Missiology Immersion Program
DM9331Y	Theology in Asia: A Model of Development in Theology (=CT9331Y)
DM9470Y	Social Teaching and Aboriginal Australians (=DT9470Y)

PASTORAL THEOLOGY AND MINISTRY STUDIES

DP8111Y	Foundations for Ministry (Foundational unit)
DP9011Y	Counselling: Theory and Practice
DP9422Y**	Ritual and Pastoral Care: In Sickness and Life's Ending (=DL9422Y)
DP9423Y**	Proclaiming the Word of God (=DL9423Y)
DP9481Y	Leadership in a Faith Community (=DR9481Y)
DP9500Y	The Bible and Art: Re-Visioning of Biblical Interpretation (= BS9500Y CH9500Y DL9500Y)

SPIRITUALITY

DS9212Y	Art History and Spirituality in Western Europe (= CH9212Y)
DS9320Y	Mary in the Christian Tradition (=CT9320Y)

RELIGIOUS EDUCATION DR

DR9481Y**	Leadership in a Faith Community (=DP9481Y)
-----------	--

MORAL THEOLOGY DT

DT8000Y	Moral Theology: Principles and Practice (Foundational unit)
DT9012Y	Justice and Human Rights
DT9015Y	Christianity, Economics & Social Transformation
DT9340Y	Human Sexuality and Marriage (=CT9340Y)
DT9470Y	Social Teaching and Aboriginal Australians (=DM9470Y)

CAPSTONE UNITS

XS9991Y	A Faith to Live By
---------	--------------------

Undergraduate First Semester 2016

Monday

9.30	DM1/2330Y JK Introduction to the Theology of Mission	DC2/3011Y RJ Canon Law A
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology	
6.00	CH2/3230Y DT2/3230Y BD Catholic Social Thought in Australia and Overseas	CT3017Y MB Jesus: Name of our Salvation **DL1430Y DP1430Y DS1430Y MS Doing & Living the Church's Liturgy

Tuesday

9.30	DM2/3016Y RR Liberating Mission: When Gospel meets Culture	DP2/3011Y PC Counselling: Theory and Practice
6.00	BN1000Y G Bourke Gospel of Mark & Biblical Interpretation	CH2/3011Y PP Foundations of Australian Catholicism CT2/3022Y CH2/3022Y SB Vatican II: History, Texts, Theology

Wednesday

9.30	DT1000Y PM Introduction to Moral Theology: The God I believe in is the God I respond to	
6.00	AL1011Y M Coloe New Testament Greek A	CH1001Y PP A Survey of Early and Medieval Church History (100-1450)

Thursday

9.30	BN2/3010Y C Mon The Corinthian Correspondence		NN0310Y IH (Non Credit) 10am – 12 noon Art of the Icon		
6.00	NR1004Y LN (Non Credit) Reading the Christian Classics 4	AL1031Y JH Theological German A	BA2/3019Y M O'B Book Of Jeremiah	CT2/3011Y JG Who is this Christ?	DM3014Y JK Inter-Religious Dialogue in a Multi-religious Society

Units with special arrangements:

BN2/3013Y MC The Gospel of John: Saturdays Feb 6 th & 20 th Mar 5 th & 19 th April 16 th & 30 th 9.30 am – 4.30 pm
BS3016Y MC & MR Passover and Easter in the Biblical Land Overseas intensive study Unit in Jerusalem March 8th - April 4th
**DL1430Y DP1430Y DS1430Y MS Doing & Living the Church's Liturgy Sunday 14 th Feb 2-5pm; Saturday 12 th March 10am-4pm; Mondays 6-9pm 22 & 29 Feb, 7 March; 4, 11, 18, 25 April; 9, 16 & 23 May

Undergraduate Second Semester 2016

Monday

9.30	BA2/3012Y MR Wisdom Literature	DC2/3012Y RJ Canon Law B
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology	
6.00	BN2/3012Y C Mon Matthew	

Tuesday

9.30	DP2/3003Y DL Pastoral Counselling: Theory & Practice II		DS1000Y RR Foundations for Christian Spirituality	DL2/3010Y PM & PP Liturgy: Presiding and Participating in Community Celebrations	
6.00	BA1000Y MR Old Testament 1: Survey & Method	CT2/3016Y RF Church: Sign & Sacrament of God's Kingdom		CT3019Y G Brett Human Person: Oriented to Communion	DT2/3016Y BD Equity and Sustainability

Wednesday

9.30	BA2/3018Y M O'Brien Justice, Mercy and Theodicy in the OT			DP1001Y DL Foundations for Pastoral Practice	
6.00	AL1012Y MC New Testament Greek B	CH1002Y PP A Survey of Early Modern & Modern Church History	*CH2/3214Y DS2/3214Y CR Death, Dying and Grief: Through the Lens of Art & Spirituality	CT3021Y JG Women in the Christian Theological Tradition	**DT2/3011Y BT Major Issues in Contemporary Moral Theology

Thursday

9.30	NN0310Y IH (Non Credit) Art of the Icon 10am – 12 noon	CT3012Y C Most The Christian Doctrine of God: The Holy Trinity	DM2/3015Y JK Recent Approaches to Mission
6.00	CT1000Y G Brett Faith, Revelation & Theology	CT2/3310Y G Brown Signs & Gifts of God: Sacraments	AL1032Y JH Theological German B

Units with special arrangements:

*CH2/3214Y DS2/3214Y CR & EF Death, Dying and Grief: Through the Lens of Art & Spirituality Wednesdays July 27 th & October 26 th 6-9pm face to face at YTU. other classes online	
BN3015Y MR The Biblical Land and the Gospels Overseas Intensive Study in Jerusalem May 29 - June 26 2016	
**DT2/3011Y BT Major Issues in Contemporary Moral Theology Wednesdays 6-9 pm July 27 th , August 3 rd , 10 th , 17 th ; September 14 th & 21 st Saturdays 9.30-4.30 August 6 th , September 17 th & 24 th	

Postgraduate First Semester 2016

Monday

9.30	DM8330Y JK Introduction to the Theology of Mission	DC9011Y RJ Canon Law A
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology	
6.00	BA8000Y JH Biblical Interpretation (OT) History, Background, Critical Methodology	CH9230Y DT9230Y BD Catholic Social Thought in Australia and Overseas
	CT9017Y MB Jesus: Name of our Salvation	**DL8430Y DP8430Y DS8430Y MS Doing & Living the Church's Liturgy

Tuesday

9.30	DM9016Y RR Liberating Mission: Gospel meets Culture	DP9011Y PC Counselling: Theory and Practice
6.00	CH9011Y PP Foundations of Australian Catholicism	CT9022Y CH9022Y SB Vatican II: History, Texts, Theology

Wednesday

6.00	AL8011Y M Coloe New Testament Greek A	CT8002Y SB Introduction to Theology in a Global Perspective
------	--	--

Thursday

9.30	BN9010Y C Mon The Corinthian Correspondence		NN0310Y IH (Non Credit) 10am – 12 noon Art of the Icon	
6.00	NR1004Y LN (Non Credit) Reading the Christian Classics 4	AL8032Y JH Theological German A	BA9019Y M O'Brien Book Of Jeremiah	CT9011Y JG Who is this Christ?
				DM9014Y JK Inter-Religious Dialogue in a Multi-religious Society

Units with special arrangements:

Intensive BN9013Y MC The Gospel of John Saturdays Feb 6 th & 20 th Mar 5 th & 19 th April 16 th & 30 th 9.30 am – 4.30 pm
**DL8430Y DP8430Y DS8430Y MS Doing & Living the Church's Liturgy Sunday 14 th Feb 2-5pm; Saturday 12 th March 10am-4pm; Mondays 5-8pm 22 & 29 Feb, 7 March; 4, 11, 18, 25 April; 9, 16 & 23 May

Postgraduate Second Semester 2016

Monday

9.30	BA9012Y MR Wisdom Literature	DC9012Y RJ Canon Law B
1.30	NN1000Y MK Introduction to Tertiary Studies in Theology	
6.00	BN8000Y G Bourke Biblical Interpretation (NT) History, Background, Critical method	BN9012Y C Mon Matthew

Tuesday

9.30	DS8000Y RR Foundations for Christian Spirituality	DP9003Y DL Pastoral Counselling: Theory & Practice II	DL9010Y PM & PP Liturgy: Presiding and Participating in Community Celebrations
6.00	CT9016Y RF Church: Sign & Sacrament of God's Kingdom	CT9019Y G Brett Human Person: Oriented to Communion	DT9016Y BD Equity and Sustainability

Wednesday

9.30	BA9018Y M O'B Justice, Mercy and Theodicy in the Old Testament		DP8001Y DL Foundations for Pastoral Practice	
6.00	AL8012Y M Coloe New Testament Greek B	*CH9214Y DS9214Y CR Death, Dying and Grief: Through the Lens of Art & Spirituality	CT9021Y JG Women in the Christian Theological Tradition	**DT2/3011Y BT Major Issues in Contemporary Moral Theology

Thursday

9.30	NN0310Y IH (Non Credit) 10am – 12 noon Art of the Icon	CT9012Y C Most The Christine Doctrine of God: The Holy Trinity	DM9015Y JK Recent Approaches to Mission
6.00	AL8032Y JH Theological German B	CT9310Y G Brown Signs & Gifts of God: Sacraments of Life & Church	XS9992Y MK Pastoral Leadership

Units with special arrangements:

*CH9214Y DS9214Y CR & EF Death, Dying and Grief: Through the Lens of Art & Spirituality Wed July 27 th & Wed October 26 th 6-9pm face to face at YTU other classes online	
CH8100Y RB Turning Points in the History of the Western Church Sat 9.30-4.30 July 30 th , Aug 13 th & 27 th , Sept 10 th , Oct 8 th & 22 nd	
BN9015Y MR The Biblical Land and the Gospels Overseas Intensive Study in Jerusalem May 29 - June 26 2016	
**DT9011Y BT Major Issues in Contemporary Moral Theology Wednesdays 6-9 pm July 27 th , August 3 rd , 10 th , 17 th ; September 14 th & 21 st Saturdays 9.30-4.30 August 6 th , September 17 th & 24 th	

